



THE RUSSETT SCHOOL

SEN INFORMATION REPORT

Written by Catherine Lewis

Date July 2021

Signed by Executive Headteacher

A handwritten signature in black ink, appearing to read 'C. Lewis', is placed over a white rectangular box. The signature is written in a cursive style.

.... Date: July 2021

This is a *statutory* policy and it will be reviewed/amended Summer 2022

Document Control

There are one controlled paper copies of this document on Trust Governor

Working in Partnership with



Challenge for Achievement

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SEN Information Report

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities

As an academy this policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age,
or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are thirteen sections that form this report.

Section 1: What kinds of Special Education Needs does the Russett School make provision for?

The Russett School is an Academy working in partnership with The Russett Learning Trust.

All pupils and young people at The Russett School have a Education Health Care Plan (EHC Plan) and are aged between 2 - 19 years with Severe and Complex needs. Including

- Speech and Language Difficulties
- Severe Learning Difficulties and Complex Needs

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Section 2: How would the Russett School identify and assess my child's Special Educational Needs?

All pupils and young people attending our Academy have a EHC Plan, which identifies us as the most appropriate provision (Section I). This also identifies the pupil/young person's primary, and where appropriate, additional needs. The EHC Plan ensures that it reflects the current needs with targets including end of key stage objectives, our story and the parents/pupils/young person's views. This is reviewed yearly at the Annual Review by meeting with parents/carers, stakeholders and where appropriate the pupil/young person. Excellent contact is maintained with parents/carers through Parents Evenings, telephone, Zoom/Teams meeting, face to face meetings and the Home/Academy Diary. Progress is closely monitored throughout the pupils/young person's time with us. Our Academy works closely with a range of special support including

- Physiotherapists, Occupational Therapist, Speech and Language therapists.
- Access to Specialist teachers for Hearing and Visual Impairment
- Paediatric Doctor and a School Nursing Team including Health Assistants
- Social Care
- Educational Psychologist
- LD CAMHS (Learning Difficulties Child & Adolescent Mental Health Service)
- Educational Welfare Officer
- Other specialist staff

Section 3: Information

A. How does the academy evaluate the effectiveness of provision for pupils and young people with Special Educational Needs?

We have a continuous robust system of self-evaluation/quality improvement, review and action planning that takes place throughout the year and is presented to the Local Governing Committee and the Trust Board. This is to ensure all our pupils/young people have the best we can offer in preparing them for the future.

B. How do I know how well my child is doing at the Academy?

Teachers communicate with parents/carers through the home contact diary and regular telephone calls. In addition, parents/carers are always welcome to talk to their child's/young person's class teacher, specialist support and/or a member of the senior team. Parents/carers are encouraged to attend via face to face, Zoom, Teams and telephone the annual review meeting, our parent's/carers evenings in the autumn and summer term to meet and discuss their child's progress and achievements with their class teacher.

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A formal review of the EHC Plan takes place annually and consists of a report including

- Progress, outcomes and achievements by the class teacher
- Specialist reports from professionals such as Physiotherapist, Speech and Language therapist.
- Pupil/young person's views

Once parents/carers have been given an opportunity to read the report, they meet via face to face, Teams, Zoom or telephone with staff and any invited additional professionals involved with their child/young person, to review the existing EHC Plan, contribute their own observations and discuss priority areas and educational aims for the coming year. Where appropriate their child/young person will attend their review to contribute to the discussion.

In this way, the report becomes a joint discussion to support the development and future needs of the individual pupil/young person.

C. Our approach to teaching pupils/young people with Special Educational Needs?

Each class has a full time equivalent teacher and at least 3 - 4 teaching assistants (sometimes more) and 1:1 when required/funded. Pupils/young people may be taught one to one, in small groups or whole class depending on the activity. Our staff are supported by specialists including our NHS School Nursing team, Physiotherapists, Speech and Language. As an academy we commission privately a Speech and Language and Occupational therapists. Our highly trained and dedicated staff includes a Family Liaison Worker, Health Support Assistant and a Job Coach.

We also employ Higher Level Teaching Assistants (HLTA/Teachers) who cover teacher's statutory time for Planning, Preparation and Assessment (PPA). HLTAs carry out additional support including 1:1 support in class for pupils that are funded through the Pupil Premium Grant, college link, work experience and Lunch, Pre/After Academy clubs.

D. How we adapt the curriculum and learning environments?

The curriculum has been reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest, enjoyment and engagement whilst covering all areas enabling pupils/young people to make progress. The curriculum has three distinct pathways - Coastal, Country and City. Young people in our upper school and sixth form have the opportunity to access a wide range of opportunities to develop as young people and citizens of the future. These may include independent living, life and functional skills and community learning as well as more academic subjects. We currently follow ASDAN and Open Award accredited courses that are appropriate to individuals. Many

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of our young people access internal and external work experience supported by our Job Coach. Some of these external placements have continued after leaving our academy.

E. What additional support for learning do we offer?

Your child/young person will initially have their needs identified through their EHC Plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. For example one to one work, specialist strategies, opportunities and support.

F. How will my child/young person be included in activities outside of the academy curriculum?

Every child/young person will have the opportunity to access trips. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils/young people. They provide a wider range of experiences that cannot be provided on site alone, as well as promoting independence. Such as swimming, college, work experience placements, festivals, residential and visits into the local community.

All visits and activities are risk assessed to ensure they are appropriate and safe for individual pupils/young people.

To support these activities, we benefit from our own specialist transport.

G. What is the support for improving by child's/young person's emotional and social development?

We have a robust safeguarding and behaviour support policies in place. Pupil/young people's health and well-being is paramount. Personal/intimate care is conducted discreetly and with dignity, fostering independence whenever possible. We work closely with the School nursing team, our Health Assistant and visiting consultants to ensure that individual medical needs, Health Care Plan and administration of medication are closely monitored.

We also work closely with

- Social Care
- Educational and Clinical Psychologists
- NHS Teams
- LD CAMHS
- School Behaviour Consultant

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Section 4: Our Special Education Needs Co-ordinator.

At the Russett School the role of Special Needs Co-ordination is held by the Executive Headteacher - Emma Leach.

Section 5: What training is provided for staff to support your child/young person?

All our staff receive continued professional and leadership development (CPLD), training and support to meet our pupils/students educational, social and health/wellbeing needs. Teaching staff, teaching assistants, higher level teaching assistants, admin, caretaking, Family Liaison worker and senior staff have targeted training as part of their yearly appraisal and to further meet the changing needs of our Academy and the national agenda.

Other specialist training includes Speech & Language, communication strategies, Picture Exchange Communication System (PECS), First Aid, Curriculum, Moving and Handling, IABA (Behaviour support) Safeguarding, Food Hygiene, Medication to name a few.

All training is monitored to ensure impact and continued updating.

Section 6: How accessible is the Russett School?

We are fully accessible with dedicated disabled parking, the building is old, but we have continued to update, adapt and change to meet the pupils/student's needs. Please come and have a look at us and the Academy environment.

Our playgrounds are well equipped and differentiated across the phases to ensure learning outside the classroom.

Our classrooms are light and airy with a set colour scheme to develop independence for pupils/students with a visual impairment.

Specialist equipment is maintained and purchased to support individual and learning needs. Teaching is adapted through a range of strategies to ensure the best outcomes.

Section 7 & 8: How do our parents/carers and pupils/students get involved in their education?

Parents/carers are involved in their child's education through a variety of activities/information, such as being a Director on the Trust Board and a Governor on our Local Governing Committee.

Fortnightly newsletters, home contact diary, telephone calls, Zoom/Teams, informal and formal meetings including Parents evening and Annual Reviews also provide opportunities for

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information to be shared with home. Senior staff are always available across the day to follow up any concerns and/or arrange a meeting.

Parents/carers are invited to parents evening, special assemblies/Collective Worship, performances, sports day, parent workshops, celebrations and the Leavers Service.

Section 9:What do I do if I have a concern about the provision?

If a concern or complaint is not resolved through informal discussion, the complainant should contact Emma Leach our Executive Headteacher or Julia Hughes our Governance Management who is Clerk to Governors. The complaint must be made in writing using the Trust's Complaints Form. Any complaint will be dealt with in a transparent way and as quickly as is reasonably practicable. The procedures are set out in our Complaints Policy and Procedures.

Section 10 & 11:What specialist services and expertise are available at or accessed by the academy?

Your child/young person will have or be in the process of receiving an Education Health Care Plan (EHC Plan) before being considered for admission. Your point of contact is your local authority SEN team. Parents/carers can discuss this with the Executive Headteacher.

We work closely with the following to support your child's/young person's needs.

Physiotherapy

Occupational Therapy

Speech and Language Therapy

Visiting specialist teachers

Educational Psychology

Transition teams

Local Authorities

Social Care

LDCAMHS

Clinical Psychology

Our Family Liaison Worker.

These can be contacted through the Academy or telephone numbers are available via the Academy office.

Section 12:How do we prepare your child for joining our academy or transferring to another school or for Adulthood.

As part of a Multi Academy Trust (The Russett Learning Trust) we work closely with the different local authorities to ensure that your child's needs can be met at our Academy.

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Parents/carers are encouraged to contact us, to arrange an initial tour with the Executive Headteacher.

A request for a place will then be received from the Local Authority.

Once the placement has been agreed by all parties, a transition will be offered which suits the individual needs of the child and their family.

At the Annual Review meeting, targets will be agreed, progress will be discussed. As part of their transition to, either moving class, moving to a new school or leaving to move onto college or life placement.

Part of the role of sixth form and our Job Coach is to support the transition to the next stage and provide opportunities for work placements, some of these have continued after leaving us.

We have developed links with the local colleges and providers such as Petty Pool, LA Supported Internship programme, Warrington & Vale Royal and Reaseheath colleges where students access a college programme.

Section 13: Where can I find Cheshire West and Chester Local offer?

This can be found at <http://www.cheshirewestandchester.gov.uk> or type into your Google search

Cheshire West and Chester Local Offer