



WHITE SPIRE SCHOOL: SEN Information Report

Date: December 2017

Review Date: December 2018

White Spire School

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Our vision: We are a maintained special school in Milton Keynes for young people with Education & Health Care Plans (EHCP) with Complex Needs. We provide an appropriate loving, safe environment that is balanced with firm, consistent boundaries. Pupils learn valuable behaviour management strategies, how to make positive relationships with others and self-reliance through effective rewards and sanctions. We aim to provide a learning experience that allows our pupils to gain the necessary skills and experiences that will enable them to contribute fully to society and be proud of themselves and what they can achieve. Our pupils have the opportunity to gain relevant qualifications and are inspired and motivated to continue their learning in further education.

The team at White Spire are committed, talented, motivated, reflective, and caring and work incredibly hard to promote the life chances of our pupils and to ensure their success.

We achieve this by having experienced staff who have the expertise of dealing with children with Complex Needs. We have small class sizes that enable us to make teaching and learning personalised. We have strict and clear boundaries to ensure behaviour is of the highest standard. We have supportive parents/carers who understand and respect the school's policies and systems and trust our strategies and policies as they can see the change in their child's progress. We are a reflective establishment and rigorous, robust and relentless review of our systems allow us to continuously improve.

Type of school we are

Complex Needs Special School

Our Ofsted rating: Good

How we know if a pupil has special educational needs

All pupils have an EHCP and admissions' criteria is based on the fact that they have Complex Needs. The EHCP is reviewed on an annual basis to determine what additional support is required and whether the provision of a Special School is still appropriate.

IEPs are reviewed termly by the Form Tutor with parents and pupils.

Because of the nature of the school, all staff have experience and expertise in managing pupils with Complex Needs.

What we do to help pupils with special educational needs

As we are a Special School all that we do helps our pupils. Staff are employed to deliver the National Curriculum (with the exception of MFL) and 14-19 courses. All staff deliver excellent pastoral care that supports pupils and parents/carers to ensure that a child fulfils their potential. Our Pastoral Care systems ensure that appropriate, external support is given to pupils and their families.

Teaching of the curriculum is well planned and delivered and is personalised and differentiated to meet the needs of the pupils. Through summative and formative assessment of the pupils' work, experienced and trained staff are able to identify areas needing extra support and this can be done through targeted, individual or group work.

Through the Annual review process, regular review of IEPs and transition plans, pupils are able to access further education in their chosen career paths. We have a Work-Related Learning Coordinator and Careers Officer who are responsible for ensuring that college placements and Work Experience placements are appropriate, relevant and accessible.

Policies are reviewed regularly with the involvement of staff, pupils, parents and Governors and because we are a Special School, all policies relate to children with SEN.

The Senior Leadership Team regularly monitors and evaluates achievement and behaviour to ensure that what the school delivers is of the highest standards and that pupils can reach those standards. This is done through weekly meetings, daily, weekly and half termly scrutiny of pupil achievement and behaviour, yearly questionnaires on School Improvement and Safeguarding to pupils, parents and staff, annual termly pupil feedback and parent feedback from reports and termly parents' evenings and our School Council meetings. To ensure that this is effective we seek scrutiny and advice, regularly, from the Governing Body, and LA.

How we adapt our teaching for pupils with special educational needs

All lessons are planned effectively and are differentiated. Small class sizes allow pupils to have personalised learning and they have individual targets both in learning and socialisation. These are monitored termly.

How we decide what resources we can give to a pupils with special educational needs

Because we are a Special School the entire budget is allocated to supporting the pupils with SEN. Resources are allocated appropriately in line with the SDP and what is identified to improve teaching & learning and socialisation through our regular systems of review. Allocation is driven by ensuring that we secure good quality staff, the delivery of good teaching and learning and the improvement of pupils' socialisation. Specific funding allocation, e.g. PE & Pupil Premium, is published on our websites as well as how this has impacted on achievement.

Budgets are report annually to the Governing Body.

How we check that a pupil is making progress and how we keep parents informed

Pupils' progress is monitored and evaluated consistently. On a lesson by lesson basis pupil engagement is monitored, evaluated and reported to parents on a regular basis through the home/school diary.

IEPs are reviewed with parents and pupils on a termly basis through regular meetings.

Questionnaires are given to pupils, parents and staff on an annual basis.

An annual report on each subject is given to parents.

Annual Reviews of EHCPs take place when the review date is due or when a change of provision or placement is required.

Support we offer for pupils' health and general wellbeing

The management and administration of medicine is over seen by our two Senior Teaching Assistants who review Health Plans annually or if a change is required for an individual, and keep staff informed.

Accident and Incident Books are kept up to date with an evaluation to reduce the risk of further incidents.

As we are a Special School, all our policies and systems are geared towards the needs of the students. This is done through extensive work with pupils on an individual and team basis Good attendance is rewarded termly and poor attendance is challenged and support provided where necessary.

Pupils contribute their views on a daily basis through Form Time and ad hoc conversations, through the School Council, through their IEPs, through their assessment, through the review of the EHCP and their annual reports.

Any reports of bullying are taken very seriously and incidents addressed accordingly. All pupils are encouraged to talk to staff of any concerns they have at any level.

Specialist external services we use when we think extra help is needed

The school has regular access to a number of services including School Nurse, Social Care, Educational Psychologist, Speech and Language Therapist, Attendance Officer, CAMHS, Police Liaison Officer, Psychotherapists, Behaviour Support Officer and Careers Officer. This is not an exhaustive list and will involve any service or agency that will help a child and their family. The contact details for these can be obtained directly from the school.

The training our staff have had or are getting

All staff have training, expertise and experience in managing children with Complex Needs. Training for Staff is identified through our Appraisal system, through our review systems, and when there is a change in law or DFE or LA Guidance.

Training is identified and put in place to improve Teaching and Learning, and managing behaviour. Regular training includes Safeguarding & Child Protection, First Aid, Epilepsy, Equality, and restraint training,

How we include pupils in activities and school trips

All pupils are encouraged to be involved in all activities that the school provides. The curriculum is broad and balanced and encourages them to work as a team, take responsibility for their actions, and feel the accomplishment of completing a task and being successful. We discourage apathy and promote a work ethic that they will need for later life.

The school offers termly reward trips to help pupils with social skills and managing their own socialisation. This can be locally or nationally. Curriculum trips are held termly and allow pupils to access the curriculum in a more hands on and visual way, Key Stage trips are regular. These can be to a theme park, place of natural beauty, the coast or outdoor pursuits centres. Pupils can also choose what trip they want as a class with discussion with their tutor.

Our school environment

The school building was updated and refurbished in 2014. It has disabled access, disabled toilets and changing facilities. Classrooms accommodate small class sizes. A regular review of its usage takes place to ensure it meets the best needs of all. A programme of maintenance ensures it is a pleasant welcoming environment. Health & Safety is monitored by Governors termly and by the LA.

The grounds include a grass pitch, outdoor gym facilities and a Multi Utility games area. The staff and pupils have created and maintained an area where the school grows its own herbs, fruit and vegetables. The outdoor space provides an excellent resource for Science, gardening and Forest Schools

How we prepare for pupils joining our school and leaving our school

It is recommended that prospective pupils look around the school with their parents/carers as this allows them to feel part of the decision making process and allows them to invest thought and care into the school. Support from staff and pupils will be given to a new pupil to enable them to feel part of the school family and feel comfortable with the systems and protocols of the school.

All pupils have a Transition Plan in Yr 9-11 to enable to make informed choices at critical points in the school career. Parents are invited to give their input. The Work-Related Coordinator and Careers Officer supports the choices by identifying options and placements for Work Experience and College/FE. Pupils are given support in writing their CVs, enabling professional communication (e.g. telephone call, emails etc), completing application forms, attending Open Days/Evenings, and attending interviews. Parents are invited to open days and interviews if they wish but pupils are encouraged to be independent when accessing work or FE.

How parents are involved in school life

On a lesson by lesson basis pupil engagement is monitored, evaluated and reported to parents on a regular basis through the home school diary. Parents have an opportunity through the diary to give their comments/views on a daily basis.

IEPs are reviewed with parents and pupils on a termly basis through meetings.

Questionnaires are given to pupils and parents on an annual basis.

An annual report on each subject is given to parents.

Annual Reviews of EHCPs take place when the review date is due or when a change of provision or placement is required.

Parents are also invited to coffee mornings, performances, charity events, parental engagement events and specific celebrations.

For those who English is not their first language, written information can be translated and interpreters can be organised for meetings.

For those who have other specific special needs, strategies or support to enable access to meetings and written information can be put in to place to support them.

How pupils are involved in school life and their education

Pupils are consulted for their views of the school by the class representative on the School Council who are encouraged to make suggestions and devise solutions for issues that are raised.

These are raised at SMT meetings in order to address their issues.

Pupils feed back to their class teachers, on how they and their teacher can help them make progress. Pupils are continuously encouraged to talk staff on an individual basis to address any personal issues they may have in order to take action to resolve them.

How the effectiveness of the provision is evaluated

Most recent Ofsted report in March 2014 said the school was good with outstanding features.

As well as all the procedures already mentioned to involve pupils and parents and to assess progress the head teacher produces a school Self Evaluation which is updated annually and feeds into the School Development plan. This is used as a basis of evaluating and improving the provision. A rigorous monitoring system is in place to evaluate and improve the teaching and learning across the school. The Governing body meet regularly and play an active role in raising the standards of the school and ensuring that the provision meets the needs of all pupils.

Who to contact for more information or to discuss a concern

The School Office staff are experienced and able to communicate with parents regarding general information about their child.

The Key Stage Teams are well placed to give specific information relating to achievement and pastoral care. They are also able to support parents with specific worries or concerns about their child. They are also able to liaise with external agencies and inform Child Protection cases

The Key Stage Pastoral Leaders and Curriculum Leaders will manage the Tutor Teams to enable them to do this.

Headteacher: Finlay Douglas

Assistant heads :Phil Wilson, Michelle Bartle, Katy Cozens

Designated Child Protection Staff - Finlay Douglas, Michelle Bartle, Phil Wilson, Katy Cozens Shams Sharples, Debbie Walker and Sophie Lunnon (Tel: 01908 373266)

The Governing Body will address any complaints using the Parental Grievance Policy which is on our website.

Our offer to children with special educational needs and disabilities was prepared in December 2015

Milton Keynes' Local Offer can be found on the Local Authority website.

