



## Two Boats School SEN Information Report ('School Offer')

### Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

### Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

### Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy

### Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website and on request a copy may be obtained from the School Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Governors undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: April 2020

A handwritten signature in blue ink, appearing to read 'F. Quinn', with a horizontal line underneath.

Farah Quinn, Head teacher

## **INTRODUCTION**

Welcome to our 'School Offer' information. On these pages you will find answers to many frequently asked questions (FAQ)s relating to what we offer children in our school who have a special educational need (SEN). It will be reviewed annually. If you do not find what you are looking for then please ask us.

### **1. AIMS OF THE SCHOOL**

The vision for Two Boats School is to provide the highest quality education, support and care for children and young people with all young people regardless of SEND.

In this learning community our SEND offer includes:

- High quality education tailored to the individual learning and social needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence with opportunities to achieve nationally-recognised qualifications and accreditations;
  - From Entry Level to GCSE level
  - Personalised teaching strategies
- An inclusive approach that enables our pupils to learn and socialise in appropriate situations to meet their individual needs, aptitudes and interests
- An ethos which develops each pupil's social, moral, spiritual and cultural awareness, with young people to be guided supported in this exploration in the community
- An environment where pupil's social and emotional skills as well as learning behaviours, can be nurtured and supported by a staff team including health, psychology and educational professionals
- Access for all students to take as full a part as possible in all school activities
- Regular parents/carers contact so that they are kept fully informed of their child's progress and attainment
- Access for all students to be involved, where practicable, in decisions affecting their future provision

Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their effect, by parents, teachers and students working together.

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have learning difficulties if they: -

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, SEN Code Of Practice (2015)

## **3. HOW DOES THE SCHOOL KNOW IF CHILDREN/YOUNG PEOPLE NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?**

At Two Boats School we work in partnership with families. If you as a parent or carer have any concerns about your child's progress or feel that they may have a special educational need, please contact your child's teacher in the first instance. The class teacher, supported by the SENCO will discuss your concerns with you and together we will plan a way forward.

We believe that all children with special educational needs should be identified and assessed as early as possible so that we can work together to provide the very best outcome for your child.

We look at a range of information to assess whether a child may have special educational needs. This includes:

- 1.0 Views of the parents/ carers
- 2.0 Views of the pupils
- 3.0 Evidence received upon entry to the school
- 4.0 Data from termly assessments
- 5.0 Continuous assessment of a child's learning
- 6.0** Class teacher and other adults' observations about how children learn and behave in different situations

## **4. WHAT SPECIAL EDUCATIONAL NEEDS DOES TWO BOATS SCHOOL CATER FOR**

The students have difficulties in all four areas of need as defined by the SEN Code of Practice:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **5. WHAT DO WE PROVIDE AND HOW IS IT DELIVERED?**

We work hard to ensure that all teachers provide quality first teaching to both support and challenge children. Lessons are structured in a way that allows children to learn in a variety of different ways.

From time to time, some children may require additional support to help them access the curriculum and to make as much progress as they are able. We may then be able to offer a more personalised approach which may include providing more specialised resources or adaptations, or teaching in a small group or on an individual basis.

A few children require more specific provision and it may be appropriate to seek advice from external professionals in order to best support these children to make good progress in school

Examples of a personalised approach may include:

- Structure and routines embedded into the school day
- Planning for changes to routine
- Visual supports to promote understanding of routine and the school day
- Clear and concise communication with adequate time to process information
- Social stories to develop greater social understanding
- Adaptations to the classroom and school environment based on individual need e.g. Ear defenders
- Carefully planned curricula and lessons which take into account the interest, needs and aspirations of pupils
- Social skills programmes such as time to talk and socially speaking, 101 ways to teach social skills
- 'Time out' card to indicate to teaching staff if a regulation break is required
- 'The Incredible 5 point scale' used a stress scale to turn emotions into more concrete concepts and proactive responses
- Dedicated safe and quiet place for pupils to go to when they feel anxiety building or are overloaded by sensory stimuli.
- Tutorials to with personalised emotional literacy support
- Visual reward systems
- Small class groups
- Structured teaching with visible success criteria
- Personalised learning style, practical learning opportunities, with lessons engaging a range of learning styles

- Personalised timetable with creative learning opportunities
- High level of pastoral input to support personal and social education
- Individual support plans updated each term which offer smart targets focussing on personal and social development
- Clear boundaries, rewards and consequences
- Summative assessments and close tracking of progress in order to identify gaps in learning
- Intervention groups
- Opportunities to develop social, moral, spiritual and cultural education

## **6. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?**

All children's emotional health is well supported through our caring ethos, PSHE sessions in class and a dedicated member of staff for pastoral support. The school has a consistent behaviour policy.

This school has developed a set of 12 values which we see as critical to the personal and social development of children. The values are taught through assemblies and reinforced in class.

## **7. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

The school works with the hospital to try to ensure access to an Educational Psychologist as often as possible.

## **8. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher.

This support is reviewed regularly via the Individual Support Plan process with amendments being made to the programme of support. Targets are set and progress towards targets is reported back to parents at regular intervals. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support

## **9. HOW WILL THE LEARNING AND DEVELOPMENT PROVISION BE MATCHED TO MY CHILD'S NEEDS?**

A cyclical approach of assessing, planning, implementing and reviewing is integral to the process of meeting the needs of children with SEN (This is sometimes called the 'graduated response').

Each intervention is carefully weighed up to ensure it is the most effective for each individual child with their own particular needs before it is implemented. Children are involved in the process and their interests, likes and feedback will be used to tailor interventions to maximise impact.

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.

## **10. PARTNERSHIP WITH PARENTS**

We firmly believe that partnership with parents and carers plays a key role in promoting a culture of co-operation between parents, schools and others. This is important in enabling our students to achieve their potential. Parents should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have access to information, advice and support during assessment and any related decision-making processes about special education provision

Additional support and targeted intervention details will be written down in an ISP (Individual Support Plan). These will be reviewed and updated termly. The ISP will detail the type, duration and frequency of support and who is responsible for delivering the support. You will receive a copy of the ISP.

All parents/ carers can discuss their child's progress at parent consultation meeting and will receive a detailed written school report in the summer term.

For those parents with children on an ISP, we encourage you to ask for informal updates whenever you feel you need more information, and we particularly encourage you to share new information about your child if their needs change.

All attainment and progress data is tracked closely and in the Primary phase discussed during termly Pupil progress meetings which take place between the class teacher and the SENCO. In secondary, progress is discussed at team meetings and recorded on pupil progress tracking sheets.

## **11. STUDENT VIEWS**

Two Boats School involves students in their education and decision making as much as possible. Each student has regular opportunities to share their views both on a formal basis and informal basis. Our student council provides students with a voice and there is one class representative per class.

## **12. HOW IS PROVISION EVALUATED**

To ensure provision is appropriate we continually monitor and evaluate approaches through:

- ISP target data
- Pupil progress data against National Curriculum and accreditation specifications
- Annual summative assessment and end of year report
- School development plan
- Governance
- Parent feedback

## **13. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SCHOOL OR THE NEXT STAGE OF EDUCATION AND LIFE?**

As a school with an age range of 3 to 16 there is a fairly large amount of interaction between the primary and secondary phases. There is a monthly whole school assembly, whole school Sports Day and Swimming Gala and all staff are known to children. This makes transition far smoother than it may be in other settings.

For Nursery pupils, Early Years staff visits children in their own home settings prior to coming to school.

When pupils leave the island, all SEN information is transferred to the new school.

## **14. Careers Education**

All of our young people receive information, guidance and advice on planning their next steps whether into employment, training or further education. This is part of the PHSE curriculum which explores the world of work and work related learning.

In addition, pupils have an annual individual careers interview with an independent careers advisor.

The independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Careers inspiration and guidance at Two Boats is a progressive journey from Year 7-  
The aims of the Careers programme at Two Boats are;

- To develop positive attitudes in the pupils towards study and work.
- To develop employability and enterprise skills, such as teamwork and communication.
- To help students to plan and take control of their future making informed choices at key points in their education with careful action planning to support this.
- To provide students with the relevant careers inspiration and guidance that is suitable to their personal needs including age, ability, attitudes and aptitudes.
- To provide students with a comprehensive understanding of opportunities post 16 and post 18 including traineeships, apprenticeships, school leaver programmes, HE, FE, employment and training opportunities.
- To help students to reflect on themselves – their abilities, skills, aptitudes and attitudes – so that they can use this knowledge to consider their development.
- To provide students with impartial advice about options that is available to them.
- To provide equal opportunity of access to careers inspiration and guidance.

## **15. WHAT TRAINING IS PROVIDED FOR STAFF**

All staff undertakes an induction prior to beginning their role at Two Boats School.

This induction includes:

- Support in understanding lesson preparation and planning
- Copies of key policies and procedures and knowledge of where all policies are located for reference Safeguarding
- An introduction to SEN at the school



On-going staff training is also completed in a range of areas including support to implement a range of approaches, awareness of new policies and procedures, health and safety, safeguarding as well as individualised professional development.

## **16. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

Currently, the headteacher is the SENCO and is available to meet with parents if you have any concerns about your child. You may also meet with Mrs Grey who is the Pastoral Support Lead teacher.

## **17. COMPLAINTS POLICY**

Concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

**End**

This statement will be reviewed annually

<b>Policy Reviewed By:</b>	<b>Farah Quinn</b>	<b>Signature</b>	<b>Date</b>
<b>Next Review Date:</b>	<b>Aug 2021</b>		<b>April 2020</b>
<b>Interim Review Comments:</b> Reviewed and updated		<b><u>Fq</u></b>	
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			
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