

The Greater Horseshoe School

SEN Information Report 2020-2021



<p>Section 1</p> <p>What kinds of Special Educational needs does the Greater Horseshoe School make provision for?</p>	<p>Our education services provide flexible, high-quality education to young people who may have complex learning needs. The creative and bespoke curriculum coupled with tailored pastoral care delivers proven learning success.</p>
<p>Section 2</p> <p>How would the Greater Horseshoe School identify and assess my child's special Educational needs?</p>	<p>We aim for every student to have a Statement of Special Educational Need or an Education, Health and Care Plan so their needs can be addressed. These are reviewed annually. Students are then re-assessed annually using the initial assessments and half termly within individual subject areas using B Squared to monitor progress. Students are observed and their progress noted in each lesson using our marking system for engagement and reaching outcomes. On a half termly basis students are assessed against their own prior learning.</p> <p>A formal meeting is held three times a year with teachers and senior leaders to monitor progress. The school works closely with therapists and external agencies to identify the holistic needs of every child.</p>
<p>Section 3</p> <p>a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluation. This includes looking at:</p> <ol style="list-style-type: none"> 1. Teaching, learning and assessment 2. Personal development, behavior and welfare

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<p>b) How do you I know how well my child is doing at school?</p> <p>c) How will the staff support my child? How will the curriculum be matched to my child's needs?</p> <p>d) How do you adapt the curriculum?</p>	<ol style="list-style-type: none">3. Outcomes for pupils4. Leadership and management5. SMSC <p>Governors are involved in this process and receive regular reports.</p> <p>Your child's mentor will email you a weekly report, which details their engagement and achieving outcomes in their lessons. We will send you a copy of your child's attainment data three times a year. If a student has PEPs (Pupil Educational Plan Reviews) then we will meet with you three times a year and twice a year if a student has a Child Looked After Review to discuss targets, progress and expectations for your child. We also offer link meetings as when as required. We communicate with you regularly through our handover books and by telephone.</p> <p>Students are always encouraged to participate in the planning of their targets along with the teachers and parents.</p> <p>Every student has their own individual educational plan and timetable. The staffing ratio is approximately 1:1 with some small groups or whole class teaching depending upon the activity.</p> <p>All planning, both medium term and short term is highly differentiated within each class. Each subject has dedicated staff to ensure a consistent approach, monitoring of progress and adapting work as necessary. School staff are supported by Speech and Language Therapists and Occupational Therapists where and when appropriate.</p>
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e) How is the decision made about the level of support my child receives?

Our aim is to provide a curriculum that is relevant and broad and helps students to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

f) How will my child be included in activities outside the school curriculum including trips?

Your child will initially have their needs identified through their statement/EHC Plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. In addition, our assessments will identify if a student needs specialist input for reading, spelling, comprehension, maths, and social emotional input.

Each student has the opportunity to go off site with their mentor on a weekly basis if they have achieved their targets. All students have the opportunity to go on subject specific field trips, end of term achievement trips, and to shop for supplies and materials as part of some of their lessons.

Activities for students may include:

- Shopping at small, local shops and larger supermarkets, using cafes or restaurants
- Visits to country parks, museums, places of spiritual significance and other places of interest Visits to local libraries, banks, post offices, and sports facilities
- Local swimming, gym facilities and Cinemas
- Bowling
- Rock climbing centre

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<p>g) What support is there for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Riding Stables <p>Whenever accessing the community students are appropriately supported. Students are encouraged to develop road safety skills and to be as independent as possible. All community activity undergoes a strict risk assessment procedure and copies of these assessments are retained as required.</p> <p>We have a robust safeguarding policy and protocol in place. Students' health and well-being is paramount. Within school we have staff trained in First Aid. We also work with CAMHS child and adolescent mental health services if your child needs that level of support.</p> <p>Each student has a mentor, a designated person for them to see at least weekly, but on hand to be a go to person throughout the week. We also have a counsellor on site for students to access.</p>
<p>Sections 4 & 5</p> <p>What training is provided for staff supporting children and young people with SEN's?</p>	<p>Staff undergoing intensive induction training and regular training updates which include:</p> <ul style="list-style-type: none"> • Safeguarding • Internet Safety • Communication • First Aid • Autism Awareness • Mental Health Awareness • Health and Safety • Food Safety • Fire Safety • COSHH • Team Teach • Thrive • Therapeutic approach • Infection Control

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	<p>All of our teachers are qualified, and a number of staff have undertaken specific Autism Awareness training.</p> <p>All our staff take part in 2 week induction.</p> <p>This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.</p>
<p>Section 6</p> <p>How accessible is the Greater Horseshoe School?</p>	<p>We take into account the needs of students and visitors with physical difficulties and sensory impairments when planning enabling access to all and continue to undertake future improvements and refurbishment of the site and premises.</p> <p>The Greater Horseshoe School is committed to providing all students with a broad and balanced individualised curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.</p> <p>The Greater Horseshoe School is committed to providing all learning resources which reflect the wide diversity of abilities of our students. Resources will be made available that reflect the various needs of our students. Resources will be made available that support the needs of each student throughout a range of activities.</p>
<p>Sections 7 & 8</p> <p>How are Parents involved in the school? How can you get involved and who should you contact?</p>	<p>As well as regular formal meetings with parents and professionals such as: educational reviews, and multi-agency meetings. We also hold an end of year celebration in which parents, carers, social workers are encouraged to attend and meet</p>

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<p>How do Parents and children get involved in their education?</p>	<p>other parents, teachers and staff to have a chat in a relaxed atmosphere.</p> <p>Parents/carers can visit us anytime by contacting the Head Teacher to arrange a visit.</p>
<p>Section 9</p> <p>What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact your child's Mentor. If you still have concerns then please contact the Head Teacher.</p> <p>In the unlikely event that your concern is not resolved then please follow our compliments and complaints policy.</p>
<p>Sections 10 & 11</p> <p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We use outside professionals if their input is required such as Speech and Language therapist and Occupational Therapist.</p>
<p>Section 12</p> <p>How do you prepare my child for joining your school or transferring to another school?</p>	<p>Before admission you and your child will be encouraged to visit the school and meet with the Head Teacher and other senior staff to discuss your child's individual needs.</p> <p>When a child is enrolled to the Greater Horseshoe School an initial period of assessment takes place to ascertain the pupil's current academic levels. After this initial assessment the teacher will then be able to draw up a draft IEP (Individual Education Plan) for a child with input from you and your child.</p>

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	<p>There are regular reviews where your child progress will be discussed again with input from yourself.</p> <p>As you progress through the school towards adult life, our aim is to ensure that you are confident and looking forward to your change in status.</p> <p>Students who may wish to consider further learning can have supported days at the local College to progress to full time courses.</p> <p>Work experience is offered both internally and externally (as appropriate). Access to work experience is dependent on the needs and abilities of the individual.</p> <p>Students have the opportunity to explore the option of an apprenticeship with the local college in Teaching and Learning as well as Channel training for Outdoor Pursuits.</p>
<p>Section 13</p> <p>When can I get further information about services for my child?</p>	<p>Devon Local Offer Website:</p> <p>https://devon.local-offer.org/</p>