

Special Educational Needs Information Report

What kinds of SEND does The Quay School provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

How do we identify and assess students for SEND?

We will assess each pupil's current skills and levels of attainment on entry, this will build on data from previous settings when this is available. Teachers will make regular assessments of progress for all pupils and identify those whose progress is below the expected level.

We will also listen to concerns raised by the student and parents/carers.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do we involve the student and parents/carers?

We aim to have regular contact with all parents and carers and both leadership, including the SENDCO, teachers and support staff are available to talk through any issues or worries parents/carers may have.

We will have an early discussion with the students and their parents/carers when identifying whether they need extra support within school. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty,
- We take into account the parents/carers' and student's concerns,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

Those students receiving extra support will have their targets detailed on a passport plus. These targets will be reviewed regularly and parents and students views will be sort on how those targets are being met and what the next steps should be.

How will we assess and review students' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers will work with the Base Leader to carry out a clear analysis of the student's needs. This will draw on:

- Teachers' assessment and experience of the student,
- Their previous progress and attainment and behaviour,
- The individual's development in comparison to their peers and national data,
- The views and experience of parents,
- The student's own views,
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

How will we support students moving between phases and preparing for adulthood?

Students will have opportunities throughout Key Stage 4 to meet and talk with our Ansbury Careers Guidance Advisor to discuss work experience options, what they would like to do in the future, qualification requirements, support when applying for post 16 education and apprenticeships. The same Careers Advisor is available for the year after the student leaves The Quay School to support in transition.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

What is our approach to teaching pupils with SEND? How do we adapt the curriculum and learning environment to meet students' needs? What additional support is available?

Our students have a wide range of social, emotional and mental health and communication and interaction difficulties.

The manifestation of these various needs can vary enormously between different students and as such the provision for our students is individualised.

A high ratio of staff to students across all Quay School provisions allow us to meet a large percentage of students' needs through high quality teaching. (Please see appendix 1; Universal Offer).

For those who need additional support a range of interventions can be used when deemed appropriate. (Please see appendix 2; Interventions). These are reviewed regularly in consultation with the parents/carers and the student.

We also work closely with a range of outside agencies including Social Care, CAHMS, YADAS, Educational Psychologists and Speech and Language Therapists.

What expertise and training do Staff at The Quay School have?

SEND training is an on-going programme of professional development for our staff, throughout the school year.

- We always aim to have a small team of ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from Poole Educational Psychology Service and Dorset CAMHs Service.
- Staff members have experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the internal staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the students.
- The school works closely with outside agencies such as Poole Educational Psychology service in order to access training opportunities on specialist areas of SEND. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- All staff at the school are trained in teaching and working with students of SEND, with updates at Induction and on INSET days.

How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions each half term
- Talking to the students and their parents/carers
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities, which will cover the same curriculum areas whenever possible, will be provided in school.

How accessible is the school environment?

The school has various sites located across the Borough of Poole.

Our site based in Hamworthy is situated on one floor, and includes disabled toilet facilities, and wide door ways for wheelchair access should this be required.

The school site based in Parkstone is situated over three floors, with a lift available. The site also has disabled toilet facilities.

Our medical sites in conjunction with the NHS also have lift and disabled toilet facilities.

There are car parks on each site. Our sites at Parkstone and Hamworthy have parking bays for disabled badge holders, marked clearly in yellow paint.

What support do you provide for improving students' emotional and social development?

The school uses a positive behaviour management system. The system in places differs at each base to meet the needs of the students. Different systems reward students based on;

1. **Behaviour** – *Staff recognise those students who make good effort within sessions, students who display good manners, and students who are kind and respectful to their peers and staff they are working alongside,*
2. **Punctuality** – *The school recognises those students who maintain punctuality and are ready to learn at the start of the school day,*
3. **Attendance** – *The school rewards those who achieve 100% attendance and those who work hard on improving their personal attendance,*
4. **Targets** – *Successful completion of targets set to support emotional and academic growth,*

The Quay School holds a firm view that good emotional intelligence is an important factor in the development of well-being and a strong sense of self-esteem. It is therefore essential that emotional literacy underpins everything that we do.

All Quay School staff receive on-going training in the many areas of emotional literacy. This enables our Mentors to spend 1:1 time each week with their allocated students in order to agree and set individual targets, talk through any issues and offer support and guidance.

Our trained ELSAs (Emotional Literacy Support Assistant) are based at our various sites across the school and are on hand to work with our students who have been identified as having SEND needs usually those needs are around social, emotional and mental health issues. The Head of Base arranges this provision and students can be seen in small groups or on a 1:1 basis. These interventions are reviewed half termly.

We have a zero tolerance approach to bullying.

Sanctions may be used within the positive behaviour management system and these can include the loss of rewards, such as exclusion from a school trip. Whilst the use of sanctions is available for all staff, The Quay School aims to promote an environment where the use of a 'restorative' approach is preferable.



This enables students, staff and parents/carers to come together and identify the cause of an incident and work together in a positive manner, whereby all parties concerned have an opportunity to voice their views, listen and understand the consequences of their actions.

If a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The school Education Welfare Officer helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school or refer families to outside agencies that can support the whole family.
- The Education Welfare Officer will monitor attendance; oversee legal action against parents/carers whose child does not attend school.
- The school have a number of specially trained staff, such as Mentors, Pastoral Support staff and ELSAs who work with students when their learning is affected by their behaviour; providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health.
- Learning Mentors work with their students if their behaviour is affecting the learning of other students, in order to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school

What specialist services and expertise are available and accessed by the school?

The school works closely with any external agencies that are relevant to individual students' needs, including:

Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists

YADAS – Young Adults Drug & Alcohol Service

Social Care – locality teams, social workers, child protection teams, family intervention programmes

Poole Educational Psychology Service

Dorset Police – Safer schools team

Who can I contact to talk about SEND provision?

In the first instance parents can contact your child's head of base. Your contact for each base are as follows;

Head of Base for Parkstone Quay School: **Jo Gimson**

Telephone: 01202 716910

Head of Base for Harbourside Vocational Quay School: **Lee Wilkins**

Telephone: 01202 674205



Head of Base for Harbourside Short Stay School: **Joe Curtis**

Telephone: 01202 674205

Head of Base for Medical Provision: **Helen Cottrell**

Telephone: 01202 448082

Parents/carers can also arrange to meet the SENDCO by contacting the school office.

SENDCO: **Vicki Glasgow**

Telephone: 01202 716910

Which other agencies offer support?

- Poole SEND Information, Advice and Support Service (SENDIASS) offering independent, free advice for parents of children with SEND: <https://www.poole.gov.uk/schools-and-education/parental-support/send-information-advice-and-support-service-sendiass/>
- Schools – Language And Cultural Support: qualityandimprovement@poole.go.uk
- Child and Adolescent Mental Health Service Poole: <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=opFD6CVOxe0>
- Poole Educational Psychology Service: <https://www.poole.gov.uk/schools-and-education/schools-and-colleges/educational-psychology/about-educational-psychology/>
- Education provision for looked after children:
- Exclusion from school: <https://www.poole.gov.uk/schools-and-education/schools-and-colleges/exclusion-from-school/>
- Free school meals:
- <https://www.poole.gov.uk/schools-and-education/schools-and-colleges/free-school-meals/>
- Medical needs: <https://www.poole.gov.uk/council-and-democracy/strategies-plans-and-policies/education-for-children-and-young-people-with-medical-needs-policy/>
- Portage for Children with Special Educational Needs and Disabilities (SEND): <https://www.poole.gov.uk/schools-and-education/schools-and-colleges/portage-for-children-with-special-educational-needs-and-disabilities-send/>
- School attendance: <https://www.poole.gov.uk/schools-and-education/schools-and-colleges/school-attendance/>
- Dorset Speech and Language Service: <https://www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/physical-health/speech-and-language-therapy-salt>
- Poole Social Care: <https://www.poole.gov.uk/children-and-families/social-care-for-children/>
- Poole Child Protection: <https://www.poole.gov.uk/children-and-families/social-care-for-children/child-protection/>
- Ted Webster Family Centre: <https://www.poole.gov.uk/community-advice-and-safety/early-years-and-childcare/ted-webster-family-centre/>
- Dorset Police Safer Schools Team: <http://www.dorset.police.uk/default.aspx?page=3638>
- Young Adults Drug and Alcohol Service: <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=yhTB6eqxVjY>
- School Nursing: http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=YQG_NCKI3ak
- Special Educational Needs Inclusion Support Service:

- Dorset Dyslexia Association: <https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=JXv4nBsdtck>
- Teenage Pregnancy Poole Borough: <https://poole.gov.uk/social-care-and-health/health-and-wellbeing/teenage-pregnancy/>

This information report is a working document and therefore is open to change and restructuring as and when the need arises.

Appendix One- Universal Offer

<p>Listed below are strategies which are part of our 'universal offer'. This means we offer them to all our students, as appropriate.</p>

Cognition and Learning

High expectations of students and appropriate challenge for all

Clear learning objectives and outcomes

Clear feedback (both written and verbal) with students given opportunities to respond

Regular learning walks

Access to ICT

Alternative methods to written recording when writing is not the primary objective

Variety of teaching styles and approaches used to match need

Questioning used to build confidence and extend learning

Personalised and differentiated teaching

Small chunk' learning

Range of dictionaries and thesauruses used

In class support from Learning Mentors

Differentiation by time, support and task

Use of coloured overlays, paper and screens

Ansbury Worker to support next steps

Small teaching groups

An understanding that some students need input, time and support to bring them to a place where they are ready to learn

Specialist vocational instructors with industry experience

Clear progress tracking

Numeracy and Literacy Challenges

Outdoor learning

Access to a wide-range of literature

Success criteria shared with students

Opportunities for students to explain what they find difficult and the gaps in learning they fell they have

Use of scaffolding and modelling

Flexible and though through seating arrangements

Use of Assessment for Learning

Working Walls to support learning

Half-termly literacy and numeracy focusses

Pre-teaching of key vocabulary and new concepts

Social, Emotional and Mental Health (as above plus...)

Positive behaviour policy; specific to each base; reasonable adjustments made

Regular Rights Respecting School Days throughout year

Social interactions modelled by staff, including at break and lunchtimes

Rights and Respect Charters in each base

Small teaching groups allowing staff to build relationships with students

Pastoral rooms available for time outs

Pastoral support available to students

Restorative approach, solution focussed brief therapy and growth mind set used by staff

Different bases tailored to different needs

Breakfast, lunch, snacks and uniform provided
Mentoring
Use of individual resources eg fiddle toys
Attendance monitoring
Access to YADAS support worker
Staff liaise closely with NHS, CAHMS, YOS and Social Care
Regular contact with parents and carers with an emphasis on positive contact
Whole school training on relevant issues
Personalised targets
Access to School nurse
Therapy Dog
Staged transitions and reintegration individualised programmes
Reasonable adjustments made to school policies
Communication and Interaction (as above plus...)
Use of visual aids including visual timetables
Clear instructions
Staff modelling of social interactions etc.
Time with staff
Opportunities for verbal rehearsal
Key vocabulary displayed
Recording information giving with mind maps/drawings/pictures
Use of students name to gain attention prior to an instruction or question
Support during less structured times
Use of Social Stories
Staff offer clear choices
Holiday Youth Club
Sensory and/or Physical (as above plus...)
Any required physical aid
Preparation for intense sensory experiences
Use of music and smells
Diabetes monitoring
Opportunities to be active and develop skills
Science, PSHE and Sport Teaching around the body and healthy lifestyle choices
The environment is adapted as necessary

Appendix 2- Interventions

Wave 2 :(Enhanced) Additional Targeted Intervention
Pre-teaching of vocabulary
Alternative ways of recording e.g. using ICT equipment
Visual prompts including visual timetables

Organisational prompts e.g. equipment lists etc
Spellings for tasks on table/in book
Small chunked pieces of work/timed activities - may be used with electronic timers/sand timers
Use of coloured over-lays to help with reading this includes screens
Print on coloured paper with agreed font types and size
Support packages e.g. Read & Write 10
Teaching of Social boundaries
Managed time-out systems
Exams Access Arrangements
Dedicated YADAS worker (Harbourside)
1:1 or small group ELSA
1:1 Self-esteem support
1:1 Life-skills support
1:1 Managing anxiety support
Mentoring
1:1 in class support for a managed period of time
Use of individual resources e.g. fiddle toys
Individual work station
1:1 Targeted Literacy Intervention
1:1 Target Numeracy Intervention
Anger Management
Pastoral Wellbeing Support
Talkabout group
Self-esteem programmes of support
Use of Social Stories
Discussed with EP
Individualised Timetables
Wave 3 :(Specialist) Intensive, Individualised Intervention
Team Around the Child (TAC Meetings) mutli-agency meetings to plan and review support packages
CAMHs Referral
Speech and Language Therapy Service Referral
Educational Psychologist Assessment
Support from the Attendance Officer
Attends Aweigh School
Home/Library Tuition
Life Skills programme with OT (Pebble site only)
Zone of Regulation training through OT (Pebble site only)
Family Therapy (Pebble site only)
Counselling (Pebble site only)
Care plan in place (Pebble Lodge only)