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Description automatically generated with low confidenceSEN Information Report

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| **What types of SEN do we provide for?** | All pupils at Sir Bobby Robson School have an EHCP where the primary area of need is identified as Social, Emotional and Mental Health (SEMH)  This will include diagnosis such as:   * Attention Deficit Hyperactivity Disorder (ADHD) * Autistic Spectrum Disorder (ASD) * Anxiety * Oppositional Defiance Disorder (ODD) * Pathological Demand Avoidance (PDA) * Dyslexia * Obsessive Compulsive Disorder (OCD)   Most of the children at Sir Bobby Robson School have had previous experience of attending mainstream school. They may have been permanently excluded or have been identified as needing specialist provision. All parents and carers are advised to speak to their local SEN Officer to seek support and advice if they are considering seeking a place for their child at Sir Bobby Ro School. Parents and carers may also wish to look at our admissions guidance located on our school’s website. |

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| **Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?** | Our Lead SENCO is:  Harriet Hunt  Sir Bobby Robson School  Lindbergh Centre  Lindbergh Road  Ipswich  Suffolk  IP3 9FA  (01473 556210) |
| **What is our approach to teaching pupils with SEN?** | Once a pupil is on roll at Sir Bobby Robson School, we use a variety of methods to ensure we have the best plan in place for provision and teaching and Learning:   * The pupil’s EHCP * Local Authority recommendation of funding and need. * External advice such as Educational Psychologist, CAMHs, Outreach advice from specialist schools, Social Care and other medical professionals. * Information from previous schools (I.E.P’s, reports, levels, strengths and needs, reports from the   previous agencies named above and assessments of SEMH needs.)   * Information from a setting/home visit (Pupil’s likes, dislikes, triggers, interests at home and completed   parental forms.)   * Baseline assessments from the class teacher and on-going tracking information on progress, attendance, engagement and expected outcomes for subject areas. |

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| **How do we adapt the curriculum and learning environment?** | Alongside the above we have access to External providers such as Rally Motor Sport Academy (Motor Mechanics), Eastern Regional Training (Trade Skills), RDA (Horse Riding), Green Light Trust (Forest School) Baylon Care Farm (Farming and Animal Care) Genesis (Bicycle Maintenance) Inspire Centre (Sports) From this there are opportunities for additional accreditation.  Pupils have access to a variety of on-site learning activities including Art, Food Technology and weekly Bushcraft. We acknowledge the importance of British Values and have deliver Personal Development, RE and Citizenship, to ensure that our pupils have the best chances of making a positive contribution to their communities.  The school operates a weekly reward-based enrichment afternoon, which enable the pupils to develop social skills such as turn taking, learning to lose and peer encouragement. Half termly off site reward activities such as visting Clip and Climb, help to develop positive social interaction within the community. Pupils’ physical and emotional wellbeing is improved by participating in activities such as these.  Where appropriate and identified pupils have access to additional Literacy sessions in order to increase pupil’s knowledge and lessen the gaps in their learning. These may be through individual or group support to increase handwriting, spelling, reading and writing skills. We use Read Write Inc as a strategy to support develop reading skills across the whole school.  Where appropriate and identified pupils have access to additional Numeracy sessions in order to increase pupil’s knowledge and lessen the gaps in their learning. These may be through individual or group support to increase number and addition and subtraction skills.  Where appropriate, pupils are able to access a primary model or a secondary model of education, with a range of lesson “options” available in KS4. |
| **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?** | As all pupils attending Sir Bobby Robson School have EHCP’s there are limited daily opportunities to engage with pupils who do not have SEN. The school has an extensive enrichment programme that involves a wide variety of offsite activities. By engaging in these activities, our pupils have many opportunities to engage with members of the public of all ages. Please see the Enrichment section on our website for more details.  We are currently developing our direct opportunities for pupils to engage with their mainstream peers in activities, and in collaboration with other local and Unity Schools Partnership school, such as:   * Sporting fixtures * Activity days * College and external provision placements where appropriate * We aim to develop, when appropriate, access to mainstream school lessons in line with their needs and interests. |

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| **How do we consult parents of pupils with SEN and**  **involve them in their child’s education?** | Once a child has been offered a place at Sir bobby Robson School we strive to develop and maintain a strong partnership with parents and carers in order to consult and involve them in their child’s education. On or prior to arrival a senior leader or a member of the school’s Welfare team, visit the child and family at home to share information and answer any questions. The parent/carer and child are also invited to come and visit the school to meet the staff team and some of the other children. The school meets with or liaises with other professionals that are already involved with the child and family to get an understanding of how best to support the child and their family.  As a school we believe that working alongside the parent is vital to providing the best outcomes for our pupils. We will do this in a variety of ways:   * Parents/carers are contacted regularly by a keyworker, by an agreed means and are encouraged to share information. Pupils have daily contact with the keyworker who will discuss strategies and support that they can provide. * Members of the staff team contact parents/carers regularly via phone/email/class dojo app to provide further information and to work collaboratively to overcome barriers to learning. * Parents and carers may contact the school by telephone or e-mail at any time if they wish to make an appointment to see a class teacher or a member of the leadership team. The school operates an open- door policy and as such we try to ensure that a member of the leadership team will be available to speak to a parent/carer at short notice whenever possible. * Parents and carers are invited to attend the annual review of their child’s EHC Plan for which teachers provide written information regarding a child’s progress. Parents are notified at least 2 weeks before by letter containing a parental view form. This will be followed by a message 2 days before as a reminder. Parent attendance is strongly recommended to ensure that parental voice is heard. * The school holds termly parents/carers consultation days each term where parents/carers can learn about their child’s progress and express their views through structured conversations. It is during these days where teaching staff will set and discuss targets with pupils and parents. These will be reviewed to evidence progress. * The school is developing a variety of events throughout the year where parents are invited including parent coffee mornings, Awards assembly and sports day. |

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| **How do we consult parents of pupils with SEN and involve them in their child’s education cont.?** | worker. This provides networking opportunities for parents as well as acting as an advice centre.   * During the school holidays the Headteacher can be contacted via e-mail or through her work mobile number. The school employs a Family Support Worker who is there to support families on a wide range of issues including transition into and out of Oak Bank School. As a qualified Social worker, Hayley Blount is able to work with individual families as required and works alongside the Safeguarding Lead, Rachael Freer in the role as the Lead Professional in various cases. * The school has parent representatives on its Governing Body and for informal discussion the Welfare Team will offer parents the opportunity to meet for coffee at convenient community venues. * The school uses an electronic recording and reporting system in relation to behaviour called Behaviour Watch. All contact with parents and carers (for individual pupils) is logged on BehaviourWatch, shared appropriately and the necessary actions implemented. * School staff will arrange additional meetings and invite parents and pupils to attend when any issues arise or decisions need to be made regarding a pupil’s access to the curriculum. |
| **How do we consult pupils with SEN and involve them in their education?** | As a school we believe that working alongside the pupil is vital to providing them with the best outcomes. Views are sought on an informal and daily basis throughout any day. Pupils are given formal opportunities to review their learning, social, emotional and behavioural well-being in designated time on the school timetable. After an incident, pupils are provided with the time and space to reflect on what happened and why so that they can move on and learn from it.  We are developing an annual process, where children’s views are collected in the form of a questionnaire, the results of which help us shape what we do to improve what we offer to our children and families. Children are actively encouraged to participate in the annual review process (of their EHC Plan) and complete their own form designed to help them in expressing their views in preparation for this meeting.  Consultation with pupils happens across the school in a variety of ways:   * An initial home visit to gain knowledge of their interests and views. * Daily contact with the keyworker who will discuss strategies and support that they can provide. * Weekly target setting sessions with their keyworker to discuss what has gone well and what has been difficult over the week. * Teaching staff will set and discuss targets with pupils at least termly. These will be reviewed with them to evidence progress and increase their confidence. * Pupils will be invited to attend part, if not all, of the Annual review meeting. If they feel they are not able to then a pupil feedback form will be completed with the key worker enabling them to have a voice. * The school will use pupil questionnaires to inform any decision-making process. * School runs a pupil led School Council which is encouraged to collate pupil voice and help shape developments. |

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|  | * The pupils are encouraged to share their thought and ideas with the Senior Leadership Team. These ideas are shared informally at present. |
| **How do we assess and review pupils’ progress**  **towards their outcomes?** | On arrival at Sir Bobby Robson School an individual part-time induction programme is established and facilitated by school staff. This will be bespoke, depending on the needs of the individual child. During the induction period, school staff will usually formally assess the child and, where appropriate, providing opportunities for them to spend some time with their new class.  As stated above pupils and parents are continuously involved in the setting and monitoring of targets through the use of parent’s consultation days and annual reviews.  As a school we focus on pupils’ behaviour, academic outcomes and social and emotional wellbeing. The pupils’ outcomes are centred on these areas and will support them to show progress.  Teaching staff work together in departments to secure the best outcomes for the young people and regular assessment and progress monitoring helps to ensure that all pupils are on track to reach their expected accredited outcomes.  Keyworkers in school, the Senior Leadership Team with lead responsibility for Teaching and Learning and Lead SENCo work closely with pupils, staff and parents to ensure that all EHCP outcomes are being met throughout the school day and that pupils continue to make progress towards these. Whole school EHCP provision mapping is completed to ensure provision is well developed and covered. |
| **How do we support pupils moving between different phases of education?** | As Sir Bobby Robson School is a provision which ranges from year 4 through to Year 11, we are able to closely support the young people to transition through their education.  All pupils engage in a transition programme allowing for a phased transition into the school and we are developing our exit post 16.  This will be supported by:   * The key workers * Previous settings * The class teachers * Local Authority allocated Case Workers |

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| **How do we support pupils preparing for adulthood?** | Pupils who attend Sir Bobby Robson School have access to a variety of External Providers to ensure they have a clear picture of where they see their future career paths. This helps to support transition and preparation for adulthood.  Pupils are taught life skills such as budgeting, money management, independent living skills and filling in  CV’s. |
| **How do we support pupils with SEN to improve their emotional and social development?** | All pupils have access to:   * A Key worker daily * Tutor time * Breakfast time * Morning Sensory Circuit * Supervised games and activities during unstructured times * Reward sessions: enrichment and activities * Individual rewards strategies * Access to resources to promote Emotional Literacy and Social Skills. * A non class based pastoral team, available when pupils require access to further emotional support. * A safeguarding team who will work with the young person, families and relevant agencies to support the young person.   The school has a strict anti-bullying policy. All incidences of bullying are recorded on the school’s behaviour system and keyworkers, Behaviour managers and Senior Leadership Team work with any repeat offenders to develop their understanding of what bullying is and how it affects others. |
|  | * The school has 2 qualified SENCO’s |
|  | * All staff are trained in Norfolk Steps |
|  | * We have 1 qualified Norfolk Steps Tutor |
| **What expertise and training do our staff have to** | Staff trained in:   * Autism |
| **support pupils with SEN?** | * TEAACH |
|  | * Attachment Disorders |
|  | * Thrive |
|  | * Safeguarding |
|  | * Trauma Informed Practice |
|  | * Holistic Therapy * Lego Therapy * Non Violent Resistance * Emotional Literacy Support (ELSA) |

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|  | * Staff are supported through the use of an ongoing CPD programme. |
| **How will we secure specialist expertise?** | Where a need has been identified school will seek external advice such as:   * Educational Psychologist * CAMHs * Wellbeing Hub * Outreach advice from specialist schools and agencies. * Social Care * Other medical professionals such as the school nurse.   All identified gaps in school expertise will be supported by the school’s ongoing CPD programme. |
| **How will we secure equipment and facilities to support pupils with SEN?** | The budget is used to secure supporting resources which include:  A resource library  A reading library  The differentiated curriculum is funded by the school to ensure all pupils are able to access and engage in a variety of learning opportunities. |

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| **How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?** | Once a need for further organisational involvement has been identified the school’s Designated Safeguarding Team (DSL), Lead SENCo, Senior Leadership Team will direct the relevant application paperwork to be completed and the relevant service will be sourced.  Once work has begun the progress made will be evaluated and continuously reviewed to ensure the best outcomes for the young person.  Where there is need for a longer piece of work or a service provides continuous involvement, such as CAMHs, they will be asked to create a report which will regularly update staff of the pupil’s progress and any changes in treatment plans.  Where appropriate, for services such as external provision, school will request an update of progress at least termly so that parents can be informed of the impact of the provision.  These services will be asked to attend or provide a report for the yearly Annual review process this will feed into the outcomes and provisions for their EHCP needs. |
| **How do we evaluate the effectiveness of our SEN provision?** | Our provision is evaluated through:   * CPOMs to monitor progress against individual behaviour targets * Termly Curriculum assessment and pupils progress meetings. * Parents consultation day * Parent and pupil view forms and individual target setting * Evaluation of provision within provision maps * Annual Review programme * Peer and self-assessment * Learning Walks and Pupils observations |

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| **How do we handle complaints from parents of children with SEN about provision made at the school?** | As a school we value the opinions and views of our parents and carers. Whilst we believe our staff work hard and make decisions to act in the best interests of our pupils, we are aware that there may be occasions when parents and carers may have concerns. Feedback, be it either positive or negative is helpful for future planning and we always welcome this in a positive manner.  The school operates an open-door policy and so if a parent/carer wants to talk about a particular aspect of the school this option is available most days at short notice. It is likely that the Headteacher, Deputy head, Assistant Head/SENCo will be available to discuss any concerns or worries.  If a parent/carer is dissatisfied about the way their child is being treated, or by any actions or lack of action by the school, **we** aim to deal with complaints honestly, politely and in confidence. We will always investigate complaints thoroughly and fairly and as quickly as possible. The school will aim to keep parents/carers up to date with progress at each stage, will apologise when any mistake has been made and will let parents and carers know what will be done to address their concern. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving parents/carers an explanation. Where a parent/carer is not satisfied, the governors will address the complaint formally.  Please see the school complaints procedure which can be found on the school’s website. |
|  | The school operates an open-door policy for parents, carers and other stakeholders. |
|  | Alongside the pupil’s keyworker you may wish to contact: |
|  | Lead SENCo: Harriet Hunt |
|  | Headteacher: Adam Dabin |
|  | Deputy Headteacher: Chris Carey  SEN Governor: Malcolm Reeve  SEN Director: Lucie Calow |
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| **Who can young people and parents contact if they have concerns?** |  |
|  | Sir Bobby Robson School |
|  | Lindbergh Centre |
|  | Lindbergh Road |
|  | Ipswich |
|  | IP3 9FA |
|  | 01473 556210 |

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| **What support services are available to parents?** | Parents have access to a number of services. We are developing our offer through our Welfare and Family Liaison Officer.  **School nurse service: can** attend school and identify any medical concerns and to carry out routine medical appointments. Can also attends core group and case conferences as required.  **Educational Psychologist:** can attend school on the request of the senior leadership team to provide advice and updated assessment on individual pupils.  **Occupational Therapy service:** Some pupils have access to OT written into their statement or EHC plan. Where this is the case a therapist may come to school to work with an individual child or to liaise with staff to ensure that they are able to deliver a suitable programme for the child. Where it appears that a child may benefit from OT input the school is able to make a referral.  **Virtual School:** for those pupils who are looked after a member of the Virtual School team may attend relevant meetings for specific pupils or liaise with the class teacher and senior staff to provide support and advice.  **CAHMs:** This service treats emotional and behavioural problems in pupils and adolescents. Many of these services are provided through Child and Family Clinics. If a parent or carer thinks that this service could be of benefit then they are advised to contact their G.P and ask them to send a referral to the teams. The school is often contacted when this happens in order that it can provide further information about a child that might be of use. The school will liaise with CAMHs professionals as appropriate when a child is having CAHMs intervention.  **Individual therapeutic support:** Sometimes pupils come to Sir Bobby Robson School with existing therapeutic intervention in place. Where appropriate, this continues if the provision is cited on the child’s EHC plan. In addition to this the school considers offering individual therapeutic support for pupils on a needs-led basis and when in-house interventions are not as successful as anticipated.  **Social Care:** the school works closely with all allocated social workers by attending and hosting regular meetings such as core groups, PEP, CIN or TAC meetings. The school’s DSL (or other relevant professionals) have frequent phone or e-mail correspondence to share information with these professionals and attends Child Protection Conferences. Such is the degree of multi-agency working in this area the school have 4 staff trained to DSL level. |

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| **Where can the LA’s local offer be found? How have we**  **contributed to it?** | Sir Bobby Robson School works closely with the Local Authority through the use of, special Head’s meetings, PANEL attendance and outreach, to ensure Suffolk are able to develop and provide outstanding practices within SEND.  The LA Local Offer: For more information about Suffolk’s Local offer please visit  <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page> |