

SEN Information Report (October 2019)

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Local Offer Contribution: <https://www.birmingham.gov.uk/localoffer>

At Uffculme School we support learners with a primary need of Autism from Reception to Yr 14.

Mission Statement:

To enable all young people to have the skills, knowledge and experience to lead meaningful and enjoyable lives and to optimise lifelong opportunities.

Our overall aim is to achieve the very best for our pupils and to support them to reach their potential in their communication, pastoral and academic lives. We look to the potential that a child has when they leave Uffculme, and what adulthood holds for them.

We also seek to further develop practice and provision within the school through in close partnership with our local community, other special schools and local mainstream partners within Birmingham and wider national organisations. We aim to ensure that our pupils' access the best learning environments in order that they make progress and that their curriculum provides highly positive, memorable experiences as well as rich opportunities for high quality learning. We maintain our belief in the importance of creative and personalised pedagogy and a diverse curriculum for our pupils and to take advantage of the opportunities our local community offers. We intend that Uffculme School will continue to be known as a place where staff care and nurture our children and young people, in an environment where all can grow and thrive.

All staff are responsible for every child in their care and the impact that they can have on a child development.

Pupil profile:

The abilities and needs of our pupils at Uffculme School are diverse. Whilst all of our pupils have a diagnosis of Autism, we recognise that for some, this is not their only or indeed their primary need. Many of our learners have additional learning difficulties, we cater for learners with Moderate Learning Needs across the school. Some of our learners display cognitive development difficulties and we work to support their attention, engagement and communication as priorities. An increasing percentage of pupils in our secondary provision display issues related to their social, emotional and mental health. For these learners, we enable access to a focus group supporting a more vocational and bespoke curriculum as well as direct intervention to address families concerns.

We recognise that the majority of our learners will have challenges with communication and so this is a priority area across the school.

As pupils move through the school, we support them and families to understand and overcome some of the challenges they face, but to appreciate the opportunities on offer as they leave the school. We work with Educational Psychologists and other external specialists to understand the best way to support learners at all points in their development.

SEN Needs: Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Many of our pupils do not use their voice to communicate, instead they use a range of Augmentative Alternative Communication (AAC) tools. Each young person has a communication plan that details the range of strategies available to them to support their communication. Our communication system is based on many years of experiences underpinned by research and theory. Teachers and support staff work closely with our speech & language therapists to ensure the best possible outcomes for our young people.

2. Cognition and learning

All of our young people have some form of learning disability. The staff's in depth understanding of need supports carefully planned differentiation and scaffolding in lessons. Many of our pupils are working below level one of the national curriculum, with an increasing number working at the very earliest P levels.

3. Social, emotional and mental health

In order to support the emotional wellbeing of our young people we offer weekly sessions where appropriate. This is delivered through a range of sources including a charity Malachi, CAMHS referrals and independent counsellors. We use SOLAR to track students' personal & social skills development. We are introducing THRIVE across the school to develop a consistent approach to all pupils.

4. Sensory and/or physical needs

Some of our students have physical needs often with one or more additional sensory impairments. Across the school we have a multi-sensory approach to curriculum delivery for children and young adults with complex learning difficulties and disability, who are working at a very early cognitive and sensory level. Our SLD sensory curriculum, includes the use of our sensory room and break out spaces. We have commissioned sensory therapists (OTs) who work with our school staff to support the pupils' needs. Where necessary we support parents to self-refer to Occupational Therapists (NHS).

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Who's involved?

EHCP Review - Students (where appropriate), parents, class teacher, therapist, community professionals, LA SEN officers (for out of borough students)

Annually Parents' Evenings Students (where appropriate), parents, class teacher, school based therapists,

Communication via home school link book, phone conversations, meetings with parents and, where appropriate, professionals working with the pupil. Teacher, teaching assistants where relevant,

parents, other professionals where relevant. Link books daily, other communication/meetings as required

Assess:

Throughout school, teachers continually assess pupils to inform their planning for future learning. In the Early Years Foundation Stage, pupils are assessed against Early Years Standards and progress levels. This information is recorded using the e-Profile. In Key Stages 1, 2 and 3, pupils are assessed against National Curriculum expectations. The data is then fed in to SOLAR for analysis.

In our Primary phases, we recognise that some of our pupils are working at the lower end of P levels, between P1 and P3. However, the majority of our learners work in the mid P levels and above. Learning for these pupils is also measured through phonics skills and reading levels.

In Key Stage 4 and Sixth Form, pupils working within the P' levels follow a semi-formal curriculum. In KS4, ASDAN Personal Progress is accessed by pupils working at the higher end of P Levels. Pupils working above P levels will either be: assessed against National Curriculum in core subjects; entered for OCR Entry Level Certificate in English and Maths, or accredited in KS5 OCR Functional English and Functional Maths. Our sixth form students will gain accreditation either in the 'Open Awards' Entry Level Certificate in Skills for Further Learning and Employment, or 'Open Awards' Entry Level Certificate in independent Living.

Every term, we formally assess pupils in all areas of the curriculum. These summative assessments inform our termly target setting, which is monitored by the phase leaders and senior leadership team in termly pupil progress meetings. Pupils' progress is shared with parents in termly parents' evenings. Individual pupils may have additional aspects of their development assessed by the speech and language therapist or OT, for example their AAC or sensory development.

Plan:

Each pupil has an EHCP review during which their statement or Education, Health & Care Plan (EHC Plan) is reviewed. During this review, goals for the coming year are agreed by the school, parents and other professionals involved with the child. The meetings are chaired by the pupil's class teacher, a member of the senior leadership team may also be in attendance.

Do:

The goals from the EHC Plan and the subject levels and targets, shape the pupils short term goals. These are negotiated with parents and any professionals working with the child from health and/or care every term, to enable pupils to work towards their goals both at home and school. For some young people these goals may include additional work at home, however we realise that this can cause difficulty for some of our pupils. Significant progress towards achieving these goals is recorded and shared with parents in the home school link book.

Review:

The outcomes related to each child's/young person's agreed goals are reviewed during the EJCP review. Having consulted with children, young people (where appropriate) and their parents, all our additional provision is based on an agreed outcomes approach. Our curriculum offer is built upon this consultation and is available on our website.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Sensory Integration, Communication, Nurture and wellbeing (THRIVE), Development of early reading, Forest Schools etc. We provide all staff with the following training: Safeguarding and Child Protection (inc. CSE, Prevent, Protective Behaviours), Team Teach, Basic First Aid.

In addition, staff are offered training to support them with use of a range of technologies. Makaton signing training is offered to staff support learners who sign using Makaton. Training using a range of therapies has been offered to staff working with pupils at a sensory level.

Staff deployment Considerable thought, planning and preparation goes into utilising our support staff to ensure pupils achieve their best outcomes, gain independence and are prepared as appropriate for adulthood from the earliest possible age. We currently have a reception class, seven classes in primary, nine in secondary and two in our sixth form. The more complex needs classes have up to pupils and the more able or mixed classes have on average 10-13 pupils. Each class has a core of two teaching assistants, with additional teaching assistants allocated to groups depending on individual pupils' needs. Each class has a Teaching Assistant level 3 (TA3) who helps lead the TA team within that class and covers the class teacher in their absence.

School Partnerships and Transitions

Our assessment in all subjects for children and young people with special educational needs is moderated with the other special needs schools in the Birmingham, as well as our mainstream partners. We are also part of a moderation group of special schools. We are keen to further develop our links with mainstream schools to support smooth transition of our pupils into mainstream where appropriate. Pupils may go back into mainstream schools when they are emotionally and academically ready. Some of our KS4 pupils leave at the end of year 11 to go to the local FE Colleges. Most of our pupils tend to leave at the end of Yr 11 to go on to college. We have a careers advisor who is based in school one day a week and who works very closely with young people and their families to support the transition. We closely monitor children and young people's destination data.

Therapy Services

Therapy and health services are not employed directly by the school - but are commissioned by the school. There are some children who attend our school from other boroughs, and in these cases health and therapy services are arranged separately from the school. Pupils attending from other

boroughs will be entitled to a basic offer including an annual review, general training for staff and assessment for equipment to meet essential needs. Any health or therapy needed in addition to this is negotiated with the child's Local Authority.

How we measure progress

Pupil progress is continually monitored by the class teacher, phase leaders and senior leaders. Progress for pupils working at our semi-formal and formal curriculum level is fed into our SOLAR tracking system. We are in the process of developing a tracking system for those pupils at early stages of development (pre-formal curriculum).

Progress is reviewed at regular intervals by the class team and senior leaders.

Parents are invited to discuss their child's progress and targets at parents' evenings. In the Summer term, they have the opportunity to discuss their child's end of year report.

Pupils' progress is formally reviewed at an annual review of the Education Health Care Plan where parents and professionals are invited to submit a written or verbal report. The class teacher and Senior leader monitor the progress each pupil is making in any targeted work, while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

In 2018 – 2019 pupil progress at Uffculme School was judged to be good and in some areas outstanding. This is reviewed by Senior Leaders at the school and presented to Governors regularly.

This was confirmed by Ofsted in June 2019.

The Senior Leadership regularly reflect on the school's performance through lesson observations, learning walks and reviews of outcomes. This is then included in the School Evaluation and the School Development Plan. These are reviewed at least annually.

The school leadership team and teachers work to regularly review their understanding of each child's needs and what intervention is required to secure better outcomes. Parents are asked to comment on their child's progress and agree future targets throughout the year.

Complaints

Our policy is to deal with parents' concerns and complaints as quickly as possible. Matters will be resolved mostly by the class teacher or Head of School. Parents are advised to contact the headteacher or if they wish to make a formal complaint. The headteacher will work swiftly to resolve matters in the best interests of the child and family. Our full complaints policy is available on our website.