



## ISP School Special Educational Needs and Disability Information Report 2021-2022

In line with the SEND Code of Practice the following report sets out how ISP School meets the needs of pupils with SEND.

- ISP School meets the needs of pupils with a range of varying needs. Prior to entry **ALL** pupils will have an EHCP with a diagnosed primary need within one of following categories; many pupils will have additional needs or co-morbid diagnoses.
  - Communication and Interaction
  - Cognition and Learning
  - Social, emotional and mental health
  
- All pupils who join the school have an EHCP which details their needs and the provision required to meet those needs. Over time needs may change and some pupils may need to move on to other more appropriate provisions. In addition to the annual review of the EHCP pupil progress reviews are a forum through which teachers and senior leaders monitor progress and identify any pupil whose needs may have changed. In this case an early annual review will be called to review the provision and needs of the pupil. At each Annual review, parents and pupils are given the opportunity to assess the suitability of the school provision, as well as discuss the progress that their pupil is making towards their EHCP outcomes.
  
- There are a range of opportunities through which parents are included in their child's education; these include but are not limited to:
  - Initial planning meetings within the first term for new pupils.
  - The annual person centred review
  - Termly updates to EHCP Section F provision plans
  - Class Dojo
  - Open afternoons
  - Informal discussion and telephone conversations
  - End of year report

- Child in Need meetings
  - Child in care reviews and Personal Education Plan meetings
- Pupils are included in their EHCP person centred review and are active participants. Pupils receive and give regular feedback on their learning as part of classroom practice. Pupils are also encouraged to track their own progress through our learning rewards platform Class Dojo.
  - The school has a clear schedule of assessment updates which includes updating the assessment tracking tool, ISP Steps, team meetings and work scrutiny. At the beginning of the academic year challenging and aspirational end of year and end of key stage targets are set in all subjects. New pupil baselines are completed within a set timeframe of pupils joining the school and forms part of the pupil induction process. There is a formal review at the end of this period, where pupils are invited to reflect upon their start with the school. Formative and summative assessments for subjects take place three times within the year. Data analysis at whole school level takes place following the summative assessment update and this is followed by pupil progress reviews with teachers, any pupils whose progress is a cause for concern is discussed and interventions implemented. Provision plans are updated as part of the assessment schedule to ensure targets are both challenging and attainable.
  - Transition is a key time in any child or young person's life whether that is starting school, moving class, moving phase or moving on from school. Ensuring the pupil and parents feel supported and prepared so that learning can continue is a very high priority at ISP School.
    - Transition between classes in KS2: pupils have transition visits to their new class room with their new teacher and PEG team in term 6, transition information is provided to pupils and parents, and the new class team will make contact home.
    - Transition between Primary and Secondary school is also supported by transition visits and lessons with their new class team. Pupils will be given transition information and, again, the class team will make contact home to support any questions parents or pupils may have. Pupils will also be given opportunity to complete positive social and group activities with their new class groups to support transition.
    - Transition for pupils into KS5 is supported from Year 10. In Year 10 pupils start working through an Employability course to explore different next step avenues, CV writing, application forms and interview skills. This is further developed within Year 11. Pupils will gain a formal qualification through this work. Pupils in Year 11 are supported with independence skills, including travel training, money management, study skills and self care, as well as having the support of the school team to visit not only their targeted next provision, but also a wider range of provisions available to provide a wide perspective.

The above support for transition is appropriate for most pupils however some pupils may require a longer or more intensive transition plan. In these situations, an individualised programme is put into place.

- At ISP School we recognise and celebrate the individual learning styles of all our pupils. There is no 'one approach fits all' however all classes have no more than 7 pupils, with the exception of our Year 11 class which has 8. There will always be at least one teacher and one PEG per class, and some of our pupils have additional 1:1 PEG support. Pupils are grouped according to their needs, this enables teachers to create classroom environments that best meet the needs of the pupils, within any class room a range of teaching approaches are used which may include:
  - Visual supports/concrete aides
  - Individual work stations/ desks
  - Sensory circuits
  - Nurture curriculum
  - Speech and Language intervention
  - Movement breaks
  
- Through grouping pupils with consideration of their needs the curriculum is adapted to the learning styles of the pupils. Lesson planning reflects the needs of the pupils, learning intentions may be fully individualised or grouped for two or three pupils. The way pupils learn is at the centre of all teaching. We recognise that for some our pupils a more nurture based approach to teaching is necessary and for these pupils we adopt a different curriculum. Our KS4 qualifications are tailored to the abilities and needs of our pupils and we offer a range of qualification levels to ensure pupils achieve their potential.
  
- There is a wealth of staff expertise in all aspects of SEND at ISP School. Staff joining the school are supported through an induction programme, have peer support from more experienced staff, along with access to training courses. Staff are supported to access higher level qualifications in order to maintain and deepen their expertise. ISP are committed to staff development and all training is overseen by a mid-leader within the school and external training opportunities are also utilised to progress our staff CPD.
  
- The school carries out self-evaluation throughout the year to monitor the effectiveness of the provision through:
  - Learning Walks
  - Governor monitoring
  - Work scrutiny
  - Quality assurance of specific aspects of teaching and learning
  - External exam moderation
  - Weekly leadership meetings

- All pupils are fully included in the life of the school. Making adaptations to meet pupil needs to enable access is a daily part of what we do. A high priority is to ensure pupils are included in the community through
  - Trips and visits
  - Using community facilities
  - Exploring local links to enrich curriculum teaching
  - Termly assemblies with local Vicar
  - Enriching drop down days
  
- Pupil health and well-being is a high priority. All our classes have one teacher delivering most of their curriculum; the teachers know their pupils well and quickly identify any changes in behaviour or demeanour which may indicate a pupil has an emotional need. To further ensure the mental health of all pupils is supported, formalised well-being monitoring takes place termly using the Boxall profile and appropriate strategies implemented. In addition, pupils have an assigned PEG who holds a weekly mentoring session, looking at how pupils are progressing, as well as being a safe space for pupils to discuss their feelings. All classes, as well as the central reception area, have access to an anonymous worry box which are reviewed regularly by the staff and leadership teams. Pupils are also encouraged to share their feelings and thoughts on school through at least termly school council meetings, and these minutes are reviewed by the school leadership team.
  
- The school safeguarding procedures are very robust; systems and processes are in place to ensure any cause for concern is dealt with systematically and shared with relevant agencies. These systems also ensure any pupil at risk of radicalisation or extremism are identified rapidly and support strategies implemented. Pupils know who their safe guarding leads are and in pupil feedback surveys, all our pupils are able to name a trusted adult that they would approach if they needed help or support. Pupils are aware that the school has a zero tolerance approach to bullying and racism and that there are robust reporting and monitoring strategies in place.
  
- ISP School works closely with all agencies involved in supporting pupils. Agencies involved with the school include:
  - School Nurses and a wide range of medical practitioners, paediatricians and doctors involved in pupil care.
  - ISP Speech and language Therapist and assistants
  - NHS OT
  - Social services
  - NELFT (formerly CAMHS)
  - Educational Psychology Service
  - Early Help service

- Local Authority Virtual Schools
  - Local Authority Post Adoption Teams
  - NHS specialist medical training- such as diabetes
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- There are a number of pupils within the school who are in the care of a local authority. The designated teacher is Mrs J Houlton, SENCo. The school works closely with carers, social workers, virtual schools and other agencies involved with the pupil. Pupil progress of this cohort of pupils is monitored closely through termly pep meetings, six monthly Child in Care reviews and yearly EHCP review. In addition, all parents/ carers are able to ask for additional Network meetings if they are concerned about their child.
  
  - Any complaints or concerns regarding any aspect of pupil education should initially be raised with the class teacher; if not resolved satisfactorily please contact the Deputy Head, Mr S Rumball, the school SENCo Mrs J Houlton or the Head Teacher, Mrs C Cox. Formal complaints should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.