

Old Warren House Special Educational Needs Information Report

1. The kinds of special educational needs for which provision is made at Old Warren House is an established part of Suffolk's Behaviour Support Service for children and young people experiencing social, emotional and behavioural difficulties that put them at risk of exclusion from their mainstream schools. It is one of thirteen pupil referral units across the county that support children throughout compulsory mainstream education. Old Warren House works with pupils in Key Stages Four, their parents and carers and staff supporting them through other local services.

Old Warren House caters for 24 pupils. It is a "destination PRU" and the pupils will, in most cases, not return to mainstream school before the end of Y11. Many pupils have diagnoses of Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder and/or mental health difficulties. Most pupils' families experience social and economic deprivation, many are known to Social Care Services and Child and Adolescent Mental Health Services, although relatively few are known to the Youth Offending Services. The majority have experienced multiple barriers to learning that have led them to perform significantly below expectations, while a minority have above-average attainments or are gifted in one or more areas. The Special Educational Needs and Disability Co-ordinator, Rachael Taylor, supports staff to identify pupils with SEN and assesses their needs further if required. This is carried out in consultation with pupils and parents at each stage who are invited in for review meetings, or discussions by phone, regarding any SEN needs for their children. Every pupil completes a Moving into Adulthood plan on joining OWH which is reviewed throughout the year. An assess, do, review cycle is embedded within the curriculum with opportunities for staff, parents and pupils to discuss concerns with the SENDCO. Reasonable adjustments to each pupils' curriculum are made as and when required.

Old Warren House aims to re-engage pupils in the process of learning, provides a robust assessment of needs, supports the development of learning skills and works actively to tackle disaffection, low self-esteem and the multiple historic barriers that can lead to underperformance.

An exciting and engaging curriculum and a rich programme of enrichment activities support the growth of self-confidence and ambition. In this way the majority are able to achieve a range of qualifications, including GCSEs to enable them to progress successfully into employment, education or training beyond Y11.

2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.

At Old Warren House all pupils have special educational needs of some kind. As a school we are constantly monitoring the pupils' academic and social and emotional needs. Our provision includes the following set ups in all classrooms.

Provision to facilitate/support access to the	High adult to pupil staffing ratios.	
curriculum/independent learning	Autism friendly, Thrive trained staff and approaches embedded in school, Attachment support strategies , Dyslexia trained staff, ADHD qualified staff	
	Access to speech and language therapy via referral route. Access to school therapist as required. CPD programmes for staff reflecting particular needs of pupils.	
We plan for and assess pupils using the following tools.		
Planning and assessment	GCSE programmes in English, Maths, Science and a range of pupil specific subjects	GCSE, Functional Skills Level 1 and 2, Entry Level and accredited qualifications in a range of subjects individually tailored to each child. Asdan – Bronze, Silver or Gold
	Thrive on-line emotional Literacy assessment Annual EHCP Reviews Personal Pupil profile Behaviour plans Moving into Adulthood Plans Wellbeing questionnaires	

If you think your child has additional needs you will have the opportunity to discuss this with the Head of School when you come to look around the school. Please call at anytime you wish, we are always happy to discuss concerns.

If we think your child is experiencing additional difficulties with their work we will tell you as soon as possible. Sometimes this becomes evident in the first few weeks and staff may mention this. Sometimes it becomes clearer when your child reaches the first set of assessments.

The following support is provided for pupils with additional needs;

Strategies to support/develop literacy	Whole school literacy target; vocabulary lessons; range of qualifications; specialist TA support; quality first teaching
Strategies to support/develop numeracy	Web based learning

Old Warren House uses the Suffolk County Council template for Education Health Care Plans.

(a) How the school evaluates the effectiveness of its provision for such pupils;

Pupils' progress is continually monitored by staff and lessons are adjusted accordingly. All pupils take part in assessments, which the teachers and assessment coordinator monitor and use to plan for the next set of lessons. A monitoring meeting takes place regularly where the subject teachers discuss the different measures which they have or will put in place in order to help the pupils to continue to progress. Information about the children is shared in the multiagency meetings where appropriate. Parents are always welcome to ring up and speak with staff about their child's progress.

The Managers receive termly reports on the children's progress. Part of that looks at how effective the measure put in place have been.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Pupils with an Education Healthcare plan or a statement will have their needs discussed on arrival with all staff in a special briefing. Any specialist equipment or teaching aids will be provided and staff training where necessary. Your child will receive all the assessments above and in addition will receive a yearly annual review. The annual review will look at how your child has progressed in relation to both their short term and long term targets and objectives. You will be present at the review to give your opinions, as can your child.

(c) The school's approach to teaching pupils with special educational needs;

Old Warren House caters for 24 pupils, in Key Stage 4. Most pupils' families experience social and economic deprivation, many are known to Social Care Services and Child and Adolescent Mental Health Services, although relatively few are known to the Youth Offending Services. The majority have experienced multiple barriers to learning that have led them to perform significantly below expectations, while a minority have above-average attainments or are gifted in one or more areas.

Old Warren House aims to re-engage pupils in the process of learning, provides a robust assessment of needs; supports the development of learning skills and works actively to tackle disaffection, low self-esteem and the multiple historic barriers that can lead to underperformance. An exciting and engaging curriculum and a rich programme of enrichment activities support the growth of self-confidence and ambition. In this way the majority are able to achieve a range of qualifications, including GCSEs to enable them to progress successfully into employment, education or training beyond Y11.

(d) How the school adapts the curriculum and learning environment for pupils with special educational

Old Warren House finds tailored solutions to meet the social, emotional and behavioural

needs of the pupils. The principle aim is to help children develop their own capacity to manage their own emotions and behaviours and to continue to be able to do this when moving between the PRU and further education or training. The service is evidence based, with assessment of needs and progress built in.

(e) Additional support for learning that is available to pupils with special educational needs;

Old Warren House makes decisions about what support a child needs in a variety of ways including, discussion with pupils and parents, discussion with mainstream school, from our own assessments and from outside educational advice where available.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Old Warren House is a specialist unit where all pupils have special educational needs. We take part in a range of activities in addition to the core curriculum. This curriculum is designed around developing emotional resilience, which can be related to classroom learning.

All pupils are given the opportunity to attend breakfast club. Members of staff support these sessions. Lunch is provided. Staff and pupils eat together sitting in family style groups. All pupils and staff enjoy the same menu, although this may be adapted if you have a particular dietary need. We consider these times important in our pupils' social and emotional learning.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs;

All pupils at Old Warren House have social and emotional needs and as we are a specialist provision for social and emotional needs this is the philosophy behind the design of our curriculum offer.

4 What support will there be for my child's overall well being?

Pupils are assessed through the Thrive Approach within their first term. From this personal intervention plans are created to help develop the pupils' emotional resilience from the stage of development they are at. These are reviewed on a half-termly basis.

There are opportunities to see the school counsellor on a 1:1 basis either as a one off or for ongoing sessions.

Where children have medical needs the office staff are in charge of administering medication. The unit is fully assessable by wheel chair. It contains day light lighting throughout. Dietary needs can also be accommodated. All staff hold a First Aid certificate.

The school has an excellent attendance record.

5. Information about the expertise and training of staff;

Old Warren House is a specialist unit for pupils with Social and Emotional needs. Its staff are specialised and experienced teachers with many years of working in the sector. They receive regular training in safeguarding and specialist behaviour courses. They work closely with health care professionals.

Should your child receive a place at Old Warren House and have specific needs we will expect to discuss those needs with you and will ensure before your child enters the school that all staff have been trained to support your child in the best possible way.

We regularly work with the school nurse, paediatricians, CAMHs (Children and family pathways) and the primary mental health team to ensure that your child has access to exactly what they need.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school is fully accessible for wheelchairs both inside and outside with a disabled toilet.

All classrooms have natural light.

Because some pupils tend to travel from a distance it can be difficult for families to access Old Warren House but, on open days families are welcomed on site to see the facilities. The site is used by a variety of agencies for meetings such as the team around the child meetings.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

All pupils carry out Pupil attitudes to self and school assessment where they can voice their feelings about their learning. Pupils voice their needs when talking to the Educational Psychologist, discussing what will happen next after completing their time at Old Warren House, in Annual Reviews and through informal chats with staff.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The subject teacher should be the first person you contact if you have concerns about your child. If these people cannot help you then they will make sure the right person contacts you with regards to your concerns. Sometimes it will be more appropriate to contact the office staff.

Should you want to know more please read the complaints policy found on the website.

10. How the Management Committee (governing body) involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils;

The Management Committee holds the Executive Headteacher and the Head of School to account through a monitoring role. They check we use support services effectively and ask challenging questions about the work of the PRU. The Executive Headteacher produces a report each term. Some of the report will include how the pupils with special educational needs are progressing and staff professional development in the area of special educational needs. The report also comments about the contact made with external support from other professionals listed in section 11.

11. The contact details of support services for the parents of pupils with special educational needs;

As a parent your first point of contact should be the school office. This contact will be by phone or email depending on what suits you best. They will then direct you to the most appropriate person to discuss the issue. School staff may call you on additional occasions to let you know exceptional good news or to consult with you when your child is having difficulties. The office is a key point of contact. They will be in touch over lunch monies, illness or other concerns. This is the member of staff who you will most likely talk to should your child be sick or should you want to inform the school of dental or medical appointments for example.

At the moment the Head of School, Sandra Mahoney, and/or Rachael Taylor (SENDCO) will be the people who carry out annual reviews and liaises with other local services such as the Educational Psychology team, Occupational Health, Speech Therapy and the Local Authority Special Needs Officers. It is the same for the Team Around the Child meetings, Child in Need Meetings or Looked after Children meetings

Engagement with parents/carers	Letters Text service Website Parent Governors Annual Review process for statement pupils TAC/ CIN/ CP meetings Progress meetings / Parents Consultation evening Social events eg: Christmas at Christchurch
--------------------------------	--

Old Warren House works closely with the following agencies to ensure that your child receives the best all-round support;

Liaison/Communication with Professionals	Education Psychologist School Nursing service Social care services Designated PCSO Post 16 education establishments Experience placements LACCESS CAMHS Integrated teams and 12+ Work
Arrangements for specialist expertise from outside school	Sports Coaching Counselling Health services to support SRE Services from specialist providers of training for staff and children in areas such as Autism, disability and brain development.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

Old Warren House finds tailored solutions to meet the social, emotional and behavioural needs of the pupils. The principle aim is to help children develop their own capacity to manage their own emotions and behaviours and to continue to be able to do this when moving between the PRU and further education or training. The service is evidence based, with assessment of needs and progress built in.

Pupils have an induction process which involves a visit to Old Warren House with their parents or carers, and a visit to the pupil's in their home setting, and possibly, a visit to the pupils in their mainstream class including time set aside to answer any questions which they have. In some cases it may be felt that more than one visit is needed. Staff meet with the parents and teachers to discuss the pupil's needs both academically and social and emotionally. Where a pupil needs an enhanced programme this may include the addition of a passport made by the child, photographs of Old Warren House and staff or short day starts.

13. The local authority's local offer is published on the Suffolk County Council website:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=972DB599E1C873EBD88A3B8AFBFC7075?localofferchannelnew=0>