



SEND Information Report

This report is in line with The Children and Families Act 2014 s.69 and has due regard to the SEND Code of Practice

Pield Heath House School is a co-educational non-maintained Catholic special school, under the trusteeship of the Sisters of the Sacred Hearts of Jesus and Mary. It is situated in the Catholic Diocese of Westminster. Although a Catholic school, we welcome children and young people from all faiths and from none. Our approach to education at Pield Heath is based upon our core values and beliefs.

We aim to provide to meet the educational needs of young people with a range of learning difficulties including moderate to severe and complex learning needs, speech, language and communication difficulties.

All of the children and young people who attend Pield Heath have an Education, Health and Care Plan (EHCP). We are constantly engaged in the process of assessing and responding to students' needs, both formally through the annual review process, and through our own policies and practice in relation to assessment. Throughout the process, we look for advice and input from a range of partners, including internally, through our therapists, class staff teams, residential staff and inclusion support specialists. We aim to meet our students' needs in a holistic way to secure the best possible outcomes. We liaise with our external partners including parents/carers and families, Local Authority Agencies (LA's) such as CAMHS, Clinical Psychologists and Social Care Professionals. The role of SENCO is undertaken by the Head of School.

Consulting and involving parents/carers.

Pield Heath has an inclusive approach to education involving parents/carers, governors and the local and wider community to form an educational community that is both holistic and formal. We endeavor to create excellent lines of communication

with parents/carers and families of our young people. This communication takes many forms, including through daily contact via the home school book, emails and telephone calls. We also have parents' evenings, annual review meetings and parent forum. For those young people who may be struggling, we may implement more frequent partnership meetings with a range of relevant partners, including CAMHS or social care. Students also receive a detailed yearly progress report in the Summer Term. Parents/carers also receive termly information on a young's persons progress in relation to their individual learning, communication and behaviour targets. We aim to work with parents/carers to ensure that their hopes and aspirations for their young person are reflected in educational targets.

Our dedicated team of therapists, including speech and language, occupational therapists, music therapist, behaviour support mentors also communicate with parents/carers offering advice and guidance on strategies for home. While it is usually best to arrange a visit in advance we do operate an open-door policy and parents/carers are welcome at any time.

We aim to create the most effective transitions for our young people, those joining the school, within the school setting and those transferring to other provisions/settings. To this end, we create strong collaborative working partnerships with other agencies and providers so that our parents/carers and young people can be as fully informed as possible about the range of opportunities available. We give all our young people the opportunity for educational development to reach their full potential. We encourage their progress, celebrate their achievements and inspire confidence in their futures. Our transition specialist has strong links with a range of careers guidance professionals and social care agencies and provides advice, guidance and support to parents/carers and young people. We encourage the young people themselves to be aspirational about their future and support them to develop effective self-management and vocational skills. Specialist communication support provided by our team of therapists enables young people to make effective transitions and to cope successfully with change. The transition specialist works with all staff and agencies involved in the education programme for the student to provide a full picture of the young person.

Teaching young people with SEN.

Field Heath aims to provide the learning approaches for each student. We adopt a collaborative multi-disciplinary individualised and holistic approach. At the heart of the process is the importance of developing communication and interaction skills, as well as self-confidence and self-esteem. Staff to student ratios are high and class sizes are relatively small. A variety of different teaching approaches are adopted in line with students learning styles. There is an emphasis on learning by doing and lots of opportunities for repetition. Learning activities are highly structured, and students' individual learning targets and objectives are addressed through differentiated activities. Teaching groups are organized by a range of criteria including ability, communication and behavioural needs.

The Curriculum

We aim to create a broad, balanced and highly relevant curriculum, which we constantly seek to refine. The Curriculum is designed into 3 learning Pathways:

- o Pathway 1: PH+ Functional Skills curriculum
- o Pathway 2: Semi Formal curriculum
- o Pathway 3: Formal curriculum

The curriculum provides inclusive and equal opportunities for all students. Students are given the opportunity to develop to their full potential through environments that best meet their need. Students do not necessarily follow a typical developmental trajectory. Contextual and holistic teaching approaches are used to enable learning which is supported with multi – disciplinary collaboration to meet the learning needs of individual students through specialist, targeted and universal approach including the principles of TEACCH, SPELL and Positive Behaviour Support. Communication programs that includes PECS, Singalong, Intensive interaction, Attention Autism as well as supporting social, emotional and mental health with the THRIVE approach permeates teaching and learning.

Physical and sensory development programs of study such as traditional PE, which includes, Yogism, rebound therapy, OT development including sensory integration circuits, individual sensory programs or ALERT programmed to access learning.

At Key Stage 2 students spend most time with their class teacher and support staff, they also have opportunities to have specialist teaching in key areas including music and PE. There is a strong emphasis on developing communication and interaction skills, and in developing the earliest foundations for learning.

At Key Stages 3 and 4 students follow a differentiated secondary model, depending on the pathway, with students accessing specialist teachers. They are offered a range of pre-vocational options including Textiles, Mini Enterprise and Media Studies. Students may achieve a range of awards and accreditations including Entry Level Certificates in English and Math, Science, and IT, as well as ASDAN awards.

The aim of the Key Stage 5 curriculum is to prepare students for their transition to the next phase of their lives as adults and valued members of their communities. Students may choose from a range of Entry Level 1-3 qualifications in Functional Skills, Entry 1- 3, including accreditation, qualifications and diploma Catering and Hospitality, Enterprise, Media Studies, Art & Design including Ceramics, Construction, Motor Mechanics. There is still a continued emphasis on developing functional literacy and numeracy skills, as well as communication skills. Students also access local colleges as part of alternative education provision.

Independent Life Skills is at the heart of what we do. The school has a school community café, The Well, which supports student skills development in using money, communication and interaction and employability skills.

Our Staff

Considerable thought, planning and preparations goes into utilising our staff to ensure children and young people achieve the best outcomes, gain independence and are prepared for adulthood. Our staff are our most valuable resource and we aim to ensure that they are as well-trained as possible to best meet students' needs. All staff have a thorough induction training schedule and there are opportunities for formal continuous professional development within and outside of school. All staff are subject to rigorous appraisal and performance management systems. All support staff participate in specialist SEN training including Positive Behaviour Support. All relevant staff have medical training in relevant to students' medical care plans, and we have a large team of qualified first aiders. Special Support Assistants have undergone specific training at NVQ level. Many of our teachers have specialist qualifications in SEN including to Masters Level, and some specialise in Autism. Key staff have also undertaken advanced training in safeguarding. Our therapeutic provision is supported by a number of qualified and experienced therapists, 2 Speech and Language Therapists, an Occupational Therapist, Music therapist. We also have a skilled team of learning and behaviour support coaches and practitioners.

All of our staff work in collaboration to minimise students' barriers to learning and maximise learning by creating, implementing and evaluating holistic person-centered learning programmes.

We will also commission support from external partners where necessary including educational psychologists.

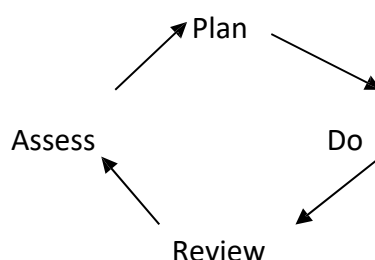
As a Catholic school the teachings of the Catholic faith permeate our school's life. At Pield Heath we provide a caring environment where daily life is underpinned and guided by gospel values and Christian principles. Every young person is valued as an individual regardless of race, color, background, disability or religion and is given every encouragement to succeed. For our young people who are Catholic there is an opportunity to study and grow in their faith and be supported in their preparation for the sacraments of Reconciliation, First Holy Communion and Confirmation. We work particularly closely in this area with the Diocese's Pastoral Centre for People with Disabilities.

There is a strong emphasis throughout the day on prayer and through our assemblies and masses, we gather to celebrate our gifts and successes. As a school community we endeavor in all we do to act justly, love tenderly and walk humbly with our God and each other. We are subject as a faith school to regular Ofsted inspections from the Diocese of Westminster.

We are lucky to have a very spacious, richly resourced environment with a multi-sensory and soft play rooms, specialist teaching areas, a large purpose-built gym and ample areas for outdoor play. We also utilise the wide range of local resources including the local farm, adventure playground and leisure facilities. We also are fortunate to be able to use the beautiful chapel for our masses and celebrations, and many of our young people are given the opportunity to serve mass or to sing in the choir.

Evaluating what we do

As a school, we evaluate the outcomes for our students in a variety of ways. We use data in relation to the progress and attainment of our young people. This is scrutinised at a number of levels including shared with our Governing Body and Senior Leadership Team. High quality teaching and intervention are defined through dialogue between multi-disciplinary professionals across the school, contributing to the provision management. These discussions serve to review and record what we offer each child or young person in our care and what additional support we offer. Underpinning all our provision is the model:



All teachers are responsible for each child/young person in their care.

Where students may appear to be in danger of not meeting their targets, student progress meetings identify factors and plan measurable interventions to overcome barriers. We also look at progress in relation to students' IEP targets and these are shared with parents through the annual review process. We also keep checks on formal accredited awards and programmes and are reviewed regularly. We are currently implementing a system whereby we can evaluate the impact of therapeutic interventions on identified outcomes. All of the school's provision is subject to regular and rigorous self- evaluation including using our on – line self-evaluation programme.

Including our young people

Though we are a special school, we want to ensure that our young people access to at least as many opportunities as other young people without SEN. We have strong links with a range of local secondary and primary schools, and a significant number of our students are included in educational or social opportunities. For example, students who are particularly gifted in a given area may study for GCSEs in certain subjects in a neighboring school. Other students have regular sessions working in fundraising partnerships with another Catholic secondary school. Pield Heath students have opportunities to take part in regular on site and off-site work experience and enterprise opportunities. Students participate in high quality performing arts opportunities. We have a rich programme of extra – curricular activities.

We are an active partner in our local Catholic deanery of schools, joining with mainstream pupils and students in liturgical celebrations.

Our Key Stage 5 students also have opportunities to experience mainstream college placements, including through local mainstream and more specialist college settings.

We aim that our young people should grow in confidence in themselves as learners. Students are encouraged to grow in self-reflection, including through the use of assessment for learning techniques in class activities. At key points in the year, including the annual review meetings, students are invited to give feedback on their strengths and needs, and to give their own views about future targets. We have a strong student voice, with a very active student council, representing all ages and abilities.

Support for developing emotional and social skills

Many of our young people have social and emotional and behaviour needs linked into their disabilities. Some have been unsuccessful at mainstream schools and other special schools and may have very complex family circumstances. We have interventions in place to support and develop students' emotional well-being. These include the input from our skilled PBS team and the Thrive Practitioner, who work with the class teams to provide targeted input and guidance to individual and groups of students and their parents.

We regularly involve partners from outside of the organisation including CAMHS, and will support and signpost parents in gaining further specialist advice.

We offer a comprehensive support programme for parents and carers, including keeping safe and behaviour or therapeutic strategies.

All of this operates within a culture and ethos which has at its heart keeping students safe and happy. Students and their families are encouraged to share and voice their concerns. Bullying and racism is rare, and dealt with firmly. As a result, we believe that students feel safe and trust adults to look after and care for them.

Working with other partners

We recognise that effective partnerships with all appropriate agencies will optimise outcomes for our young people and their families. We are swift to refer to external agencies such as CAMHS and social care when we feel it would be helpful. We have young people placed with us from 11 local authorities, and work hard to establish positive relationships with their representatives. We refer formally outside of the institution including through safeguarding protocols, but we will also talk to other partners informally for advice and guidance.

We work with a range of voluntary sector organisations, including parent support charities, and therapeutic agencies, to secure direct input for young people and their families.

We also work collaboratively with a range of mainstream and special schools locally to develop and share good practice.

And if things aren't going so well?

We want you and your young people to be happy at Pield Heath and to thrive and make progress. Very occasionally, things may happen that you may be concerned with. Whatever this may be, please free to contact us so that issues can be resolved quickly. You may wish to contact your young person's class teacher, in the first instance, who along with the rest of the class team, are the people usually best placed to have an overview of everything going on. You may also wish to discuss the matter with the relevant senior leader. If your concerns are of a serious nature, including of a safeguarding nature, it may be more appropriate to contact the head teacher or deputy head. It is usually easier to put any concerns in writing at this stage. If you feel that matters have not been resolved, you have the right to contact the Chair of Governors, care of the school office