

The Pears Family School

(Keeping a child's mind in mind)

Special Education Needs Report

Date Approved by Governors	June 2024
Review Date	June 2025
Headteacher	Matthew Hillman
Headteacher Signature	<i>M.Hillman</i>
Named Governor	Michael Annan

At the heart of all policies at the Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at the Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Introduction

The SEN information report is required by the Children and Families Act 2014. This will be updated annually to reflect changes and plans within the school. The report states the current provision within the Pears Family School. It outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND). The information required to be included in this SEND Information Report is stated in The Special Educational needs and Disability Regulations 2014 SCHEDULE 1: information to be included in the SEN information report.

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)

The Pears Family School is an Alternative Provision Free School. Pupils are referred via a commissioning process, either via a Local Authority or direct from other schools. Pupils in our school are aged between 5 and 14 years old.

<p>What types of SEN do we provide for at The Pears Family School?</p>	<p>Pupils at the Pears School may have a range of difficulties included in one or more of the four main areas of SEND:</p> <ul style="list-style-type: none"> ● Social, mental and emotional health ● Communication and interaction ● Cognition and learning ● Sensory and/or physical <p>All of our pupils currently have needs across 2 or more of the four areas.</p>
<p>How do we consult with children with SEN and their parents/carers and involve them in their education and care?</p>	<p>Consultation with pupils, parents/or care-givers is a particular strength of the school. The Pears Family School requires parents/care-givers to participate in the school day/week.</p> <p>Teachers as well as the therapeutic team and SENCO are able to discuss all aspects of the pupil's targets and progress on a daily / weekly basis.</p> <p>From the point of referral, the Pears Family School will work closely with pupils and their parents/care-givers, and their referring school and commissioning Local Authority in order to understand and meet their individual needs. This is carried out through a carefully planned programme of network meetings with everyone involved in the student's care and detailed baseline testing. At initial network meetings targets for the child and family are set by the network in order to measure the impact of a placement at Pears Family School and at what point a child may be ready to transition into their next appropriate setting.</p>

	<p>The Pears Family School will offer a unique Parent/Carer Learning Programme & Classroom intervention which aims to achieve detailed consultation.</p> <p>All pupils at the Pears Family School have a detailed learning portfolio called a Personalised Care and Learning Plan drawn up in consultation with them and their parents/care-givers as part of the admission and induction process. This identifies targets for change and academic progress which support children towards the targets identified with their EHCP Plan or Support Plan.</p>
<p>How do we assess and review children's progress towards their outcomes? <i>How do we know if a child needs extra help?</i></p>	<p>Termly reviews of each pupil's PCLP take place between pupils, parents/care-givers and staff members. Specific measures, for example questionnaires, for pupils, parents/care-givers and teachers, are used to monitor change and progress. At these Review Days, Parents and students are invited in for an hour with the Class Teacher and Teaching Team, plus the SENCO and Therapeutic Lead as needed. These days have a warm and celebratory focus that aims to honour the hard work families are doing to re-engage in education and repair trust and confidence after the challenges they have been experiencing.</p> <p>The agenda of the Review Days is as follows:</p> <ul style="list-style-type: none"> - A celebratory, child focused welcome with a personalised way of recognising and celebrating family achievements : examples this year include a karaoke version of a pupils favourite song with lyrics adapted to celebrate the student, a video message from important people, a card with messages about what staff around school think is special about the student and a 'This is Your Life' style showcase of messages from previous teachers and peers recognising progress of the student - A review of the PCLP Targets where families give a 'confidence score' for how the now feel about their progress for each target. - A review of the Pupil Passport section of the PCLP - Time for families and teaching teams to explore systemic formulations/complete genograms with families to better understand the challenges families are experiencing. <p>All pupils are in classes of no greater than 8 pupils; teachers and support staff use continual assessment both formally and informally in order to monitor each pupil's progress and identify areas of further need as necessary. The high pupil: staff ratio ensures that extra, targeted help can be provided as necessary.</p> <p>Progress against targets are checked and 'stuck' students quickly identified. In addition, on a regular basis our Learning Attendance Mental health Behaviour (LAMBS) meetings identified on track / not on track students and happen weekly between the therapeutic team</p>

	<p>and class team. LAMBS meetings identify necessary interventions and where families need additional support.</p> <p>For children with EHC Plans we hold Annual Reviews (via online if not possible in person) with appropriate professionals. We may identify that a pupil should have an EHC Plan applied for during their time with us; this will be done via the pupil's home Local Authority. Parents and pupils will be consulted at all times throughout this process. Currently (Summer 2024) all pupils except one have an EHCP or an application in progress.</p> <p>For ALL pupils we hold termly network meetings with all professionals including mainstream schools to review progress made towards the targets for a placement at Family School outlined in the PCLP.</p> <p>Our assessments/students EHCPs will identify if additional intervention, for example, Speech & Language support, is needed. This can be planned via the SALT service that are assigned to mainstream schools where a student is dual registered.</p> <p>We commission a school Educational Psychologist to assist with assessment, planning and review of pupil's progress and offer consultation. This helps us address children's barriers to learning and identify additional supports that can be put in place. At Annual Reviews, children's EHC plans can then be updated to include these additional support strategies.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<ul style="list-style-type: none"> ● Working collaboratively with school, parents, care-givers, child and professionals to ensure all relevant information is captured during the induction phase, ● Teachers and teaching assistants knowing each pupil individually; their strengths and weaknesses, ● Professional understanding of the challenges each pupil faces and a creative and empathetic approach to helping them meet those challenges, ● Differentiated and multi-sensory curriculum, ● Outstanding Teaching and Learning, ● Focus on the skills needed to be effective learners via executive functions ● Individual support for specific learning difficulties such as dyslexia. ● Information technology used where appropriate to alleviate barriers to learning. ● Willingness to constantly explore and experiment with identified best practice. ● Psychological and therapeutic involvement for all pupils and their parents/care-givers as and when appropriate. ● Collaborative working with other professional and willingness to adopt their recommendations.

	<ul style="list-style-type: none"> • A personalised programme of learning for each pupil.
<p>How do we adapt the curriculum and learning environment?</p>	<p>Our SENCO and Lead for Curriculum, Teaching, Learning and Assessment work with the teaching team to ensure all long, medium and short term plans demonstrate a differentiated and creative curriculum within which all students can show what they know and can do. Robust assessment of each student ensures that all teachers know individual student starting points. A pupil starting points form the basis of all day to day lesson plans and each pupil will be set lesson by lesson individual task based target appropriate for their ability.</p> <p>Some pupils will benefit from having an adult with them on a 1:1 basis for some or all of the time. This enabling adult is trained in tailoring tasks to fit individual children's learning needs and will know the next steps to move children on so that they make progress.</p> <p>For some pupils the learning environment is adapted. For pupils who are easily distracted by others or are liable to have challenges regulating their own emotional responses, the opportunity to utilise space outside the classroom and 1:1 support is available. This ensures that interaction within the classroom is managed to facilitate learning – whilst still ensuring that challenging behaviour is considered within the therapeutic and educational model of the school.</p> <p>For pupil who experience an extremely high level of anxiety at school, we are prepared to adapt the location of where learning can take place so that the student can slowly get used to a classroom situation.</p> <p>Appropriate resources will be identified and implemented in order to meet the needs of the pupil.</p> <p>IT is used appropriately where it can help pupils access the curriculum. Google Apps are used to permit students to write and save. Individual laptops are allocated to students. For visually impaired students this facilitates essential resources to be placed on the student's screen rather than reading off the board.</p> <p>Other typical technology that helps individuals access the curriculum: Left-handed scissors, writing slopes, writing grips, different coloured paper, are used where appropriate.</p> <p>Sensory regulation resources including weighted blankets, wobble cushions, fidget toys, sensory circuits are utilised in order to enable access to the curriculum for children with sensory processing needs.</p> <p>Where an additional need has been identified through our assessment process, we refer to our Provision Map and timetable</p>

	<p>1:1 or small group interventions. These include <u>(but are not limited to)</u></p> <ul style="list-style-type: none"> ● Catch up Literacy and Numeracy ● Lexia ● Nessy ● 5 Minute Box and Number Box ● Colourful Semantics ● 1:1 Precision teaching of Phonics ● Numicon Catch up Program ● Reading intervention ● Lego Therapy. ● Power of 2 ● Word Wasp ● Zones of Regulation
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>As mentioned in the introduction to this document, all our pupils have been referred to us because they are finding it challenging to make progress in their current school and accordingly we establish individual programs for all our pupils. We have an ethos which recognises that every pupil is working on their own targets and running their own race. In this way both SEN and non-SEN pupils are encouraged to work collaboratively whilst making progress against their own targets. In addition, 1:1 support is available to all our pupils at different times and there is not therefore a divide between SEN with statement / EHC plans and those without. Similarly, additional support, for example S&L support, may be given on a one to one basis out of the classroom at the same time as a non-SEN pupil is withdrawn to work within a family group on aspects of behaviour.</p> <p>Other relevant factors which enable SEN pupils to engage with none-SEN pupils:</p> <ul style="list-style-type: none"> ● Good differentiation and appropriate scaffolding ● Teaching Assistance support ● Peer support ● Mixed age and mixed ability classes ● All our outside the classroom activities are planned to be accessible to all pupils. ● Cross phase mentoring when appropriate
<p>How do we support pupils moving between different phases of education or</p>	<p>We aim to enable all pupils to make the transition to either a mainstream school or to another long-term specialist educational provision. This is carried out on a highly individualised basis with careful planning and consultation with pupil/family and receiving school at all stages. This usually involves a gradual integration to the</p>

<p>in preparing for adulthood?</p>	<p>new school and includes visits to and from the new school, with selected lessons and times being considered.</p> <p>We work alongside the destination school to ensure they understand the child and family’s journey with us as well as how to ensure continuity in where possible. This means sharing PCLPs, targets and strategies to support progress that have been effective for the child. We aim for transitions at the point where the family feel ready for a new context in which to apply the skills and resilience developed through the model.</p> <p>We ensure there is no ‘cliff edge’ where families are without the safety net of a placement here should a reintegration be unsuccessful. We do this through ensuring appropriate funding arrangements are in place by providing sufficient evidence to complex needs panels on the importance of dual funding placements for a transition period.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Supporting pupils to improve their emotional and social development is central to all our work at the Pears Family School. Our school is small and each child is known individually to all staff. We know that the research evidence indicates that the web of these strong relationships has the potential to be highly impactful on families wellbeing, especially when they have experienced the social exclusion and “thinning” that accompanies a student struggling in mainstream school. Highly specialised and individualised Programmes of support are therefore developed; these are identified in each child’s PCLP.</p> <p>The Parent and Carer Learning Programme offers knowledge, skills and mental health innovation that enables the support of pupil wellbeing and resilience. Combined with this programme is the Multi-family therapy intervention programme which works with pupils and their parents/care-givers together. Each family accesses at least one cycle of this program per year. These programmes are delivered in close conjunction with staff from The Anna Freud Centre and are drawn from the most up-to-date psychological and therapeutic practice. Pupils are actively encouraged to become involved in understanding their own needs and working with all staff to have these needs met.</p> <p>Working in tandem with this therapeutic model is the consistent implementation of our behaviour policy which identifies high expectations. The emphasis of our school is reintegration and our view is that pupils need to aspire to meet the high expectations developed for each individual child in their initial network meetings. This is challenging as our pupils come to us with significant social, emotional mental health needs and having had extremely difficult life experiences. A twin track approach of outstanding therapeutic and</p>

	<p>family/care-giver based intervention aligned with outstanding teaching and learning is the driving force behind the school.</p> <p>Specific interventions include:</p> <ul style="list-style-type: none"> ● Multi-family groups ● Executive functioning curriculum ● Individual Family/care-giver therapy ● One to one mentoring ● Family assessment and rapid referral and signposting to CAMHS ● Zones of regulation in use daily in each classroom. ● A nurtured heart approach in place across the whole school. ● Daily reflection time in place for children to identify their strengths and virtues and hear positive feedback from others.
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>All staff have clear job descriptions which detail the required qualifications for each post in the school.</p> <p>All staff have received training in systemic practice and have close on-going mentoring with Consultant Family Therapists from Anna Freud Centre and our Head of Therapy Laura Lower. Several of them have, in addition, undertaken further specialised training in SEND in a variety of fields including CBT, ASD, Dyslexia and Family Therapy. LAMBS team meetings, case conferences and consultations, both as a team and individually, ensure that staff are highly trained and supported to understand and work with a range of pupils' needs.</p> <p>The co-founders of the Pears Family School who are both Systemic Family Therapy Consultants and Supervisors have set up and worked for over 30 years in a highly specialised mental health and educational context.</p> <p>The schools SIP was until recently a supervisor on the Educational Mental Health Care Practitioners (EMHCPs) for the Mental Health Support Teams (MHSTs) course at King's College London.</p> <p>The Headteacher specialises in the delivery of CBT as well as having significant experience as a Deputy Head at an SEMH school.</p> <p>Laura Lower, Head of Therapy has extensive experience as a social worker and leads staff training as well as running bi-monthly reflective practice to support staff in meeting the needs of pupils.</p> <p>All Teachers and Teaching Assistants at the Pears Family School will have had experience of working with children with SEN. All staff will be supported to develop their interest in this particular area and will be provided with opportunities to do so.</p>

	<p>Regular Staff training including :</p> <ul style="list-style-type: none"> - OCN certified qualification into systemic practice and parent and carer engagement in child mental health. - Effective use of executive functions - Nurtured hearts - Reflective practice - Phonics training - CLPE training. - CPI training
<p>How will we secure specialist expertise?</p>	<p>The Pears Family School works hard to foster good relationships with the SEN team of our commissioning LAs. Through these links as well as independently we secure specialist expertise as necessary. This year this has included:</p> <ul style="list-style-type: none"> ● Links with specialist services such as Speech and Language/Occupational Therapy Services via our commissioning bodies. ● Work with Educational Psychology Service as required ● Specialist Therapeutic/psychiatric input from The Anna Freud Centre. ● Social Care as appropriate ● Mentors and youth advocates ● Virtual School Teachers ● Post-adoption support services ● Short Breaks holiday support for families.
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>In addition to those examples mentioned already in this report and those documented in our Accessibility Policy:</p> <p>The Pears Family School have commissioned our own minibuses driven and chaperoned by our own staff, to enable students to attend our school.</p> <p>IT resources to meet the needs of VI students have been secured.</p> <p>We have secured a multi-sensory 'safe-space' to help students in need of de-escalation</p> <p>We have bought in specialist occupational therapy/sensory regulation resources as appropriate.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and</p>	<p>Our pupils come from a number of different Local Authorities and we can signpost towards a number of services within each of these. For example, referrals can be made to Early Intervention Services in the pupil's local authority, in consultation with parent/care-giver.</p>

<p>supporting their families?</p>	<p>The Pears Family School has made links with a primary school to develop and expand the Physical Education curriculum for pupils with SEN.</p> <p>The Pears Family School often looks to enrich our curriculum for our pupils by inviting guest speakers and charities into the school. This year this has included Loudmouth who provide PSHE workshops.</p> <p>Where other organisations are involved in children's care we liaise through professionals meetings so that best practice can be shared.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The provision for our children with SEND is closely monitored and evaluated. At Review Days, teaching staff, parents/carers and the SENCO ensure PCLPs are reviewed and the progress made by children is evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals.</p> <p>Effectiveness of SEND provision is evaluated by the following;</p> <ul style="list-style-type: none"> <p style="margin-left: 40px;">Qualitative Data</p> <ul style="list-style-type: none"> ● Sustained rates of effective transition back into learning/education ● Are they enjoying school? ● Do they feel safe and happy? ● Do they enjoy learning? <p style="margin-left: 40px;">Numerative Data</p> <ul style="list-style-type: none"> ● What's their attendance? ● NC progress tracking data ● Rewards and Sanctions, Exclusions ● Behaviour for Learning tracking grids ● SDQ <p>Additional measures include;</p> <ul style="list-style-type: none"> ● Questionnaires of families ● Discussions with family <p>We also monitor through assessment, including</p> <ul style="list-style-type: none"> ● Data drops ● Book scrutiny ● Learning walks ● Lesson observations

<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>Pupils, Parents and/or care-givers are very much part of every aspect of the school. Prior to a complaint being raised at the Pears Family School we would hope that it would be addressed by the Headteacher and/or Chair of the Governing body for the school.</p> <p>Should the complaint be raised, please refer to the Complaints Policy.</p>
<p>What support services are available to parents?</p>	<p>The Parent/Carer Learning Programme and the Class-based Multi-family Intervention Programme.</p> <p>Open College Network Accreditation</p> <p>Check ins with the Teaching Team, Therapeutic Team and SENCO.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Each of our LAs publish their own local offer on their website. For LAs with whom we have an ongoing contract to provide places each year, we form part of that local offer. We signpost families to the Local Offer of their Local Authority as needed.</p>