

SEN Information Report 2015

This report forms part of the Worcestershire Local Offer.

Fort Royal is a purpose built Local Authority maintained Special School for children aged 2-11. We take children with a wide variety of Special Educational Needs including Learning Difficulties, Physical Difficulties and children who are on the Autistic Spectrum.

Assessment and Identification of Special Educational Need

All children, other than those in the Nursery, will have either a Statement of Special Educational Need or an EHCP (Education, Health and Social Care Plan). This document results from a multi professional assessment which is undertaken either when the child is attending Fort Royal Nursery or, prior to the child joining Fort Royal. Occasionally, a child is offered an Assessment place and their needs are assessed whilst they are attending Fort Royal.

Those children who already have Statements will gradually have these revised and updated to EHC (Education, Health and Care) Plans. This will happen in accordance with the Local Authority timetable. In 2015-16 this will be Year 2, Year 6 and Nursery pupils.

All plans are reviewed annually at a meeting to which parents are always invited. We make every effort to arrange these for a time that is convenient for the parents. We also have contact with parents through the home- school diary and termly Parent Consultation Evening. Parents are regularly invited to class events in school.

Parental Involvement

We discuss targets with all parents at the individual Parent Consultation Evenings, sending a copy to those who cannot attend. We monitor each child's individual progress against these targets. Most of the children are working at P levels and all parents receive a report detailing their child's progress. The school has recently introduced a new assessment system which takes account of the removal of National Curriculum Levels. In a recent Parents' Survey (October 2015) 98% of parents reported that they agreed or strongly agreed that they were provided with clear targets for their children.

All children have a communication book which is sent home, informing parents about their child's day. We also invite parents to contribute to the book.

Pupil Involvement

All children contribute to the Review Meeting and join the meeting whenever possible. Class staff will gain the child's views using the most appropriate method of communication. Some children will be able to write their ideas, others will need an adult to write them and others will use symbols or photographs.

Teaching Approaches , Curriculum and Training

The school uses a wide variety of teaching approaches depending on individual pupil need. Classes have a high staff pupil ratio and much of the work is based on the children using a practical approach to learning. Many children have individual schedules to help their learning and they work in small groups where there is a focus on developing independence and communication skills.

We use the specialist areas of the school , including the multi sensory room and soft play room to ensure the curriculum meets individual children's needs.

All staff work closely with different professionals to ensure their teaching is adapted to include programmes devised by the Speech Therapy and Physiotherapy.

The curriculum is adapted to include topics that are relevant to the children and a variety of resources, including i-Pads are used to make it exciting and motivating. The learning activities are carefully tailored within each class to meet the children's different needs. The children work in small groups and, whilst we aim for independence, significant adult support is available from teachers and teaching assistants.

In addition to school activities Fort Royal runs regular holiday activities and PlaySplash sessions during the school holidays.

We have two social workers based in school who work with the Worcestershire Children with Disabilities Team. They work closely with our Early Intervention Family Support Worker.

Our staff undertake regular training to ensure they are able to meet the needs of the children. We have specialist Teaching Assistants who co-ordinate Outdoor Learning, Sensory learning and Communication

All areas of the school are accessible for pupils with a physical disability. Outdoor facilities are also adapted to meet the needs of our pupils. Fort Royal's Accessibility Plan is available on the school website.

Social and Emotional Development

Several staff are trained in a THRIVE approach and this has been adapted to meet the needs of Fort Royal. Our curriculum offers many opportunities for children to work together and develop their social skills.

A high level of staff support ensures that all class staff have an opportunity to get to know the children well. This enables them to offer emotional support and to quickly raise concerns and notice changes in the children.

The school is flexible in its approach to offering support for children and many have individual programmes to support their well being and emotional development.

Admissions

All admissions are led by Worcestershire Local Authority. For further detailed information please see the Admissions section of our school website.

Transfer to other Schools, including Secondary school.

The majority of Fort Royal pupils transfer to Regency High School, a special school in Worcester. We regularly review pupils during their time at Fort Royal and support transfer to mainstream schools or other specialist provision whenever it is beneficial.

Our children regularly spend time at Regency for specialist Sports Events, thus ensuring there is a smooth transfer between schools.

Complaints

Our complaints policy can be found as a separate document on the school website. Our aim is to deal with any concerns as quickly and effectively as possible.

Worcestershire Local Offer

The Worcestershire Local Offer is available on the Worcestershire Local Offer website, worcestershirelocaloffer.org.uk. Fort Royal is included in the Local offer under the Special Schools Section.

This report was adopted by the Governors in November 2014.

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) How the school evaluates the effectiveness of its provision for such pupils;
 - (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) The school's approach to teaching pupils with special educational needs;
 - (d) How the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) Additional support for learning that is available to pupils with special educational needs;

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

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

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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

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

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

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.

10. How the 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

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

13. Information on where the local authority's local offer is published.