



Taking Pride
in Success

Saxon Hill School

Special Educational Needs Report

November 2014

Introduction

The Special Educational Needs Report is a mandatory requirement for schools to publish their plans and provision to ensure that children and young people with disabilities are able to access a full and relevant education without being disadvantaged or discriminated against in any way.

The Saxon Hill School SEN Report will draw upon and reference existing documents, policies and provision that describe how Saxon Hill School meets its obligations with regard to legislation, and ensures that all children and young people, irrespective of their disability, has access to a full and dynamic relevant and meaningful education curriculum, care and health support.

Legislation and Compliance References

This report ensures compliance with:

- **Section 69(2) of the Children and Families Act 2014**, and includes
 - *information as to:*
 - *the arrangements for the admission of disabled persons as pupils at the school; .*
 - *the steps taken to prevent disabled pupils from being treated less favourably than other pupils;*
 - *the facilities provided to assist access to the school by disabled pupils;*
 - *the plan prepared by the governing body or proprietor **under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan)***

and

- **Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.**

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1:

SCHEDULE 1 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) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and .
 - (g) support that is available for improving the emotional, mental 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 section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

The arrangements for the admission of disabled persons as pupils at the school

Children would usually meet criteria for being admitted to Saxon Hill School due to having a physical disability and associated medical, learning or sensory needs. Saxon Hill School has specialised provision for meeting the needs of children for whom a mainstream school may have difficulty providing for these needs. We are a specialist school for Sensory and Communication needs, and work closely with the health authorities to provide an holistic environment for meeting the education, health and care needs of our children and young people.

Children placed at Saxon Hill will either have a statement of special educational needs, an Education Health and Care plan, or will be on an assessment placement pending the provision of a statement / EHCP.

A full description of our provision is described in our Local Offer, available to read or download from our school website: <http://saxonhill.staffs.sch.uk/home/local-offer.aspx>

Admission Arrangements

Our Planned Places number is agreed annually with the local authority. This can vary slightly year on year depending on our capacity to meet the needs of our complex population, but currently sits at 92 places across the whole school.

We may have capacity to admit in a particular Key Stage, or within a particular learning pathway in a Key Stage, where other pathways and Key Stage departments may be at full capacity. This can sometimes mean we have to decline a request for a place even though we may not have reached our overall capacity number.

The ceiling capacity of any class, Key Stage or the whole school is determined by the principle that by

admitting a child would be incompatible with the provision of efficient education for other children

Only in exceptional circumstances will we admit pupils over and above these numbers, as follows:

- a) Where an assessment is made that the nature of the child's condition and the circumstances in which the family find themselves, are so overwhelming that admission must take place
- b) Where the school is directed by a Tribunal or by the Secretary of State.

We can consider requests for places throughout the year, and are often planning the school roll a year ahead.

If you think Saxon Hill is the right school for meeting the specialised needs of your child, you should contact us for an initial informal discussion about your child's needs and your circumstances.

In the first instance you should speak to Mrs Sally Churchill – Deputy Headteacher, or to the Headteacher, Mr Jon Thickett.

The school contact number is: 01543 414892, or you can contact Mrs Churchill by email via the office: office@saxonhill.staffs.sch.uk.

You should also contact Staffordshire Local Authority to enquire about an appropriate school for your child. They should be able to advise you of the schools available for your child, and the process of assessing your child's needs. The Local Authority can be contacted through the new:

SINGLE POINT OF ACCESS (SPA)

on

0300 111 8007

or by viewing their website at:

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissions.aspx>

You can contact the School Admissions and Transport Service by:

1. Email: admissions@staffordshire.gov.uk

2. Telephone: 01785 278593

3. Or by post:

School Admissions and Transport Service
Tipping Street
Stafford
ST16 2DH

Staffordshire Local Authority Special Educational Needs and Disabilities Web Pages:

As there are many changes taking place in response to the national SEND reforms, information and processes within the Local Authority are changing and updating regularly. The following links are available:

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/home.aspx>

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/assessment/StatutoryAssessment.aspx>

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Statutory-Assessment/Statutory-Assessment.aspx>

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/sen-reforms.aspx>

For advice and guidance from other parents of children and young people with a disability or learning need, you may wish to contact the Staffordshire Parent Action Network (SPAN). See their website at:

<http://www.span-info.co.uk/>

The steps taken to prevent disabled pupils from being treated less favourably than other pupils and The facilities provided to assist access to the school by disabled pupils

Saxon Hill School is a special school for children with disabilities. Our school population covers a wide spectrum of need relating to physical disabilities and associated sensory, complex medical, learning and communication needs. Our curriculum and holistic provision ensures we can provide a safe and effective education for all our students irrespective of their needs or disability. Please see our “Local Offer” and curriculum policy for more information.

The plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan)

Public Sector Equality Duty : Context

The Equality Act 2010 (the Act) replaced previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with. It also strengthened the law in important ways, to help tackle discrimination and inequality.

The public sector Equality Duty (section 149 of the Act) came into force on 5 April 2011. The Equality Duty applies to public bodies and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people’s needs.

The Equality Duty is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty; and to set themselves specific, measurable equality objectives.

The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it.

Public bodies subject to the specific duties must publish information to show their compliance with the Equality Duty. This means that the information they publish must show that they had due regard to the need to:

- **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;

- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

We describe these as the three aims of the Equality Duty.

The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making.

(www.homeoffice.gov.uk/equalities/)

The definition of disability under the law is a wide one:

A disabled person is someone who has a

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Saxon Hill School: Meeting our Public Sector Equality Duty

Equality sits at the heart of Saxon Hill school and its purpose as a school for children and young people with physical and learning disabilities. The Public Sector Equality Duty however, has a wider remit to consider all aspects of equality as set out above.

We therefore have a responsibility to consider our equality duties with regard to:

- Our children and young people
- Our families and carers
- Our staff teams and governors
- Other professionals, students, volunteers and visitors engaged within our organization.

This document will describe the provision, systems and policies we have in place that demonstrate our compliance with our equality duty, and to set out our processes for consultation and development of this duty.

School Context

Saxon Hill School is a local authority maintained special school in Lichfield, Staffordshire. We cater for children aged 2-19 with physical disabilities, complex medical needs, and associated sensory and learning difficulties from over south east Staffordshire. Saxon Hill has Specialist School Status for physical and sensory needs

Saxon Hill has an 11 bed, short-break residential service known as SleepOver Club, providing extended day and overnight short breaks for our children and families.

Saxon Hill is commissioned to provide the county Physical Disability Support Service, in partnership with three other schools.

We currently have 89 children on roll. (November 2014)

Vision and values

As a specialist school for children with complex needs, we believe passionately in providing the very best opportunities for all our children, irrespective of the complexity of need.

We aim to provide a safe and vibrant accessible learning environment that supports every child and young person to:

- To access the best opportunities to make progress with their learning
- Feel happy and safe
- Be confident when facing challenge
- To develop independence, communication and self-advocacy
- To become valued citizens

We believe in mutual respect for all members of our community

We believe in supporting the whole family as well as the child

We believe in engendering and enabling all members of our workforce to:

- develop and maximize their own potential
- Innovate and create opportunities for our children and families
- Be included in a professional and supportive environment
- Aim for the highest of professional standards

The School Offer

Reference should be made the document “**Saxon Hill School – Our Local Offer**” which is available on our school website and by request. This details our provision as a specialist school for children and young people with physical disabilities and complex needs. Further information is also available on our school website:

www.saxonhill.staffs.sch.uk

Demographic Profile: November 2014

Pupils

Complexity of need: M1 Low M3 High						
	NOR	Male	Female	M1	M2	M3
%	6.7%	50.0%	50.0%	16.7%	0.0%	83.3%
EYFS	6	3	3	1	0	5
%	11.6%	38.5%	61.5%	15.4%	15.4%	69.2%
KS1	13	5	8	2	2	9
%	18.0%	37.5%	62.5%	0.0%	31.3%	68.8%
KS2	16	6	10	0	5	11
%	22.5%	60.0%	40.0%	0.0%	10.0%	90.0%
KS3	20	12	8	0	2	18
%	15.7%	28.6%	71.4%	7.1%	57.1%	35.7%
KS4	14	4	10	1	8	5
%	22.5%	55.0%	45.0%	5.0%	40.0%	55.0%
KS5	20	11	9	1	8	11
	100%	46%	54%	5.7%	28%	66.3%
TOTAL	89	41	48	5	25	59

Pakistani	3	3.3%
Black Caribbean	2	2.3%
Any other white background	2	2.3%
White and Asian	2	2.3%
White and Black African	1	1.1%
Any other mixed background	2	2.3%
White - British	77	86.4%
TOTAL	89	100%

Progress and Attainment

We conduct an annual assessment of the progress made and attainment achieved by our children and young people. This information is collated and analysed to inform school leaders, governors and school improvement stakeholders of the successes and areas for development with regard to pupil progress.

The data analysis has due regard for disability, age, gender, ethnicity, and any other factor that may categorize a child as having additional disadvantage or needs. This includes having due regard for national requirements such as Pupil Premium, Sports Premium, Student Bursary scheme, Free School

Meals and any other entitlements designed to reduce disadvantage.

This information is summarized in our annually published **Saxon Hill Dashboard** which is available on request subject to authorisation. This data is not made publically available due to the size of groups and cohorts that may identify individual children.

This information is also supplemented by the **Ofsted School Data Dashboard** available online at:

<http://dashboard.ofsted.gov.uk/dash.php?urn=124520>

This data and its analysis inform our **School Development Plan** which is also available on request.

Reference should also be made to the school's **Ofsted reports** which offer an independent appraisal of the school and its effectiveness as measured against national standards.

- **Saxon Hill School Ofsted report:** <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124520>
- **Residential Ofsted Social Care report:** <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/SC038728>
- **Community Pre-school Nursery Ofsted report:** <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY419669>

The school develops and adopts a wide range of policies and practices that underpin our commitment to our equality duty. This list is not exhaustive, but includes:

- Curriculum policy and practice
- Safeguarding Policy and review systems
- Health and Safety systems
- 16-19 Bursary
- Absence Policy for Staff
- Behaviour
- Complaints
- Disciplinary
- Grievance
- Whistleblowing
- Flexi-Schooling
- Performance Management
- Medication and Drugs

All new building development is compliant with current legislation, and meets or exceeds building control regulations for access.

Involving disabled people

We involve all stakeholders, including disabled people, in our consultation to help inform our planning.

This takes place in a number of ways across the school year, and as a focused survey.

- **School Council:**
 - A council of school students meets weekly to discuss their views on school provision. This covers safety and well-being as well as wider resource and provision requests. Council reps meet with the Headteacher to feedback meeting minutes and to consider any actions.
- **Parent Meetings:**
 - Various meetings including Annual Review of Statement / EHCP, tutor consultations, transition meetings and health and social care meetings that consider the education health and care needs of individual students on an on-going and regular basis. These conversations inform our provision and future planning.
 - Parent Support Group meets regularly to discuss common issues facing parents and their children in school.
- **School Surveys:**
 - Specific surveys are conducted to look at various aspects of our provision, and include focused surveys for access and inclusion. Surveys are conducted with pupils, parents, staff and other stakeholders.

Plans

Our most recent plan: *DES/AP action plan Dec 2010-2013* (Appendix 1) has concluded, and our new plan 2014 onwards will follow our consultation survey.

Physical environment

Saxon Hill School has had many enhancements over the years since its opening in 1982. The school is fully accessible by wheelchair users, and includes a lift to access the first floor admin area.

Bathrooms and toilets are access compliant, and the school personal care area for pupils is fully accessible, with full hoisting and wet-rooms.

The residential provision in SleepOver Club is also fully accessible with hoisting and bathrooms fully accessible.

The school grounds have been developed in recent years to make greater areas wheelchair accessible, and to add to the sensory stimulus of the environment. This includes accessible horticulture, “forest school” and Yurt.

Car parking and school transport access is adequate, but is at capacity. Discussions are ongoing regarding enhancing this provision.

School off-site facilities include a classroom at Shenstone Garden Centre, and two commercial units at Chasewater Park. These are both wheelchair accessible and have limited access to compliant toilets, although full hoisting and wet-rooms are not available.

Access to education, benefits, facilities and services (the whole life of the school)

Saxon Hill School is a specialist school for children aged 2-19 with physical disabilities and complex

medical needs. As such, the curriculum is specially adapted to meet the wide ranging needs, both across the age spectrum and the disability and sensory spectrum we cover.

Our curriculum offer is always under review, and has been recently restructured to reflect the different learning pathways our children follow. This has resulted in changes to our sensory curriculum offer, accreditation offer, and to our transition and work related learning offer.

Saxon Hill School is currently categorized by Ofsted (September 2013) as a GOOD school and identifies several outstanding aspects. Areas for improvement form part of the school development plan.

Our residential short-breaks service – “SleepOver Club” is currently categorized by Ofsted as OUTSTANDING in all areas.

We work closely with health and social care agencies to ensure a fully holistic provision that supports both children and families.

There are many extended activities including Aiming High funded sessions for Youth Club, Dance and Experience days; and other opportunities including an inclusive Scouts group, residential trips to Paris and Keswick, and many opportunities for students to learn off-site.

We have two fully accessible minibuses.

Access to written information

Reading, Writing, Speaking and Listening form a core aspect of our education provision. We have many strategies to support the development of English and literacy skills, including strategies to support and develop communication through speech, signing and other augmented or assisted communication using hi and lo tech solutions.

The use of signing, symbols, and communication aids are widespread across the school, with new technologies being continuously explored. We work in close partnership with the Speech and Language Therapy Service and “Access to Communication and Technology (A.C.T)” at Selly Oak.

We are continuously developing the use of ICT technologies across the school with access to computers, interactive whiteboards, iPads and other devices that develop access to written and other information.

The school web-site is under review to better provide information in more accessible formats.

DES/AP action plan Dec 2010-2013

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
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<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	<ul style="list-style-type: none"> • Have your say week is embedded into the school calendar • Annual questionnaires are sent to all parents, pupils and carers to determine views on reasonable adjustments • 	SLT	In place and embedded by 2013	SLT Governors
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	<ul style="list-style-type: none"> • Curriculum audit to include monitoring the implementation of reasonable adjustments. • Teacher governor to report to raising achievement committee on the implementation of reasonable adjustments throughout the curriculum • A member of the governing body is tasked to evaluate the extended curriculum and to ensure that it is appropriate for all learners at SHS 	Lead professionals Governors SLT	In place and embedded by 2013	SLT
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	<ul style="list-style-type: none"> • A report is made to Governors evaluating the impact of reasonable adjustments on different cohorts with a disability. • Student s' progress and will be fully discussed at the annual review and reasonable adjustments made to ensure that students' achieve their potential • All therapies to monitor impact and ensure that all reasonable adjustments are made to ensure maximum impact. 	SLT Governors	In place and embedded by 2013	SLT Governors
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	<ul style="list-style-type: none"> • All stakeholders will receive results of questionnaires (outlined above) with an action plan attached detailing what reasonable adjustments will be made and the timescale given • This report will also be presented to Governors 	SLT	In place and embedded by 2013	SLT

<p>Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation</p>	<ul style="list-style-type: none"> • To develop community access and links for 16+ students • To evaluate and extend the work of the family support worker • To embed MOVE into daily and weekly routines 	<p>16+ lead professionals SLT</p>	<p>In place and embedded by 2013</p>	<p>SLT</p>
<p>Increase access to the curriculum by:</p>	<ul style="list-style-type: none"> • Develop new facilities that enable students to access vocational education • Develop the flat and associated curriculum that will enable student to develop independent living skills • Develop community living skills curriculum across all key stages 	<p>SLT SCH</p>	<p>In place and embedded by 2013</p>	<p>SLT</p>
<p>Increase access to the physical environment by:</p>	<ul style="list-style-type: none"> • Develop and extend the forest school to enable all students to have access to out door regardless of disability • Develop greater access to playground by removal of lips at doorways and installation of new door • Students to have all year access to outside environment through erection of yurt • 	<p>SLT Site team</p>	<p>In place and embedded by 2013</p>	<p>SLT</p>
<p>Increase access to written materials by:</p>	<ul style="list-style-type: none"> • Extend the provision and use of <ul style="list-style-type: none"> ○ IPADS ○ Signs and symbols ○ Objects of reference ○ Communicate in print ○ Touch screen computers 	<p>Lead professionals Communication team SLT</p>	<p>In place and embedded by 2013</p>	<p>SLT</p>

SCHEDULE 1 Information

The information defined in Schedule 1 is described in our **Local Offer** statement (included below) and available to view on the school website or for download.

Saxon Hill School Local Offer:

Saxon Hill School is an all-age (2-19) residential special school for children with physical disabilities and complex medical needs. With a school population of approximately 90 children, Saxon Hill is located in Lichfield and serves families from south-east Staffordshire.

Our residential shorts breaks provision, "SleepOver Club" provides extended day and overnight education for children. Sleepover Club has a "Statement of Purpose" document which explains the residential offer in detail.

Saxon Hill School is one of four schools in Staffordshire commissioned to provide the local authority's Physical Disability Support Service – supporting inclusion for children with physical disabilities in local mainstream schools.

We are a member of the Staffordshire Special Schools Company – a partnership network of Staffordshire's 23 special schools; and a strategic partner with the National Forest Teaching School Alliance.

Our school's wide ranging provision also includes:

- All age phases, from Early Years pre-school through to adulthood at the age of 19.
- Provision for wide ranging learning needs from complex profound and multiple sensory learning through to Level 2 qualifications and accreditation
- Children's Centre and Community Pre-School
- Health provision:
 - Nursing
 - Physiotherapy
 - Speech and Language Therapy
 - Occupational Therapy
 - Sensory Integration
- Hydrotherapy pool
- Rebound therapy room
- Forest School
- Vocational enterprises supporting work-based learning: Community Café and Lichfield Scrap Barn
- Extended school: including Lichfield 9th Scouts, Youth Club, residential trips, holiday play schemes

Saxon Hill School's unique profile enables us to provide a holistic and developmental curriculum for children with physical, medical, sensory and associated learning difficulties from pre-school right through to transition into adult life. The fact that we are an all-age (2-19) provision has huge implications for the relationship we

have with our children and families. We travel the same journey for a significant proportion of their life, and in many cases, for the whole of the child's school life through to adulthood. We often refer to "the family of Saxon Hill School". This reflects our ethos of supporting the holistic needs of child and family.

Family support is a key element of our ethos, and we function as a hub for the wide range of agencies, such as Health and Social Care, as well as being a school.

1. How does your school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Children attending Saxon Hill School generally have a statement of Special Educational Needs or an Education Health and Care Plan identifying a physical and/or medical disability, and often a sensory disability and associated communication and learning difficulties. Some children may be placed at Saxon Hill School on an assessment placement pending a Statement or EHC plan.

Children attending Saxon Hill undergo continuous assessment during their school life. Their physical, medical and learning needs are monitored continuously, and the provision is adapted as their needs change and evolve.

2. How will your school staff support my child/young person?

The school is divided into Key Stage departments, with each Key Stage led by one or more qualified teachers, and a comprehensive team of Higher Level Teaching assistants, and Teaching Assistants. All children access the statutory national curriculum, but this is adapted depending upon the learning needs of the children.

There is significant emphasis on the holistic needs of the child, with each child having a physical timetable that complements their academic one. All professionals work closely with other agency professionals on site, such as the physiotherapy team, speech and language therapists, and our nursing team to ensure that the wider needs of our children and families are being met.

Saxon Hill has a dedicated bathroom team that ensures every child's personal care needs are met throughout the day.

Each child has a class tutor that may be a teacher or a Higher Level Teaching Assistant. This person is the main contact between school and family. The headteacher and leadership team have an "open door" policy to children and parents, and value the relationships we build with families.

School governors work very closely with the leadership team and middle leaders to ensure they understand the effectiveness of Saxon Hill's specialised provision, and work through committees to ensure that the strategic objectives and school aims are achieved.

3. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?

Saxon Hill School has six age-phase departments:

- Early Years Foundation Stage – ages 2-5
- Key Stage 1 – ages 5-7
- Key stage 2 – ages 7-11
- Key Stage 3 – ages 11-14
- Key Stage 4 – ages 14-16
- Post 16 – ages 16-19

We have three learning pathways through the key stages that are designed to meet the wide-ranging needs of our children:

- **Sensory Curriculum Pathway** – Children generally functioning between P-Levels 1 – 3, and having profound and multiple learning difficulties. Our Sensory Pathway children may also have significant and multiple physical, sensory and communication needs. The curriculum we offer has been specifically designed to reflect their sensory interaction needs and to develop their pre-learning skills and responses, and includes experiences such as Sensology, Sound Bath, Resonance Board, Aroma therapy and massage. Each child’s development is tracked and targeted to develop their interaction with the world around them. Sensory classrooms are adapted to deliver the appropriate learning experiences and care for our most complex children and young people.
- **Emerging Learners Curriculum Pathway** – Children generally functioning between P-Levels 4-7, and having severe learning difficulties. These difficulties may be associated with their physical or medical disability and children may also have sensory and/or communication difficulties. The curriculum is based on developing key learning concepts through the delivery of Thematic Units. Learning challenges are developed to reflect different aspects of the statutory curriculum in a stimulating and challenging programme based around a common theme for the term. Each child’s progress is tracked against wider holistic skills development (social, communication, and physical) as well as against personal progress in key subject strands, including Literacy and Maths.
- **Developing Learners Curriculum Pathway** – Children generally functioning at P8 and above, and may have moderate or specific learning difficulties and/or communication difficulties, sometimes associated with their physical, medical or sensory needs. This curriculum is more typical of a mainstream school offer. It continues to utilise the Challenge Curriculum as described above, but differentiated to challenge our more able learners. At Key Stages 4 and 5, students access formal accreditation such as Entry Level and Functional Skills qualifications.

As the needs of our children evolve, we continually assess the most appropriate pathway for them. This sometimes means creating groups that can blur the boundaries between key stages, and children can move between pathways to achieve a personalised model to meet individual needs. Pathways can overlap – with sensory children working with emerging learner groups, and likewise, emerging learners often work with our developing learners. This offers freedom for children to progress into more appropriate pathways as they develop their skills and learning.

4. **How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**

The relationship between family and school is an important part of our ethos. Parents share a continuous dialogue between the class tutor through regular home/school communication – such as home-school diaries or class news sheets. We encourage an on-going and active dialogue with parents, so that we can be responsive to your child’s needs as they change.

On a formal basis, parents are invited to meet with class tutors termly in order to review progress and reflect upon the physical, social and learning needs of their child. This may take the form of a personal meeting over coffee, or a more formal consultation when evaluating progress made against the child’s statement or EHC plan.

Parents work with tutors and the leadership team to agree the priority needs for learning and to agree priorities for physical and personal development.

We track pupil progress in detail in a number of key areas. This includes progress against the National Curriculum, sensory development, physical development, and in Early Years – against the EYFS profile. Targets are agreed with children and parents in a range of key areas, and reviewed regularly. Progress is compared to progress made in previous years, and where appropriate, against national trends.

Parents will also meet with a member of the leadership team so that you can be sure that we are meeting your child's needs appropriately. We are always happy to listen to your concerns so that we can work with the appropriate teams to ensure that our provision is focused on the needs of your child. Progress in education and learning is important to us as a school, but we place equal importance to the quality of personal care, and to the physical and emotional needs of your child.

We place great value on supporting the family as well as the child. Our Family Support Worker works closely with families and other agencies and services to ensure that families receive the support and resources that they are entitled to.

We actively promote and support a Parent Support Group, run by parents for parents, to provide mutual support and shared experiences of bringing up a child with a disability.

Our regular weekly newsletters, and updates to our website, aim to keep parents informed of regular events and opportunities to access workshops and sessions for children outside of school.

5. What support will there be for my child's/young person's overall well being?

At Saxon Hill, we place great emphasis on the care and well-being of our children. It is important to us that children feel safe, and that their personal care and emotional well-being take priority. We work closely with our team of qualified nurses, physiotherapists and other agencies to ensure that their wider physical, medical and emotional needs are properly supported.

We take particular care to nurture the trust and relationships between staff and children, so that they feel able to freely express their concerns and worries. This enables our staff to respond quickly to their needs, and to deal quickly with any issues that may develop.

We have a strong "student voice" that gives many opportunities for students to contribute to school improvement. The student council meet weekly and feed back to the headteacher any issues that require consideration or action. Students also meet frequently in SleepOver Club to discuss and share their thoughts and wishes.

We have a zero tolerance of bullying, and are proud of the ethos that encourages cooperation and mutual care and support between children. We work closely with parents and children where behaviour may require adjustment. We adopt models that promote positive behaviours, and where appropriate support families with 24 hour "wrap-around" behaviour plans. We work closely with other agencies and professionals where appropriate, such as Education Psychology, Learning Disability Teams and CAMHS.

All students where appropriate are involved in agreeing their personal goals and targets, and are able to give their views at the annual review of their statement. Again – we encourage an “open door” policy so that students are able to speak to any staff to share personal concerns.

We have a full-time team of nurses on site that manage all medication, and physiotherapists work closely with our class teams to ensure physical programmes are delivered each day.

Our dedicated team of personal care professionals ensure that all personal care needs are met throughout the day, and play a key part in developing the personal independence skills of our children. The team also deliver our wider physical therapy programmes such as rebound therapy and hydrotherapy.

The school’s safeguarding policy ensures that any and all disclosures or concerns are considered and acted upon in an appropriate manner. The school’s safeguarding policy is available to view on the school website or by request.

6. What specialist services and expertise are available at or accessed by your school?

Saxon Hill School is a specialist school for children with physical disabilities and complex medical needs, and have Specialist School Status for our sensory and physical curriculum. As described above, we work closely with our medical, physiotherapy and Speech and Language Therapy colleagues on site to ensure that our school provides the appropriate physical, sensory and communication support for each child. This ensures that each child can access a relevant and challenging education curriculum while making sure that their wider health needs are also being met. We work closely with different health and social care agencies, and support families to access the services they need.

School Teams:

- Qualified and experienced teachers in every Key Stage and Early Years. Teachers are also Middle Leaders, and have responsibility for the management of resources in their Key Stages, curriculum subject leadership and Key Stage team management.
- Qualified and experienced Higher Level Teaching Assistants in each Key stage. HLTA’s, along with our qualified teachers form our Lead Professionals team. Our Lead Professionals have responsibility for tutor groups, and teaching and learning across the school.
- Qualified and experienced teaching assistants work closely with our Lead Professionals to assist children with learning, physical programmes and personal and social support.
- A dedicated Personal Care team who ensure each child is supported with their personal care needs throughout the day, promoting the development of personal independence skills, and delivering a range of therapies such as rebound therapy and hydrotherapy.
- A dedicated residential team providing complete wrap-around care and support for children using our residential “Sleepover Club”.
- A commissioned team of qualified nurses and assistants ensuring the medical needs of our children are fully met across the day.
- Continuing Care teams for children requiring continuous medical support - (subject to health assessment).
- School-based physiotherapy team ensuring that all children receive appropriate physical programmes in partnership with class teams as required.
- Weekly input from Speech and Language Therapy teams. Our teams work with Speech and Language Therapists to support the delivery of adapted and augmented communication methods, development of speech and language skills - (dysphasia), and assessment of “eating and swallowing” skills - (dysphagia).

- Family Support Worker – working closely with other agencies and helping families with assessments, referrals and wider family support.
- As a specialist school, we have close working relationships with local support and specialist service providers such as Educational Psychology, Sensory Impairment Teams, Occupational Therapy, Social Care Disability teams, CAMHS, and Clinical Psychology.
- We are proud of our vocational and work-based learning offer for our older students, which enable them to access work and skills development in our own businesses: Lichfield Scrap Barn CIC, based at Chasewater Park, and Saxon Hill Community Café which is on the school campus. In combination with our widening community partnerships with local businesses (such as Shenstone Garden Centre and Tamworth Football Club), we are able to offer our students an innovative work-based opportunity as they prepare for life beyond school.

7. What training are the staff supporting children and young people with SEND had or are having?

Members of staff receive regular training in mandatory areas such as safeguarding, lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas such as safe loading of minibuses, medicine management, specialised feeding, oral suctioning, and awareness-raising (such as epilepsy awareness).

We continuously review and adapt our teaching and learning strategies, and monitor the quality of teaching to ensure we strive for continuous improvement. Recent specialised training has focused on Sensory Integration, and we are currently focusing on training to support the implementation of our new SEN curriculum model.

8. How will my child/young person be included in activities outside the classroom including school trips?

Saxon Hill has a strong belief that education in the community and environment forms an essential aspect of learning, and of being able to use and apply their formal learning in real contexts. We actively encourage our staff teams to take class groups off-site – into towns and their local community – to engage and communicate with people in shops, services and businesses.

Our older students regularly attend residential trips such as to Paris and to the Calvert Trust outdoor adventure centre in Keswick.

We have regular engagement for groups to access outdoor and adventurous activities each week, including special cycling, archery and orienteering in partnership with the Outdoor Education Service.

We have a Forest School environment alongside our horticulture area. The Forest School has outdoor classroom areas, including a fire-pit, and a Yurt with a wood-burning stove. These facilities are enjoyed by children of all ages throughout the year, and ensure that our children have many experiences outside the classroom.

We have two adapted school mini-buses that are used regularly to access our local community. Relevant staff are trained on the safe loading and securing of wheelchairs, and risk assessments are carried out for all trips to ensure that children are kept as safe as possible.

Our older students are able to take part in real work-based learning through our partnership network developed with local businesses, such as Shenstone Garden Centre, and through the creation of our own businesses: Lichfield Scrap Barn (bases at Chasewater Park) and Saxon Hill Community Café. These have been set up as Community Interest Companies, and enable our students to develop skills in manufacturing, business and enterprise, retail, and hospitality and catering.

9. How accessible is the setting / school / college environment?

Saxon Hill School is a fully accessible environment that caters for wide ranging complex needs and disabilities. It is fully wheelchair accessible, and has fully accessible classrooms, therapy areas and personal care facilities. Many areas are equipped with fixed hoisting facilities, or have access to mobile hoisting so that children are able to come out of their wheelchairs to access therapies, standing, walking and lying as required.

For children accessing our Sensory Learning Pathway, classrooms are equipped with appropriate sensory environments and resources that ensure our sensory children can access their sensory programmes easily.

The curriculum is adapted to ensure that all students can access appropriate learning, including exam accreditation where appropriate.

We work closely with the Visual Impairment and Hearing Impairment specialists to make sure that any child with a hearing or visual impairment can access the appropriate support and resources. This may include communication support, and adapted teaching and learning resources such as large print, audio and tactile equipment.

We work closely with other agencies to support families with assessment for resources at home, such as through Occupational Therapy assessment referrals. We use translation services when required, to support parents for whom English may not be their first language.

Any specialist equipment required in school for a child will be assessed and agreed with other professional agencies and parents as necessary, and purchased by the school where the equipment is generic, or purchased by the Health Authority where the equipment is prescribed and unique to the child. Equipment can include specialised seating, access to standing, walking and lying, or specialised work stations or desks.

10. How will your school prepare and support my child/young person to join the school, or transfer to a new setting, school or college or the next stage of education and life?

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us at Saxon Hill, as we work hard with parents to make this as worry-free as possible. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail, and detailed care-plans are completed alongside the health agencies to ensure that children start with all facilities in place to meet the complex needs of any child appropriately from the first day. We offer a friendly and flexible approach to induction which can include phased or part-time induction where appropriate. Children are assessed during their first half term, where any adjustments to provision may be discussed and agreed with parents.

As long as we have a space, children can join Saxon Hill at any age where our provision is deemed to be the most appropriate for meeting their physical and learning needs.

Transition out of Saxon Hill and onwards to the next provision can be equally worrying, and again, we have developed a comprehensive transition plan for students moving on to new schools, colleges or other health or

social care services. We work closely with other agencies and providers, and parents and students, to ensure that families are properly informed and supported through this process. Transition planning for life beyond Saxon Hill begins at the end of Key Stage 3 (age 14), so that students and parents can develop aspiration that is appropriate to the student's desires, skills and abilities.

Our aim is to equip our students with the confidence and skills to become advocates of their own futures and valued members of our society.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

Saxon Hill School is a Local Authority maintained special school, and is funded through a pupil needs-led formula.

The school is modelled and resourced (as described earlier) to meet wide ranging physical, medical and learning needs of children aged 2 to 19.

Individual assessments of need are made so that wherever specialised and personalised resources are required (that are reasonable and practicable) then these are provided.

Some children qualify for additional funding through government Premium schemes or Student Bursary. These funds are allocated appropriately to ensure all vulnerable groups identified across our school population have their needs appropriately met.

12. How is the decision made about what type and how much support my child/young person will receive?

As described earlier, parents are involved at all times in agreeing the priority needs for their child. Saxon Hill School is resourced and structured to provide for the widely different needs of our students, through careful group structuring and input from our specialist teams.

In more complex situations, detailed assessments are made to determine whether additional resources are required to meet your child's needs. This can be a medical continuing-care assessment, or an Exceptional Needs assessment. Where children meet criteria, additional support is provided.

This is balanced against our ethos of encouraging and developing personal independence, self-advocacy and mobility as relevant to individual needs.

13. How are parents involved in your school? How can I be involved?

There are many ways in which parents can help and support the school, and to become engaged in school life.

We have an active Parent Support Group which is run for and by parents. We encourage parents to meet and actively support each other with advice, experience and resources. Our Family Support Worker works closely with parents to facilitate meetings.

As stated earlier, we have an "open-door" policy and welcome parents to meet and discuss their child's needs with staff or the leadership team members.

We have an active volunteer service that enables members of the community, including parents to support students or engage in projects around school. Our Community Café is operated by volunteers, as is our craft enterprise: Lichfield Scrap Barn.

Our school governing body also has a committed representation of Parent Governors, playing a vital role in ensuring Saxon Hill Schools' strategic role is focused on the needs of children with complex needs and their families.

If you would like to help- or have a special area of expertise that you would like to offer us, we would be glad to hear from you.

14. Who can I contact for further information?

For parents of children already attending school, then the day to day point of contact is with the class tutor, or if a residential matter, then with the allocated Sleepover Club Keyworker.

Senior leaders and the headteacher are also easily contactable to discuss aspects of provision. We welcome any discussion that ensures your confidence that your child's needs are being fully met.

We are always happy to receive compliments to share with others, but also have a robust complaints procedure and policy should you have any concerns you wish to raise with us. We treat such matters very seriously to ensure our service to you and your child meets the highest of standards.

For new admissions, and information regarding places at Saxon Hill, parents should contact the Headteacher: Mr Jon Thickett, or Deputy Head Teacher: Mrs Sally Churchill to discuss your needs or to arrange a visit.

Other contacts:

Telephone – Main reception: 01543 414892

Office email: office@saxonhill.staffs.sch.uk

Web: www.saxonhill.staffs.sch.uk

Local Offer Web: <http://www.staffordshiremarketplace.co.uk/home.html> and search for Saxon Hill