



Saxon Hill Academy

Special Educational Needs Report September 2017

Review September 2018

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 Academy 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 the legislative requirements for SEN information reports, which are set out in **schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.**

School Context

Saxon Hill Academy is a special school in Lichfield, Staffordshire as part of the Shaw Education Trust. We cater for children aged 2-19 with physical disabilities, complex medical needs, and associated sensory and learning difficulties mainly from 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 Sleep Over Club, providing extended day and overnight short breaks for our children and families.

We currently have 95 children on roll. (September 2017)

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:

<http://www.saxonhillacademy.org.uk>

How do we identify and assess pupils with SEN?

We do take students on Assessment Placements, but the majority of our students on roll have a Statement of Special Educational Need or an EHCP; Education, Health and Care Plan stating their special needs and necessary provision.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

Principal - Melsa Buxton 01543 414892 mbuxton@saxonhill.staffs.sch.

What is our approach to teaching pupils with SEN?

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:

- access the best opportunities to make progress with their learning
- feel happy and safe
- be confident when facing challenge
- develop independence, communication and self-advocacy
- 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

How do we adapt the curriculum and learning environment?

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 Academy 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.

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 4-8, 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 above P8, 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 Level 1 and 2 Diploma 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.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

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 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.

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.

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 Craft Barn (bases at Chasewater Park) and Saxon Hill Community Café. These have been set up as a Community Interest Company, and enable our students to develop skills in manufacturing, business and enterprise, retail, and hospitality and catering. They enable our students to work and live alongside people of all ages within the local community.

How do we consult parents of pupils with SEN and involve them in their child's education?

• Parent Meetings:

o 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.

o A strong Parent Support Group meets regularly to discuss common issues facing parents and their children in school.

• School Surveys:

o 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.

How do we consult pupils with SEN and involve them in their education?

• 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 Principal to feedback meeting minutes and to consider any actions.
- The School Council represent on the interview panels for the recruitment process of any management and teaching posts within school and Sleep Over Club.
- All students are involved in 'Have Your Say'; a half termly summary of their views and comments on any aspect of school life.

How do we assess and review pupils' progress towards their outcomes?

Progress and Attainment

We conduct a termly assessment of the progress made and attainment achieved by our children and young people. This information is collated and analysed to inform pupils, parents, teachers, 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 termly return to the Shaw Education Trust and may be 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 data and its analysis inform our **School Improvement 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>

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 at least termly.

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.

How do we support pupils moving between different phases of education?

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.

The school is divided broadly into Key Stage departments, with each Key Stage led by one Middle Leader and with one or more Qualified Teachers, and one Unqualified Teacher and a comprehensive team of 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; a teacher who is the main contact between school and family.

Although the class teacher may change when students progress from one phase to the next, all other professionals working with students remain. This way, the transitions each year or Key Stage and associated anxieties are reduced dramatically.

How do we support pupils preparing for adulthood?

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.

How do we support pupils with SEN to improve their emotional and social development?

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 Principal any issues that require consideration or action. Students also meet frequently in SleepOver Club to discuss and share their thoughts and wishes.

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.

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.

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.

What expertise and training do our staff have to support pupils with SEN?

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 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 Craft 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.

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.

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.

How will we secure specialist expertise?

Saxon Hill Academy 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.

How will we secure equipment and facilities to support pupils with SEN?

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.

Saxon Hill School is a Shaw Education Trust 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 Pupil 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. See school website for most recent details of Pupil Premium spending.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

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 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. Weekly support from Speech and Language therapists ensures that all communication and dysphagia issues are also addressed promptly.

How do we evaluate the effectiveness of our SEN provision?

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

A full self-analysis of our strengths and areas for development are detailed in our SEF.

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-](http://www.ofsted.gov.uk/inspection-reports/find-inspection-)

How do we handle complaints from parents of children with SEN about provision made at the school?

The Principal and leadership team have an “open door” policy to children and parents, and value the relationships we build with families. Our Compliments and Complaints policy also details how we address issues immediately and feedback to parents when they have specific concerns. Class teachers are usually the first point of contact if a minor issue arises as they are best placed in school to know the child best. More serious concerns may be referred to our Family Support Worker or on to any one of the leadership team. Our regular Parent’s Evenings are also an excellent opportunity for parents to share their thoughts with class staff or leadership.

Who can young people and parents contact if they have concerns?

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 Sleep Over Club Keyworker.

Senior leaders and the Principal 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 Principal: Mrs Melsa Buxton, or Deputy Principal: Mrs Melanie Newbury or Assistant Principal: Mrs Maggie Candlish 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

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.

What support services are available to parents?

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 95 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 Maggie Candlish - Assistant Principal, Mrs Melanie Newbury – Deputy Principal, or to the Principal, Mrs Melsa Buxton.

The school contact number is: 01543 414892, or you can contact Mrs Newbury 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:

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.

<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/>

Where can the LA's local offer be found? How have we contributed to it?

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 95 children, Saxon Hill is located in Lichfield and serves families from south-east Staffordshire.

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

We are a member of the Shaw Education Trust 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
- Health provision:
 - Nursing
 - Physiotherapy

- Speech and Language Therapy
- Hydrotherapy pool
- Rebound therapy room
- Forest School
- Vocational enterprises supporting work-based learning: Community Café and Lichfield Craft Barn
- Extended school: including 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.

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.