

SEND Report 2021



Pride
Passion
Partnership
Professionalism
Positivity

The SEND Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school's website. If you have any further questions or would like to seek clarification with regard to the content of this document then please do not hesitate to contact the school.

Our school

The kinds of SEN that are provided for

The Bridge Satellite Provision is a SEN Free School for pupils with a diagnosis of autism as their primary area of need. We currently provide for pupils in school years one to nine.

Our ultimate aim is for our pupils to succeed and so we have planned a curriculum to support them to do this. Our key driver has been firmly rooted in the particular cohort of our school. We believe that without the correct support, some young people with autism can find school challenging. Our school has a cohort who require a carefully planned curriculum with a holistic approach to develop the whole child. We recognise that our learners need to develop their personal and social skills, to value themselves, and to develop aspirations for their future and for their community.

We aim for all pupils to feel included and accepted to achieve their full potential. We want our pupils to be safe, resilient, and independent learners. Our curriculum has been designed specifically to support this. Please see our curriculum link for further information on our curriculum offer.

Arrangements for consulting parents of children with SEN and involving them in their child's education

We seek to create good working partnerships with our pupils' parents and carers and view the sharing of the pupils' targets and reporting on their progress as vital to this development. In the longer term we hope that frequent feedback from assessment will enable them to make informed choices about their child and issues affecting their future.

We offer Termly meetings (1 of which is an annual review) with parents to give input into their child's EHCP support plan. We also have frequent contact/communication with parents including through home/school diaries; phone calls; Teachers to Parents and emails. In addition to this we host parent groups which are led by either a member of SLT, therapist or behaviour lead.

Arrangements for consulting young people with SEN and involving them in their education

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of subjects annually before the spring term parents' meeting. A summary of these findings are discussed with parents at the annual reviews.

Our pupils' involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- Providing them with relevant information in accessible formats
- Using clear ordinary language and images rather than professional jargon
- Giving them time to prepare for discussions and meetings
- Dedicating time in discussions and meetings to hear their views
- Involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- Supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- Ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure our pupils are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include The School Council and the pupil view survey.

The views of the individual child and young person sit at the heart of our assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

Opportunities available to work with parents and young people as part of this assessment and review.

The aim of the assessment procedure at The Bridge Satellite School is to facilitate consistency in the monitoring and evaluation of progress. Our assessments aim to identify and reflect upon areas of strength and needs, inform teaching and planning and enable the tailoring of support. Together our procedure and assessment methods have been developed to ensure meaningful, successful outcomes for all pupils in our provision. Please see below methods used:

- Baseline assessments used to gather levels for reading, spelling and maths
- Marking of pupils' work for pupil attainment and development
- Continuous review of Autism Education Trust (AET) Progression Framework targets
- Continuous review of National Association of Head Teachers (NAHT) Curriculum Targets
- Short end of topic or unit 'tests' (where appropriate)
- Annual report to parents
- Annual Review of EHCP targets from AET (with parents and other involved agencies)
- National Curriculum teacher assessments at the end of KS1 (where appropriate)
- National Curriculum tests at the end of KS2 (where appropriate)
- Pupil self-assessment opportunities

We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

There are systems and structures in place to ensure smooth transitions for all children starting or leaving our school. To support transition, we share information with the school the child is moving to. Staff agree with parents and pupils the information to be shared as part of this planning process. Examples of this include:

- A transition meeting with the parents and all the professionals working with the child to information share
- Observations of the child in their current setting by a professional from the new school setting
- A formal review of the EHCP can be called early to facilitate the effective transition of a pupil
- Transition resources are used with the child and shared with the family
- Extended year 5 annual review meetings to review appropriateness of EHCP content
- Swift transfer of files

The Approach to Teaching Pupils With SEN

How adaptations are made to the curriculum and the learning environment of pupils with SEN

Additional support for learning that is available for pupils with SEN

The Satellite School places the pupil at the centre of all teaching and uses a range of specialised strategies that are proven to be effective for learners within the autistic spectrum.

We use a Pupil Friendly Environment Tool which promotes a structured and consistent approach to teaching and learning across the school.

Structured Teaching

Each class is organised to enable structured teaching, that is:

- Visually delineated with an obvious social area, group working area and individual work stations for those who need them, so that pupils can easily see which parts of the room are for which particular function (where appropriate)
- Work stations for those who need them for individual work with limited distractions
- Visual timetables so that pupils have visual support to understand what is next, when it starts and when it finishes

Planning and Delivery

Planning and delivery of teaching and learning is carried out by teaching staff supported by our teaching assistants. Teachers are responsible for creating planning documents for the pupils in their class, which will facilitate the pupils making progress. Plans will often include the following:

- Groupings, organisation and use of support staff (high staffing ratio)
- Differentiation & personalisation; informed by the EHCP support plans, ongoing assessment and therapeutic input and interventions (part of our Core Satellite Curriculum)
- Clear and appropriate learning objectives and outcomes
- Activity and resources required
- Evaluation of learning outcomes for pupils

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Staff who work at the Satellite are all specially trained and experienced in working with pupils with autism and social communication differences.

All new staff to the school receive core Trust training in Autism, which is DfE accredited and drawn from the Autism Education Trust, Team Teach and training in Positive Behaviour Support. In addition, staff receive an induction programme offered by the Senior Leadership Team and the Satellite's Therapy Team which provides training in the following areas:

- Structured teaching and the use of visual supports
- Zones of regulation
- Social stories and comic strip conversations
- Attention Autism
- Sensory processing strategies to support and develop self-regulation
- Strategies for supporting behaviours that challenge
- Differentiating the curriculum

Training for Satellite staff is ongoing in order to reflect current research-based practices. As part of their continuing professional development, staff have access to all the training courses run by the Trust's teaching school, as well as opportunities to attend courses run externally.

In addition to our teaching staff, our Therapy Team including Speech and Language Therapist (SaLT) and Occupational Therapist (OT) support the Satellite staff embedding OT and SaLT into the curriculum. Our therapists support staff with differentiation of curriculum and the use of specific, discrete approaches to access learning, for example using Attention Autism.

Our therapists provide training/support to staff to enable them to support pupils with communication needs and in the development of a 'total communication' environment incorporating the use of specific language paired with visual supports to help students to understand what is happening, access the curriculum, maximise engagement and increase levels of independence.

How equipment and facilities to support children and young people with SEN will be secured

We are based on two sites, one for Primary which is shared with Hungerford Primary School and our Secondary which is shared with City of London Academy Highgate Hill. Both of our sites have lift access.

Pupils may use laptops or other specialist ICT equipment in order to support their learning.

Additional resources may be purchased if needed to develop literacy or numeracy skills or to support a pupil in working towards a particular target. We work with our therapists to purchase specialist equipment tailored for an individual or group.

How the effectiveness of the provision made for pupils with SEN is evaluated

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their input to inform and review progress, to make sure that all those supporting the family are working together effectively.

The Head and Assistant Head report regularly to Governors on the quality of provision and the progress towards outcomes being made by pupils.

We have both a School Evaluation Form and School Improvement Plan which also supports the evaluation and improvement of our provision.

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN

All of our pupils have an EHCP and therefore all activities are accessible to all of our pupils.

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

Our Core Satellite Curriculum addresses our pupils' emotional and social development. We are a Positive Behaviour Support (PBS) School and everything we do is underpinned by the core values of this approach.

A number of resources and approaches are used to support the emotional and social development of our pupils for example:

- Bridges curriculum in social understanding
- Zones of regulation to support self-regulation
- SMiLE therapy to support development of social communication skills
- Build therapy to support development of social communication skills and language development
- Reflections to support processing and the resolution of events
- Rewards and praise to reinforce positive behaviours and self esteem
- Project time for allowing time to talk and reflect on any concerns/worries that pupils may have

In addition to the above, we also have a Trust Anti bullying policy available on the website.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

There are a number of ways in which we ensure all services are involved in supporting pupils with SEN and their families:

- Meetings including; Team around the child (TAC), Team around the family (TAF), Child in need (CIN), Child protection (CP)
- Parents' meetings (and general communication with parents)
- Annual reviews
- Parent group meetings-hosted with school therapists

Arrangements for handling complaints from parents of children with SEN about the provision made at the school and named contacts within the school for when young people or parents have concerns

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please tell us promptly by contacting the following people in this order:

- The Class Teacher
- The Assistant Head
- The Head Teacher – using the main school number
- The Chair of Governors (a letter can be submitted through school office)

In addition to the above, we also have a Trust Complaints Policy on our website.

Contact details of support services for parents of pupils with SEN and our local offer

Islington website - <https://directory.islington.gov.uk>

<https://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>