

Annual SEND Report To The Board of Governors

Green Fold Special School: July 2017

Martin Rostron - SEND governor The Orchards Federation

In 2014 the government introduced new legislation including a new SEND code of practice. Parents need to be able to see how individual schools and the local authority make provision for children with special educational needs and disabilities. Details of our SEND offer and provision are on the website.

Currently there are 110 pupils at Green Fold, all of whom are working below national age related expectation. All of the children require high levels of support due to a combination of severe physical, communication or cognitive needs. Many children have additional medical needs.

All of our children have Individual Learning Plans. They all have personal care risk assessments.

All admissions to Green Fold are agreed through admission panel meetings with the local authority which are held throughout the spring and summer terms.

The code of practice defines special educational needs as:

- ❖ C & I : Communication and Interaction
- ❖ C & L: Cognition and Learning
- ❖ Social, Emotional & Mental Health needs
- ❖ Physical & Medical needs

This is my annual SEND report for the academic school year 2016 / 2017

In September Wendy Parsons, the SENCO for Green Fold, and I met briefly to discuss the the way we would monitor SEND provision in the coming year. I felt that it was important that we look at better communication with parents and governors, and it was suggested that a short questionnaire be drawn up to be attached to the regular reviews that all our children have. We also agreed to look at the alternative provisions and therapies that our children are now receiving on a regular basis. Governors have also agreed to do learning walks looking at specific issues within the school.

In November the school was Ofsteded and adjudged to be 'outstanding'. Here are a number of things that the Ofsted report mentioned.

- ❖ The leadership team has been restructured to further refine and sharpen teaching and learning across the school.

- ❖ Safeguarding is a high priority across the school. Safety is paramount and a fundamental part of everyday life across the school.
- ❖ Communication between teachers and teaching assistants is seamless. Together they work tirelessly to ensure that pupils' individual learning plans are catered for and that barriers to pupils' learning are removed.
- ❖ Governors use their plethora of skills to challenge and support the school effectively.

In February a group of 5 governors carried out a learning walk, focusing on communication. The walk was arranged by Gary Anders (head teacher). Jo Brown (communication lead in Green Fold) gave an overview of AAC (augmentative and alternate communications). Here are a number of the governors' findings:

- ❖ There was good use of PODD and other AAC resources.
- ❖ There was very good differentiation according to individual children's needs
- ❖ There was very good engagement with children and patience seen in asking questions and waiting for answers in children's individual time.
- ❖ Governors observed the use of ILPs in class
- ❖ Staff were calm but assertive, showing they were fully engaged with pupils.

The learning walk was a good introduction to the way Green Fold classes work. The checklist provided was useful and a simplified version could be used as a template for further visits. Governors were able to see where the provision of additional resources had enhanced pupil's learning and learning environment.

In the Spring term I met with Wendy. Following the learning walk I wanted to look in greater detail at the specialist provisions that our children receive.

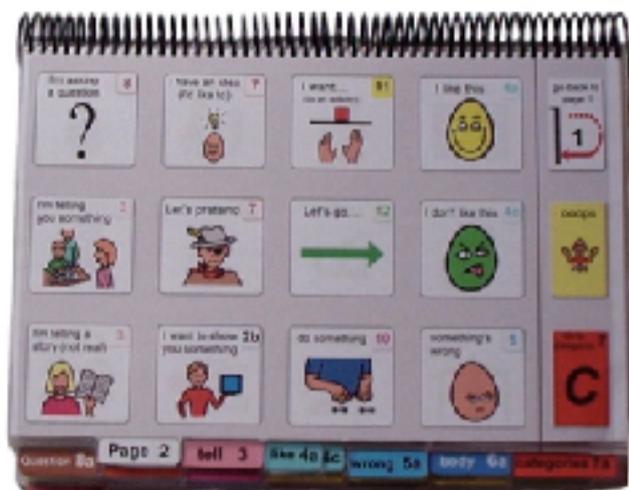
These provisions include speech and language therapy, physical and occupational therapy, visual and hearing impairment sessions and visits from the orthotist. We are looking into ways of increasing the frequency of therapy provision that our children receive. TA fours are now doing performance management looking at the targets set for TA ones and twos. Staff are now using 'Liberator' communication devices with some children.

Speech and language therapists visit one day per week on lower site and one day per week on the upper site It was also agreed to look at other ways of communicating with Parents. We also agreed that our next meeting would be on the transitional procedures put in place for our year six children who would be moving into secondary education.

Following on from this meeting I was contacted by Gary Anders who arranged for me to observe a PODD session delivered by Bolton NHS trust A pre-observation meeting was set up and a time and date set for me to observe a lesson.

I met briefly with Jenny Smith– a speech and language therapist with Bolton NHS – to discuss the services they provide and to set the format for my observation of a speech therapy session being delivered in Sycamore Class at 2pm 29th March.

The session was delivered using a PODD book. PODD stands for ‘Pragmatic Organisation Dynamic Display’. Using these books children with complex communication needs can communicate more easily. The books contain a number of templates which can be designed and arranged to meet the individual needs of children. The books contain pictographs, whole words and graphic symbols



Some of our students using PODD cannot speak, others have limited speech, or prefer not to speak. The young man was encouraged by Jenny, using signalong, speech and the PODD picture book. When he did particularly well he was praised and rewarded. He thoroughly enjoyed the session and, using his book, asked me to join in. I thanked Jenny for letting me observe and left her to carry on speech therapies with the other children booked in. I also thanked Becky Stones. (class teacher) and the young man involved. Later on I met with Gary and fed back to him on what my impressions were. Governors also received a verbal report on my visit.

On the 10th of May I met with Wendy Parsons to look at the transitional arrangements for our year six children. This was highlighted by Ofsted as **oustanding** and I wanted to see that standards were being maintained.

Transition for year 6 pupils will follow the same format as last year. We have had a number of visits from the assistant head of Firwood Secondary Special School which take the vast majority of our children, and further visits are planned. She has spoken with Head and Assistant Head of Green Fold and carried out a number of classroom observations. We are further ahead than we were at this time last year and processes are running smoothly. The next step is for pupils transferring to do three 3 morning visits spread out over several weeks. In the last month of term they will spend a week at Firwood taking part in an Arts project alongside other prospective children.

Key staff both from Green Fold and Firwood will carry out transitional visits to share key information with specific regards to moving and handling, safeguarding, medication and academic achievements. Each meeting deals with a specific area of the children's needs ensuring that there is a smooth transition and that these needs are best met. Staff from both schools transfer and teach in relevant classes for two weeks in the summer and autumn terms. This year one pupil has a *bespoke* transition programme in order to train staff so that they can best meet his specific needs. This has been funded through moneys from pupil premium and additional CLA funding.

Since the Ofsted visit Mr Eric Craven, SEND consultant for Green Fold School has been into school to see how things are progressing. He believes that we have made further progress since the Ofsted inspection. Here are some of his findings:

- ❖ Judicious staff appointments have swelled the high quality of teaching and therefore there is less call on supply teaching.
- ❖ Leaders have high expectations on what outstanding lessons should look like and unequivocal assessment arrangements.
- ❖ There have been many positive changes in the classrooms with more purposeful small groupwork and individually differentiated activities.
- ❖ Assessment and target setting arrangements are becoming well embeddd.
- ❖ There is a clear system in place to link EHCP objectives to ILP targets and beyond.

The school has agreed to take part in a PACT--G trial with the University of Manchester. PACT--G stands for The Paediatric Autism Communication Trial – Generalised.

PACT--G therapy aims to improve the social communication skills of children with autism. It is developed from evidence based approaches and is individualised for each child. It is play based and is delivered by speech and language therapists. Sessions will take place in homes and in school to promote consistency and generalisation. There will be video feedback to help adults support the child's communication development.

This is an exciting and innovative project for the school. It builds on the speech and language provision within the school. It is particularly beneficial for parent. Staff knowledge and expertise in delivering speech and language therapies should increase exponentially. The benefits for our children with autism and their speech development are clear.

As SEND governor, I attend monthly safeguarding meetings with Holly Bonfield, chair and safeguarding governor; Ann Martin, children looked after governor; and the two leads of the children and families team. We work together to ensure that our children are safe and well cared for. It is important that all children feel safe and valued, and we continue to ensure this through visits and consultation with pupils, staff, carers and parents. A small number of our children are classed as 'looked after by the local authority'. I continue to co-ordinate with the CLA (children looked after) governor, Ann Martin, to ensure that their individual needs are being met. In addition to this staff and governors have attended numerous training sessions. I have taken SEND governor training and additional training on safeguarding, signalong and data protection. I have undertaken prevent training and in July will take my three yearly Fiirst Aid in the Workplace Qualification.

Green Fold continues working with Cherry Tree Primary School to access mainstream learning, doing so where it will most benefit individual children. Children's learning will be more flexible, allowing for interventions based on individual needs. Children from Cherry Tree are part of our sing and sign group and work with our children as play leaders

It was agreed that we would look at pupil well being and ensure that all children have access to a wide range of physical and sporting activities, and to outside sporting, cultural and leisure activities. RE requirements are dealt with following advice from SACRE (The Statutory Advisory Council on Religious Education). One of the duties of a SEND governor is to monitor access for SEND children to sport, leisure, cultural and spiritual activities. Children must have the opportunity to take part in a wide range of cultural

celebrations. I will give a brief outline of some of the wonderful opportunities that our children have had in this academic year.

A trip to Bendrigg Lodge (an outdoor pursuits centre which caters for children and adults with profound physical and/or learning needs) has taken place. This was to a three day trip, and, for the first time, children from Cherry Tree Primary School also participated.

All trips to and from school are monitored by the community committee, of which I am currently the chair. There were so many social, cultural and spiritual experiences over the year that it is impossible to mention them all here. Here are just a few of the experiences and opportunities our children had in May of this year. Winter Wonderland, Donkey therapy, Orchards Wide sports events and visits to sensory play centres. The children participated in joint rugby session with Cherry Tree The children formed a joint sing and sign group with children from Cherry Tree School. They performed live at the Lowry Theatre. Cherry Tree children also act as 'playmakers' giving our pupils a better lunch and playtime experience. May I thank Sarah Hargreaves, our signalong instructor and Rachel Parker, our PE Specialist TA3.

Governors are informed of the SEND governor's activities through the Special School Effectiveness committee. More detailed reports of all my visits are available on the secure section of the governors' section on the website.

I would like to thank Wendy for all the advice and support she has given me when compiling these reports. Both she and the Head of Green Fold have been very supportive

Wendy is a very experienced teacher and has recently begun a SENCO Specialist Certificate course provided by Forum Training

In conclusion: This has been a very exciting and productive year for all our SEND children. Can I thank all our staff, governors, parents and carers for their dedication, hard work and commitment. Governors are better informed than ever before.

Governors have come up with an interim monitoring and communication schedule which should go some way to improving communication with families. Governors have drawn up a provisional monitoring schedule for Green Fold School in the next academic year. This will enable us to have a greater contact with families and carers as well as visiting school for specific monitoring purposes. Governor involvement with parents and carers is now a major part of the governor development plan.

We have received an outstanding Ofsted and continue to make significant progress. We are engaged in a number of highly innovative projects. We will not rest on our laurels. Onwards and upwards.