



Amwell View School and Specialist Sports College
SEN Information Report
June 2018

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Amwell View School and Specialist Sports College.

Amwell View School is a specialist setting catering for 140 pupils with a profound and complex special educational need and severe learning disability.

Vision

Amwell View School and Specialist Sports College firmly believes that whoever we are, whatever we do, we can get better in the context of our own ability. We give our young people a huge range of opportunities to learn, progress, celebrate success and achievement, and ensure that they have all the support they need to help them make the most of these opportunities. The range of facilities available mean that both pupils and members of staff work and learn in an environment that inspires creativity and achievement, and creates an array of avenues for development through learning.

What types of SEN do we provide for?	Amwell View School and Specialist Sports College is an all age special school (2-19) designated to meet the needs of pupils with severe and profound learning difficulties.
What is our approach to teaching pupils with SEN?	<p>The pupils are taught in small groups with classrooms on average having 9 pupils with one teacher and 2 – 3 teaching assistants. Pupils with high needs are in smaller groups with increased staff ratios. We use a child centred approach providing focused learning opportunities which are highly differentiated and modified to meet pupil’s needs. A broad and dynamic curriculum enables pupils from Early Years through to Post 16 to engage in their education. The curriculum offers clear and extensive learning opportunities which enables all pupils to engage and make progress from their starting point. Amwell View uses a primary based model with specialist teachers in the areas of PE, Science and Music.</p> <p>The curriculum style, model and delivery includes a wealth of exciting routes for learning and far-reaching opportunities. These include lunch-time and after-school clubs, which provide high levels of skilled staffing who continue to educate and support learners in specific areas. A feature of the style of curriculum coverage is repetition, which enables pupils to capture and assimilate the information and skills taught through a kinaesthetic approach. This approach includes</p>

the development of life skills through personalised work-related learning, accreditation, travel training and transition to Further Education.

Timetables and lessons are responsive to the needs. The full National Curriculum offer is achieved through a flexible approach to delivery, style and creative organisation of the two elements of both lessons and timetables. A highly personalised approach achieves this goal. Included in this offer is the assurance that personal care and attention to all basic needs are met. Most pupils make significant progress on entry to school and continue to achieve and leave school as confident young people. Teaching is solution-focused and responsive to the identified needs, conditions and interests of the pupils. Due to degenerative conditions and diagnosis some pupils may lose skills and progress may be impeded. Teaching for these pupils therefore needs to focus on maintaining the skills that they have for as long as possible.

Resources

Staff are the greatest resource in the school and are expert in using strategies for overcoming barriers to learning. SLD schools provide expertise in a number of associated areas which impact on the education of the pupils. There are fully trained staff in Moving and Handling, CPR, First Aid, TEACCH, Elklan, Physical Intervention, and emergency medical interventions (including the management of gastrostomy feeds, oxygen). These are routine aspects of training for school staff and not considered to be unusual or extreme.

All staff are skilled in the use of a wide range of communication systems to include Picture Exchange Communication System (PECS), signing (Makaton), Alternative Augmentative Communication (AAC), Voice Output Communication Aids (VOCA) activity cues and a variety of visual systems to support learning. This coverage enables staff to match and provide each child with access to functional communication.

SLD schools are unique in their provision and we offer a wide range of specialist resources, which include:

- Specialist Music, PE and Science teaching spaces
- Swimming pool (therapy)
- Music Therapy
- State of the art Sensory Studio
- Dance/drama studio
- Soft Play area
- Fitness suite
- Outside fitness equipment

- Adventure playground (with wheelchair swings and roundabout)
- Climbing Wall
- The Dell – Wooded area which provides a cross curricular learning space
- Hair Salon
- Food Technology

These areas are supported by specialist expertise to further increase learning opportunities.

Trans-disciplinary Approach

Within the school a range of professionals work with pupils, parents and staff to ensure that the best possible guidance is provided to encourage and support educational development. These professionals include Physiotherapists (NHS), Occupational Therapists (NHS - including wheelchair services of technicians, engineers and associated professionals), Music Therapists, Speech and Language Therapists (NHS), Educational Psychologists, Clinical Psychologists, School Nurses (NHS), Consultant Community Paediatricians (NHS), Orthoptists, plus Advisory Teachers for Autism, Visual, Hearing and Multisensory Impairment. The Educational Audiologist adds to the rich and expert advice that is available in an SLD school.

The interventions and experience of a variety of professionals enable families to be fully supported and consulted, which provides an inclusive wrap around service model with the school at the centre of it.

The Early Years Foundation Stage (EYFS)

Amwell View School has been awarded The Herts Quality Standard Award for its high quality level of EYFS provision. The Early Years Foundation Stage (EYFS) at Amwell View is now divided into two classes, Nursery and Reception. Staff and pupils are able to share resources across the two classrooms creating opportunities for all of the children to take part in more specific activities appropriate to their individual learning needs. Activities include Rebound Therapy, Music Therapy, Speech and Language Therapy, Eye-Gaze and access to the Sensory Studio.

In both Reception and Nursery classes, children take part in adult directed activities including Food Technology, stories, Art, Soft Play and visiting the Library. As well as adult directed activities, the children are taught and encouraged to make choices of their own during Child Initiated Learning (CIL). The children use symbols and Object cues to help them to understand and begin to anticipate the

different activities that are made available to them. There is a member of class staff present within each of the chosen areas to support, model and interact with the pupils to maximise learning opportunities. The CIL choices are organised into the Prime and Specific areas of learning as outlined within the EYFS Curriculum. This means the pupils have access to a broad and balanced curriculum. Where possible the timetable is amended half-termly to make sure that children who are part time have access to as many areas of the curriculum as possible. The outside play area has a canopy allowing access to outside play provision all year round.

Key Stage 1-4

The school uses all the National Curriculum subjects to provide high quality education for the children. The curriculum is designed and delivered using practical experiences and emphasises these experiences through kinaesthetic learning. This has been a growing feature and outcome of the school's expertise and success, which in turn has proved to be a very positive curriculum model resulting in greater pupil enjoyment and achievement.

Post-16 Provision

Amwell View's Post 16 curriculum is designed to provide an emphasis on transferable skills which are used in future provision and adult life. This includes developing important life skills. Students utilise the community by visiting local shops to practise money handling, shopping, road safety and travel training where appropriate. Students are not expected to wear school uniform for their last two years at school. This is to help with a gradual transition towards college and adulthood. The curriculum includes:

ASDAN Education

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.' In Year 14, students will work towards achieving modules from the Life Skills Challenge curriculum. In Year 13, students will work towards either the Personal Development Bronze Award/Silver Award or Towards Independence modules. In Year 12, students' curriculum is supplemented with stand-alone module from the FOCUS curriculum. This links with both the Personal Development Programmes and Life Skills Challenge curriculums.

- **Focus**

Focus is a new range of ASDAN modules that can be achieved independently of each other. Evidence is gathered into a portfolio to demonstrate skill development in a specific subject

area such as Meal Preparation and Leisure Time.

- **Personal Development Programme – Silver /Bronze Award**

The Personal Development Programme aims to develop key skills in English, Maths, Computing, teamwork, independent learning and coping with problems. Students complete challenges and develop a portfolio of evidence which is then externally moderated. Students will receive a certificate for this nationally recognised achievement.

- **Arts Award**

Amwell View's Music teacher supports a group of students to achieve the Bronze Arts Award which is a Level 1 national qualification. Students take part in a creative activity they enjoy, go to an arts event, research their arts inspiration and share their skills with others. A selection of students will verbally present their Arts Award portfolio to an external moderator as part of their assessment. Students plan their work with teachers on a weekly basis and keep a record by creating their own Arts Award portfolio.

- **Young Enterprise**

The Young Enterprise Programme inspires students with special educational and support needs to work together as they set up and run their own company. The activity has been developed for children with a range of learning difficulties. It encourages students to work together, interact with adults and grow in confidence as they set up and run their own enterprise, guided every step of the way by a personal business advisor. It's the only programme of its kind in the UK and is specially designed to help young people who have learning difficulties or disabilities learn about business and set up their own company. The programme provides a wonderful framework for learning, resulting in learners gaining confidence and greater self-awareness.

- **Work Experience**

All students have the opportunity to work with 'Mudlarks Community Garden'. Mudlarks is employed by the school to deliver a weekly horticulture programme of active learning to the students. Students enjoy maintaining and creating new features and resources in the school's Dell area and planting vegetables and bulbs in the garden. It is also a great opportunity for students to make links with a community group who can support them in the future.

A small group of students travel to the Mudlarks allotment on a weekly basis to gain further experience outside of the school

	<p>environment, further developing their community links for life beyond school.</p> <p>Additional opportunities for work experience have been created through the careers curriculum which utilises Amwell View Charity Shop and the curriculum opportunities created both on the school site and at the shop itself. Students also use Food Technology and The Salon to provide creative and challenging learning opportunities linked to the world of work.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A far reaching and broad curriculum enables pupils from Early Years through to Post 16 (Accreditation pathways) to engage in education. The curriculum offers clear and extensive differentiation and personalisation, which enables all pupils to engage in the learning process. Teachers will plan and set half termly personalised learning outcomes for all curriculum subject areas that are challenging and meaningful for all pupils. Pupils are assessed from their starting points in each lesson and progress is evidenced over time.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Amwell View has forged links with mainstream schools which enables some shared interschool sports competitions and festivals. Through buying into the Hertford and Ware Sports Partnership enables us to access Athletics, Dance, Gymnastics and Games Competitions or Festivals, in which we take part alongside pupils from mainstream primary schools. This also provides us with the platform to run our "Building Bridges" Scheme, whereby pupils from the primary schools within the partnership are invited to take part in our PE and Dance lessons and participate alongside pupils from Amwell View.</p> <p>In addition to this we collaborate with a range of Secondary Schools who have the opportunity to complete their HSLA volunteering hours whilst supporting our young people in their Dance, PE and Swimming lessons as well as after school clubs. These leaders also engage with our pupils by officiating and running the SLD Boccia tournament and assisting at the school Sports Day.</p> <p>By using the facilities within the local community including Cheshunt Young Mariners base and Hemel Hempstead Snow Centre ensures that our pupils access and complete activities alongside pupils from other schools in the area.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Within the EYFS department we use an online learning journal: Tapestry. This enables teachers and practitioners to capture children's experiences as well as monitor development and learning. This unique journal is shared online with parents, who are able to see special moments and view their child's progress.</p> <p>Text, images and videos can be easily uploaded via PC, tablet or mobile app - anywhere there's an online connection for parents to</p>

	<p>view and comment on. Every entry helps to create a complete story of a child's time at Amwell View School.</p> <p>Parents are invited to contribute to the annual reviews in written format and through their attendance at the meeting. Timetables and an overview of the curriculum are sent with ideas of how a parent might help their child to engage.</p> <p>The home school book helps to deal with issues as they arise on a day to day basis. Ultimately the school operates an open door policy which enables parents and carers to come in to share any concerns or to telephone staff.</p> <p>Parents are included in training opportunities such as Makaton, external speakers on training days, invited to special events such as Singing around the Christmas Tree, Transition events, School Show, to watch lessons such as Swimming/Horse Riding/Dance, Church Services, Achievement Assembly, Remembrance assembly, Harvest Festival, Sports Day, Dance and Choir performances, Sporting competitions.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils participate in school council every half term which contributes ideas and suggestions for school improvement.</p> <p>Pupils will complete pupil view forms for their EHCP review.</p> <p>Pupils are involved in ongoing learning conversations in lessons which link to the assessment and monitoring of individual progress. Pupils use photographs and video to review their learning and support their understanding of both that they have learnt and the next steps.</p> <p>Pupils are actively involved in assemblies and share news and achievements daily.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school uses the B-Squared Assessment Tool which is documented in our assessment policy.</p> <p>Teachers within the EYFS department complete planning – child observations – EYFS assessment cycle, ½ termly to assess the progression of the individual children in the class. The use of Tapestry helps teachers to identify the small-step progression of the children, by taking photographs, video and observations. These highlight the progression of individual skills, as they are taken daily. Once the cycle is complete the use of Tapestry enables parents and teachers to see the progression of each skill from start to finish.</p>

	<p>Across the school all pupils will be set personalised priority outcome targets for each subject every half-term. The priority targets set link directly to lesson and half-termly plans. The progress of pupil's is assessed and recorded daily in lessons through the use of videos and recorded on the success criteria proforma. This information is used to inform planning and next steps.</p> <p>Teachers within Post-16 create personalised outcomes which are derived from the relevant accredited curriculum which includes ASDAN Personal Development Programmes, Focus Modules and Life-Skills Challenge modules. Pupils work towards achieving particular challenges with their learning activities differentiated to meet their educational needs.</p> <p>An annual Education, Health and Care Plan (EHCP) is written by teachers to inform parents of their child's progress. The outcomes are usually as a result of school and parental agreement on the areas they perceive that the child needs to work on in relation to personal development, social and emotional aspects.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organisation, learning to be independent of full adult attention, moving around independently and much more.</p> <p>The Post-16 curriculum is designed to centre round transferable skills. Access to career opportunities includes the school Charity Shop, The Salon, the Dell and visits to and from Mudlarks Community Garden.</p> <p>At Post-16 level, pupils begin the transition to FE and into social care providers. To support our young people through this transition, FE colleges visit pupils at school to see them in an environment where they are confident and successful. Pupils also attend their preferred college for assessment, meeting staff and seeing the college campus that they will be attending. Some colleges then facilitate day visits to further support their transition.</p> <p>In Year 14, pupils leaving school have a group Music Therapy session once week for the duration of the Summer term. This focuses on their impending departure from school. Pupils then perform the song they have created during their Leavers Service.</p> <p>Social care providers visit pupils at school prior to them beginning at a new service. A collaborative approach from FE, 0-25 service, Youth Connexions and social care providers support our young people into life after school.</p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. All pupils have a communication plan. Behaviour and anxiety management plans are created if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many problems arise out of frustration at not being able to speak or express their feelings. The school provides specific work in the curriculum or bespoke 1:1 Sessions. For some identified pupils there are opportunities to engage in music therapy.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>There is a highly skilled workforce that consists of a range of professionals, teachers, Level 4 Teaching Assistants, Teaching Assistants, therapists and instructors. Some staff are qualified CPD trainers so that the school can provide an in-house training programme to ensure that all staff have basic skills in the aspects of meeting SEN that are universal across the school i.e. Makaton, behaviour management (STEPS), PECS, Total communication, tube feeding managing epilepsy and other first aid issues.</p> <p>The Senior Leadership Team (SLT) are trained safeguarding officers to ensure that pupils are effectively protected from harm. SLT ensure all other staff are aware of their duty of care to keep children safe.</p> <p>The teaching team consists of skilled primary practitioners and specialist Secondary practitioners who focus and extend learning opportunities in Music, Physical Education and Science.</p> <p>Many of the teaching team have higher level qualifications and Masters degrees. Teachers regularly engage in research and further studies which encourages a thirst for knowledge and life-long learning. Through this approach teachers have gained greater expertise in Leadership, Autism, Multi-Sensory Impairment, child development and many other specialist areas.</p> <p>Teachers work closely with other professionals such as Speech and Language Therapists, Physiotherapists and Occupational Therapists who provide support and guidance to school staff.</p> <p>Knowledge, skills and practice is shared within the school and the school is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use.</p>

<p>How will we secure specialist expertise?</p>	<p>Some specialist expertise is provided through commissioned services i.e. therapy and part funded school nurses. The Senior Leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilising the passion, skills and knowledge of the workforce.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. The school has completed over 3 million pounds of building projects over the last 15 years. Some specific resources come through other agencies i.e. equipment such as standing or walking frames to support those with significant physical difficulties. Sometimes the school will secure resources through making applications to charitable organisations.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school is well supported by the Children’s Disability Team, the VI and HI Services and Children’s Safeguarding services to meet pupil’s needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. For Key Stage 1-4 aged pupils PALMS offer support with communication and behavioural needs.</p> <p>When pupils transition into adult services, many are referred to the Community Assessment and Treatment Service (CATS). This service provides Psychology, Psychiatry, Occupational Therapist, Speech and Language Therapy, Clinical Nurses and the Adult Epilepsy Service.</p> <p>Youth Connexions provide a traded service from Year 9 until pupils leave in Year 14. This involves meeting and observing Children Looked After (CLA). The Personal Advisor to the school uses their time to meet with parents to gain significant knowledge and understanding of their young person as well as seeing the young person in an educational setting.</p> <p>The 0-25 Service usually attend EHCP meetings for Year 14 pupils. At this point in the transition social care packages are reviewed along with carers’ assessments. Respite services are essential for some families and their needs are highlighted through this process.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school evaluates its own effectiveness and this is monitored through a variety of processes. The Head Teacher reports on all aspects of the school to governors and identified governor leads independently monitor and test out information they have been given. The school buys external monitoring once a year to provide governors with an independent view of the school and the Head Teacher’s performance.</p> <p>The school is subject to an Ofsted Inspection every 3-5 years with the next one being due 2017-2019.</p>

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either their Class Teacher or the Head Teacher. A parent might also contact a governor. If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Pupils may raise a concern with their class teacher or support staff. Parents may wish to address the class teacher directly or take their concern directly to the Head Teacher or Deputy Headteachers.</p>
<p>What support services are available to parents?</p>	<p>As the school is a specialist provision everything we do provides a level of support.</p> <p>We are able to listen to parents' concerns and needs providing sign posting service and making referrals if required i.e. early help referrals to support parents to access the disability service.</p> <p>The school provides some training for parents in Makaton, behaviour management and guidance is provided for E-safety.</p> <p>Within the school foyer we display relevant posters and have leaflets available to parents as and when they visit the school. This includes services for parents, clubs for their young person or newsletters published by us, the school.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>https://www.hertfordshire.gov.uk/microsites/local-offer/send-strategy.aspx</p>