



Bishopswood School

Bishopswood School SEND Information Report 2019

Contact address: Grove Road, Sonning Common, Reading, RG4 9RH

Nursery department: Valley Road primary school, Valley Road, Henley on Thames, RG9 1RR

Primary department: Grove Road, Sonning Common, RG4 9RH

Secondary department: Reades Lane, Sonning Common RG4 9LN

Website: <http://www.bishopswoodschool.co.uk>

School opening hours for the pupils

Nursery: 9:00 – 3:00

Primary Department: 9:00 – 3:30

Secondary Department: 8:50 – 3:20

Headteacher	Mrs Janet Kellett – janet.kellett@bishopswoodschool.co.uk
Assistant Headteacher	Mrs Sharon Hickles – sharon.hickles@bishopswoodschool.co.uk

Type of Provision: Education (special school)

Age Range: We cater for children aged 2 – 16 years

Characteristics of the SEN provision available at Bishopswood School

- Bishopswood School is a small community special school that is co-located with mainstream schools on 3 sites. We have an inclusive ethos which encourages working in close partnership with parents and carers, dedicated to providing children with a safe, stimulating and enriched integrated curriculum.
- Our integrated nursery is an excellent example of inclusion at work on a daily basis.
- We are a small school which is growing in numbers and values close parental and community involvement.
- We offer our own after-school provision with dedicated and skilled staff that know the children well.
- Bishopswood runs its own holiday scheme for 30 days a year.
- We have strong links with the 'Pathways' course at Henley College where historically, the majority of our key stage 4 students transfer to for their post 16 education.

How will the Learning Environment meet my child's needs?

- Each site has resources and equipment that enables all its pupils to participate fully in the daily learning experiences.
- We offer a range of therapeutic interventions including Aquatherapy, Horseriding and 'Learning to Learn,' musical communication including 'Soundabout', drumming and piano.

- We have regular weekly support from Physiotherapy, speech and language therapy and occupational therapy services who work closely with the class teacher and family to meet the individual needs of the child.
- Each site offers sensory spaces and resources. Being co-located on 3 mainstream sites offers a number of benefits including access to and use of the mainstream learning facilities.

Description of Pupil Needs

We cater for the following categories of need.

- Moderate to severe learning difficulties (MLD/SLD)
- Autistic Spectrum Disorder (ASD) / Complex needs
- Profound and Multiple Learning Difficulties (PMLD) including complex medical needs

Admissions

Bishopswood is a maintained special school provision for children and young people with severe, profound and /or complex learning difficulties. All pupils attending this school are aged between 2 and 16 years. Admissions to Bishopswood are usually supported by a current or pending Education, Health and Care Plan (EHCP).

The local authority will need to be involved in the planning for your child's admission to our school. The admissions process will usually take place at a meeting where your child's needs, future options and preferences are discussed. It is advised that as parents you have visited other provisions and your preferred school, before you attend a meeting with a representative of the Local Authority.

Bishopswood currently has 72 planned places, including eight full-time equivalent places in the nursery. Oxfordshire Local Authority is the admissions authority and the school is well situated to draw pupils from neighbouring counties. Admission requests need to initially be referred to the relevant Education Officer in Oxfordshire.

Prospective parents are very welcome to visit, please telephone the school office on 01189 724311 to make an appointment or to request you would like any additional information. Parents of pre-school children can obtain a booklet describing the work of our nursery class from the school office.

Referrals

Referrals to Bishopswood are made through the Special Education Needs (SEN) team at Oxfordshire County Council. (please see Admissions Policy appendix 1 'Guidance on Admissions to a specialist provision'). Admissions to special schools and specialist bases are agreed through a process of moderation panel discussions; there could be one or two stages depending on the provision sought. Once Bishopswood has received a request from the SEN officer for your child, the school will decide if it has a place and whether it is able to meet the child's educational needs. If the school agrees, the Local Authority will then formally notify you of your child's place at Bishopswood.

Cost: There are no costs regarding placement for pupils resident in Oxfordshire except for contributions towards horse riding, residential visits, day visits and after school provision.

There is a cost to other local authorities requesting a place at Bishopswood of £13,500 to £15,000 (SEN top up reviewed annually). A request for further financial support may be made to the local authority wishing to place a child who the school has assessed as requiring more additional support in order to meet his/her individual and educational needs.

The school works with a range of multi- agency professionals including Speech and Language Therapists, Physiotherapists, Occupational Therapists and our Clinical Nursing Specialist (CNS). We work regularly with the local Authority SENSS team and psychologists. Pupils can also be referred to the NHS CAMHS team

<https://www.oxfordhealth.nhs.uk/camhs/oxon/> for disabled children in Oxfordshire.

Bishopswood liaises closely with the three co-located primary and secondary schools and the local colleges in Henley, Reading, BCA, Abingdon and Witney.

Assessment

How will my child's progress be monitored and how will I contribute to this?

- Pupils attending the integrated nursery follow the EYFS curriculum specially adapted to meet the individual needs of the pupils. Parents work very closely with the school staff, therapists and visiting professionals through regular informal and formal meetings throughout the year.
- Parents contribute towards writing appropriate and challenging outcomes at each pupil's outcome meetings three times a year and progress is discussed further at the annual review. More frequent meetings can be requested on an individual basis.
- Contact between home and school is made through the home/school book or if preferred by telephone.
- The school offers parents regular meetings with therapists and the school's Senior Special School Nurse.

Planning and Assessment

Pupils from Key stage 1 to key stage 4 will be set challenging and meaningful outcomes within the areas of **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical** three times a year. There is an expectation that our pupils will make good to outstanding progress based on their starting point. Following the Rochford Review 2018 ([hyperlink](#)) special schools are more able to design a child centred curriculum and assess accordingly. Effective assessment identifies learners' individual strengths and needs and provides information about learner progress. Pupils at Bishopswood school are assessed with B Squared and Engagement Steps and Autism Awareness

- Bishopswood uses B squared progress data to review and reflect on pupil progress. Teachers update the assessment document regularly at three capture points every year to monitor and track pupil progress.
- Progress of Pupil Outcome Plans (POPs) are also tracked and monitored three times a year.
- POP targets for EYFS pupils are monitored three times a year.

How can I support my child's learning?

- Parents are encouraged to have regular discussions with the class teacher to decide the most effective teaching approaches for your child. The school are available to support parents when consulting outside agencies.

What training and support could I access to help my child with their learning?

- Teachers can offer advice and guidance on curriculum and social and emotional matters relating to the child.
- The school offers termly workshops for families on communication, sex and relationship, behaviour and protective behaviours.
- Speech and language therapist provides regular termly training for parents
- The school's Senior Special School Nurse (SSSN) is available to provide advice and support for parents and carers on health related issues
- The school may seek advice from other agencies e.g Locality and Community Support Services (LCSS), CAMHS and the psychology service.

How will my child's views be voiced and responded to?

- The class teacher endeavours to provide each child with an effective means of communication.
- The majority of our teachers are trained in the SCERTS approach <http://scerts.com/the-scerts-model> which enables pupils to develop social communication, make choices, develop relationships and learn to regulate their emotions.
- The school staff work closely with the speech and language therapist, occupational therapist and physiotherapist to make sure your child's means of communication is understood by all.
- The Bishopswood Charter of Children's Rights explains how we enable our pupils to have a voice.
- The secondary and primary departments have a school council. Pupils are supported by a teacher who makes sure each pupil attending the meeting is able to communicate their view or choice. This can be done using communication aids such as 'Eye Gaze', proloquo2go, switches, symbols, photos, PODD communication books, Objects of Reference and / or Signing.

What arrangements could be made for my child when taking examinations?

- All examination boards have special access arrangements. The school follows procedures to ensure that pupils that are eligible to take the exams do benefit from the examination arrangements.
- Our Key stage 4 pupils follow accredited courses which include; Countryside Stewardship Award; ASDAN Personal Progress, Transition Challenge, Transition Challenge (sensory), Workright and GCSE's when relevant.
- Bishopswood teachers work with our co-located secondary school to provide accreditation at GCSE and Entry level for those pupils able to follow the course requirements.

How does the school assess the overall effectiveness of its provision and what role do parents and children play in this process?

- The role of the Governors is to influence and monitor the resources of the school, in partnership with the Head Teacher to make sure all our pupils are well supported. Governors meet regularly with school staff to discuss the overall effectiveness of the school through each of the governor committees which are Curriculum, Assessment and Training ; Finance and Staffing, Premises and Health & Safety Committees and at Governor Body Meetings.
- The Governors monitor outcomes, the quality of teaching and learning and parents' views. Governors also review spending in relation to the different provisions for different pupils and SEN groupings.
- Governors spend at least one day per term in school meeting staff and pupils.
- Each governor oversees a curriculum area and works closely with the curriculum lead to monitor progress and improve the curriculum.
- The Senior Management Team meet regularly to monitor effectiveness of educational provision, pupil progress, safeguarding and Health & Safety
- There are weekly teacher development meetings where we monitor and discuss pupil outcomes.

What support is available to promote my child's Social, Emotional and Mental Health?

- The high standard of care, support and guidance that is given to our pupils is a strength of the school.
- Teachers and support staff work with the children to enable them to develop in all areas of the curriculum, including 'Personal, Social and Emotional Development'.
- The PSHE curriculum provides regular learning opportunities for every child in promoting the development of their emotional well-being, social development and independence.
- This is also supported with termly POP outcomes and discussed with parents.
- The school nurse works with teachers and parents to provide timely support and guidance including sex and relationships education at key times in the child's school life.

- We have a Positive Behaviour Support Policy where class teams create a supportive environment that enables children to modify their behaviour through positive approaches and strategies.
- Outside agencies are regularly consulted to give further specialist advice and guidance to the class teachers and support staff.
- Each child that requires Positive Behavioural Support will have their own Positive Behaviour Support Plan which is designed to reduce interventions and minimise the risk of exclusion.
- Teaching and support staff are regularly trained in Team Teach strategies.
- Staff are regularly trained in Positive Behaviour Support Strategies

What level of medical support is available in the school?

- Bishopswood has a Senior Special School Nurse who works 16 hours per week.
- The majority of teachers and support staff have received first aid training **e.g January 2019 which is updated every three years.**
- Key staff across the school and those staff working with EYFS children have received paediatric first aid training.
- The speech and language therapist provides guidance on feeding and drinking.
- The school has developed strong links with CAMHS in Oxfordshire and surrounding counties.
- The School nurse organises regular paediatric clinics at the school.
- Occupational Therapists work closely with the wheelchair service to provide regular assessments in school or at home.
- Physiotherapists work closely with classroom staff to ensure physiotherapy is carried out regularly and monitor its impact.
- The dental service and ophthalmologist visits the school annually
- Community paediatric clinics are held in school at least once a year.

How does the school manage the administration of medicines?

- There is a shared care protocol and care plan for pupils who need medication. This is drawn up in conjunction with parents, consultants and the Senior Special School Nurse (SSSN)
- The SSSN provides regular generalised medication and child specific training
- Medication is kept in a locked cupboard or travels with a pupil supported by a member of staff.
- When medication is administered it is witnessed by a second person.
- School staff check that medication is in date but parents are responsible for providing up to date medication.

What is the school's approach in managing a pupil's personal care needs?

- The school staff, Senior Special School Nurse and parents work closely together to make sure a child's personal care needs are met, managed appropriately and to maintain the child's dignity.
- Regular opportunities are provided for parents and school staff to meet and review a child's personal care needs.

What SEND training is provided for teachers and support staff?

- Focused induction: Prevent, Safeguarding, Autism Awareness, Food Hygiene
- Team Teach
- Positive Behaviour Support
- Sign Language
- Picture Exchange Communication systems
- PODD Communication System
- 'Eye Gaze' Technology
- AAC Technology
- SCERTS and approaches for teaching ASD pupils
- Phonics & Reading interventions
- Maths Strategies

- Waldon (Learning to Learn)
- 'Soundabout'
- First Aid
- Moving & Handling (including hoist training)
- Administration of medication and emergency medication
- Teachers and learning support assistants also attend training after school on a Wednesday
- We have a higher level teaching assistant on each of our three sites. They have identified responsibility for a key area on each site.

How does Bishopswood include all pupils in extra-curricular activities and educational visits?

- Our pupils are not excluded from activities because of a disability or special educational needs
- Group activities are planned to the needs of the majority of the pupils but providing extra support for those that need it
- Not all pupils may be able to attend the same educational visit but every effort is made to provide those pupils similar quality opportunities.
- Bishopswood offers the opportunity for secondary pupils to take part in educational visits
- Bishopswood offers a choice of extra -curricular activities including Judo, dance club, Forest School and bike club
- The school runs an after school club from 3:30 – 6:00 on a Tuesday, Wednesday and Thursday each week during term time.
- If parents wish their child to attend the afterschool club they need to contact our OSLO who coordinates access to the club.
- Our OSLO also liaises with the After School and Holiday Club Coordinator regarding children attending the holiday scheme.

Who can I contact for further information?

- The Headteacher / Assistant Headteacher can be contacted by parents who wish to discuss fundamental issues around needs and provision.
- The Local Authority has a parent partnership service and they can be contacted through their website. <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>
- The school website has a link to the Local Authority Local Offer. <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>