



Penn Fields School SEN Information Report

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Penn Fields School SEN Information Report 2016

Updated January 2016

The school's SEN Information Report is updated annually to reflect changes and plans within the school. The report states the current provision within Penn Fields School.

What are the kinds of special educational needs for which provision is made at Penn Fields?

- This is a maintained day special school for children aged rising 5-19 years. Children are provided with an appropriately paced and differentiated curriculum.
- Admissions to the school is explained within the [Admissions Statement](#) on the school's website.
- At Penn Fields the pupil's identified needs will be moderate or complex and significant in the area of cognition and learning. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties.
- More detail on our commitment to high quality educational provision for all our children is detailed in our [Teaching and Learning Policy](#).

What are the school's policies for the identification and assessment of pupils attending the school?

- All pupils who attend the nursery or school will be under assessment or have a statement of special educational needs or an Education Health and Care Plan (EHCP).
- We continue to work along the national guidelines of transferring all our pupils' statements of special educational needs to Education, Health and Care Plans. All our leavers, to educational placements, in summer 2015 left with an EHCP in place. Families' experience of the process working with the Local Authority personnel was positive.
- This year 2015/16 we are following the local Wolverhampton LA transfer schedule plus some other identified and agreed year groups. All families of children involved in this process will receive information on the process, have the opportunity to be involved and be supported by school throughout.
- Further information on the admissions and assessment processes to our school can be found on our website.

What is the provision for pupils at Penn Fields and how is it evaluated?

- All pupils/students attending Penn Fields will have a Statement of SEN or an EHCP. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHCP. Associated policies in this area are accessible on our web site.
- Our provision is based on strong values:

- Our school is a place where everyone is treated with dignity, with respect and is of equal worth.
- Our vision is to maintain and further develop a highly effective learning community.
- All staff have a responsibility to meet the needs of all the pupils at Penn Fields.
- Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils.
- Ensure that Information & Communication Technology is an essential vehicle to access and enhance the curriculum and communication for pupils.
- Ensure that eSafeguarding is paramount in keeping all members of the school community safe.
- Provide all staff with training and development opportunities to enable effective practice..
- Promote the pupils' social, moral spiritual and cultural development alongside their physical and emotional well-being so that they are secure, confident and well motivated.
- Help pupils acquire the knowledge, skills and confidence that enable them to lead as full, interesting and independent lives as possible.
- Develop in pupils personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils with experiences of British Values where they recognise their own and others' religious and cultural backgrounds and values.
- Foster positive relationships with parents and other professionals.
- Further details of all areas of our school curriculum and assessment processes can be seen on our website.
- School staff details are on the website. The school contact details are also on the website where you will be able to access senior management or your child's class teacher.
- Staffing levels are enhanced so that pupils are usually taught in classes of between 10 and 14 with a Teacher and at least one Teaching & Learning Support Assistant (TLSA) to meet the needs of the class group.
- The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the new SEN Code of Practice.

- We have a school improvement plan and evaluated this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims. We also undertake school evaluation each year to highlight progress and achievements.

What training do staff have in relation to the needs of pupils at Penn Fields?

- All staff have clear job descriptions which detail the required qualifications for each post in school.
- All staff complete an annual appraisal related to their work as a teaching assistant, senior teaching assistant or teacher - details of this are in our SEN Policy. Training is specifically related to the needs of children in our school and also staff take training as required by statutory guidance.
- All staff attend weekly staff meetings and regular INSET days about identified information sharing and training needs.
- Staff continue to gain a range of certificates to mark their commitment to courses such as DoE leaders and assessors, Swimming Rescue Training, Paediatric First Aid and Makaton.
- We have a team of three TLSAs who have completed a range of Communication qualifications and make up our Speech & Language Support Service. They are supported one day a week by a Speech & Language Therapist,
- We have a TLSA who has recently qualified as a Play Therapist and she runs weekly sessions for identified children.
- We have a Welfare Officer who delivers Safeguarding training to all staff.
- The school's Outreach Service delivers training on specific issues relating to pupils' needs, such as attachment disorder or sensory needs, to staff in school and to parents.

How will equipment and facilities be provided to support pupils at Penn Fields?

- Penn Fields is a purpose built building,, opened in September 2012, and is fully accessible for wheelchair users – it is built on three levels but all are accessible via a lift. In the swimming pool, there is an accessible lift.
- All equipment in the school was renewed following the move in 2012 and we are continually reviewing and updating our equipment, including ICT devices. We have recently purchased a large number of iPads and all pupils have access to a wide range of new technologies.
- We have reviewed and enhanced resources for all subjects and areas in response to the new curriculum.
- Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is regularly reviewed.
- All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children/young people at Penn Fields and involving them in the education of their child?

At Penn Fields parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages – this is also being supplemented and in some cases replaced by the use of Class Dojo.
- Parent/carer and teacher meetings twice a year including update from any professionals working with the child.
- Annual Review/ EHCP meetings and reports.
- A weekly parents' support group run by two of our TLSAs. We call this 'Share Group' and it is held every Wednesday afternoon in term-time - all parents/ carers are warmly invited to attend.
- Parent workshops and training. Thus includes a session on eSafety every year.
- Parental Representation on the Governing Body.
- Parent involvement in changes in school through informal and formal consultations. We send out a parent questionnaire every year and will publish the results in our newsletter.

What are the arrangements for consulting young people at Penn Fields about, and involving them in, their education?

- All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life.
- The School Council involves pupils from every class in school. They contribute and decide on aspects of school life relating to their interests and needs.
- A number of pupils in Key Stage 3 have received training as Peer Mentors to support other pupils. They are also involved in discussing any wellbeing and health issues brought to them.
- Some pupils have received training as Digital Ambassadors; they form the school's eSafety Group and are involved in a number of projects relating to promoting keeping safe in the online world.
- The assessment and annual review process of statements of SEN and EHCPs meetings involves and includes the choices and views of pupils.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Penn Fields?

- The process for all complaints is made available to all parents/ carers in the School Prospectus that is updated each year. The Prospectus is

also available on the [website](#).

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Penn Fields and in supporting their families?

- The governing body is aware of the wide range of staff working together within the school to support the children, young people and their families. The governing body consists of some professionals with backgrounds in education and public services and there is a consistent monitoring of practice to ensure that children and families needs are met through meetings and reports. Staff in school regularly report back to governors, especially when involved in particular projects.
- Classroom staff are employed directly by the school. This includes teachers, teaching and learning assistants and lunchtime supervisors. Admin staff are also school employees.
- Other professionals work for a range of agencies, which are, based elsewhere and work in school on particular days or as necessary.
- School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists are employees of Wolverhampton Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people who are on their caseload.
- Transport to school is organised by the Local Authority not the school. Transport staff are employed by the Local Authority.
- There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.
- All contact numbers for support services, described above, are within the parent handbook. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

- All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet new teachers and class staff.
- Students are increasingly supported in planning for their transition from school to adult life. Staff from Connexions and the Transition Team work with pupils in school to get to know them and to advise both pupils/students and parents/carers on what is available after leaving Penn Fields.
- On leaving Penn Fields our pupils have a specific college or placement named in their new Education, Health and Care Plans. After Year 11 many pupils move on to Wolverhampton College, which offers a number of courses relevant to their needs, but students have also gone on to other training establishments and placements in and

- around the city.
- A certain number of our Year 11 pupils remain at school and transfer into our Sixth form. After Year 14 they move on to college or other placements.

Where is the information on Wolverhampton's local offer published?

- Further information about Wolverhampton's Local Offer for children with Special Educational Needs and Disabilities can be found on the City Council's website at <http://www.wolverhampton.gov.uk/send>
- If you have any queries or requests for policies or information relating to this report please contact the Deputy Head Teacher – Mr R Roalfe - on 01902 558640.