

SEND Information Report

Ortus Education West Raynham School



WEST RAYNHAM SCHOOL
ORTUS EDUCATION LTD.

Approved by:	Lyndsey Grimwade	Date: 30/04/24
Last reviewed on:	30/04/24	
Next review due by:	31/08/25	

1. What is our approach to teaching learners with SEND?

- As an independent school for young people with ongoing social, emotional and mental health issues, majority of pupils have a range of complex needs that impact on their education
- Our school has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for the child or young person
- We want all adults and children to participate in learning and we celebrate all members of our community, creating an inclusive culture both within our school and beyond into our local community. This is vital to the creation of a holistic environment that encompasses all staff and pupils at West Raynham School.
- All staff who work at West Raynham School are committed to working with children with complex medical and educational needs and provide high quality teaching for all learners and a rich educational environment in which everyone can learn together.
- Our school improvement and development plan emphasises developing learning for all and takes on board ideas and comments from our wider community to improve outcomes for our pupils.
- We monitor progress of all learners, and all teachers continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.
- When your child comes to this school it is our role to ensure that develop skills that are essential to life, learning and work.

2. How do we identify SEND?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

We identify SEND by:

- Observations by experienced staff
- Liaison with previous school(s) prior to transition
- Cognitive abilities testing
- Baseline assessments
- Pupil and parent/carer concerns
- Monitoring progress and other data such as learning points

2. What we do to support learners with SEN?

- Robust pastoral support with strong focus on transition and integration.
- All pupils will have access to accredited courses in Key Stage 4
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEND needs
- All pupils benefit from a personalised bespoke curriculum
- We provide a nurturing and supportive environment in a small school setting
- Pupils are taught in small groups (six or less) subject to their level of ability and pastoral needs
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.

- We carry out detailed assessments for education as well as mental health functioning in education
- Pupils are supported through Individual Learning Plan (ILP)
- We carry out 1:1 keyworker session to review progress and discuss issues
- We offer specialist 1:1 support sessions for needs such as anxiety, behaviour support and self-esteem
- Relevant and timely interventions
- High staffing levels across the school to ensure high level of supervision and monitoring of safety

3. What do we do support pupils to improve their overall well-being?

- Strong pastoral support
- Education, Health and Care Plan (EHCP) support and advice.
- Mindfulness
- Positive conversation strategies
- Disabled access toilet
- Art and music therapeutic sessions
- Animal therapeutic sessions
- Life skills
- Pupil voice through key workers
- PSHE sessions
- Keyworking sessions
- Emotional literacy work

4. What training do staff supporting young people with SEND have?

All staff have mandatory training in:

KCSIE including a knowledge check 2024

First aid

Food safety in catering

Supporting pupils with medical needs

Safety Intervention

Child Protection & Safeguarding

Child on child abuse

Preventing radicalisation

Online safety

Fire safety

Health and Safety

GDPR

Cyber Security

COSHH

Risk assessments

Asbestos

In addition, there is regular in-house training and briefings on how to effectively support pupils. Daily de-briefs are held and support plans are reviewed to ensure the support meets the needs of pupils.

5. How do we find out if this support is effective?

- Monitoring progress is an integral part of teaching and leadership within West Raynham School
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do
- All pupils have their progress measured on an on-going basis. Progress is also measured through EHCP outcomes, Attendance, Curriculum, Behaviour and Emotional Literacy progress
- GL assessments in the form of CAT 4 and Reading and Spelling tests and phonetical understanding

- The EHC plan will also be formally reviewed annually at the Annual Review meeting
- LAC reviews and PEPs are also held where parents and carers discuss progress and set targets
- Progress data of all pupils is monitored by the leadership team
- Pupil progress meetings are held and gaps are monitored
- We also moderate our pupils work against work from pupils in other schools

6. How do we communicate progress to parents and stakeholders?

- Two reports are sent a year that detail attendance and academic progress. One of these are short data report and one is a full written report
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.
- Parents are invited to call, email or visit school to discuss any concerns.

7. What other opportunities are available for learning?

- At West Raynham School we have a range of opportunities for learning
- There are lots of opportunities to participate in fundraising and volunteering opportunities.
- We will invite guest presenters from the community including police services, fire services, business managers, drugs officers, nurses, sexual exploitation advocate, career advisor and representative from charity organisation
- This links with our assembly/keywork topics that cover a wide range of SMSC, PSHE and topical education
- Work experience, visits to place of work is arranged where appropriate
- We have regular trips both educationally focused and life skills based
- Where appropriate part time college courses are arranged to complement our timetable
- Support sessions are given in school time

8. How accessible is the school environment?

- The school has up to date technology to ensure maximum impact for SEND pupils.
- Disabled toilet access
- The school offers a safe environment with secure fittings
- Risk assessments are kept updated and precautions are in place.

9. How will we prepare and support pupils for next steps?

- High level of transition work, visits and activities
- Career action planning including support from a level 6 careers advisor
- Progressive accredited qualifications
- Support with choosing options and alternatives are offered
- Preparation for working life course
- Guest speakers form different areas
- College applications and interviews support
- Providing in-depth report for next placement

10. Contacts for further information:

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