



Mowbray School



North Yorkshire County Council

Special Educational Needs & Disabilities (SEND) Information Report – September 2019

The kinds of SEND that Mowbray School Provides for include.

The official designation of Mowbray School is for children with Moderate learning difficulties, however this does not reflect our complex pupil population which includes children with the following Special Educational Needs;

- Moderate learning difficulties
- Autistic Spectrum Condition
- Social Emotional & Mental Health
- Speech Language Communication Needs
- Severe Learning Difficulties
- Physical and sensory needs
- Disabilities
- Visual Impairment
- Hearing impairment

Our age range is from 3 years to 16 years and we have between 225 and 240 pupils on roll. Currently we educate children predominantly from North Yorkshire, however we have pupils from other local authorities (OLA) including Stockton on Tees; Redcar & Cleveland; Darlington; Leeds; and Cumbria.

A primary satellite site is planned to open in Ripon, North Yorkshire on the 7th January 2020. This is to accommodate the additional pressures of place requests and pressing accommodation issues. The SEND of the pupils at our Bedale and Ripon site are as described above.

How we identify children with SEND and assessing their needs

All children who attend Mowbray School have already been identified prior to starting as having Special Educational Needs & Disabilities and have either an Education Health Care Plan, this assessment has usually been undertaken as a condition of admission, on rare occasions we are asked to provide an assessed place for a child.

All pupils within their first few weeks of admission are baselined by school staff and throughout their schooling are assessed by relevant staff as to the progress they make. We have specialist staff who assist in this, as identified later in this report.

Arrangements for consulting and involving parents of children with SEND

There are many ways in which we meet and involve parents in their child's education, these include;

- Termly parents evenings
- Annual review meetings
- Individual demand led meetings.
- Other agency meetings
- Home school planners, Class Dojo, Class List and other forms of personal communication.
- Correspondence home
- School employs two staff who are parent liaison officers to assist parents/carers

Arrangements for consulting and involving young people with SEND
As all our pupils have SEND, we ensure that they are all included in learning, equal opportunities provided and have access to a broad and rich curriculum. Our school council is very active in the life of the school. Staff and Governors meet with pupils and families each day to involve them with the school.
Arrangements for assessing and reviewing children and young people's progress towards outcomes.
<p>The school has a holistic approach to assessing and reviewing the progress of pupils and use various systems to do this, which include;</p> <p>Progress is analysed through recording pupil progress directly into an app called <i>2Build a Profile</i>, and then we can assess pupils progress through '<i>I Can statements</i>', which staff have linked directly to age related expectations, which are now included on <i>2Build a Profile</i>.</p> <p>Education Health Care Plan learning outcomes are central to jointly setting annual targets at Annual Reviews with parents, for pupils to achieve through the year.</p> <p>Self esteem measure's are used with each pupil.</p> <p>Engagement profile</p> <p>Speech and Language Therapy assessments</p> <p>COPPS & LASS Cognitive profiling</p> <p>Youth in Mind</p> <p>We are changing our assessment systems this academic year to report against 'age related expectations.'</p>
Arrangements for supporting pupils moving between phases of education and preparing for adulthood.
<p>When pupils join the school, they should, where possible be phased in, to ensure that they spend time with the proposed class, children and staff, prior to starting full time at Mowbray.</p> <p>These arrangements are flexible in terms of the duration of the transition to ensure that the individual needs of the child and their family are met.</p> <p>Pupils who are currently attending school and are transferring from Key Stage 2 to Key Stage 3 at the end of Year 6, all have arrangements made to experience life in the secondary department during the second half of the summer term.</p> <p>This also applies to pupils who we know will be joining the school at the start of Key Stage 3.</p> <p>School staff will liaise closely with parents and feeder schools to ensure that we have all the information we need in order to help a child transfer into school. For children joining the Early Years class, the teacher will where possible make a home visit prior to admission.</p>
The approach to teaching children and young people with SEND
<p>All children are placed in appropriate class groups, by Key Stage, by reading levels and compatibility. Teachers teach and lead the work of the class and we use Higher Level Teaching Assistants to cover for teachers where necessary.</p> <p>We have a very comprehensive CPD (Continual Professional Development) program and opportunities for staff to ensure they can practice at the highest level.</p> <p>Specialist staff are deployed according to their specialism and strengths.</p>
How adaptations are made to the curriculum and the learning environment of pupils with SEN.
<p>Due to the school being a special school, our curriculum is specifically designed to meet the diverse needs of all of our pupils and include extra curricular activities.</p> <p>This includes Physical Education, Sport, Outdoor Learning, Design Technologies, as well as core and foundation subjects.</p>

The school is unique in having its own on site 5.5 acre farm, which significantly enhances our curriculum, qualifications taught and learning opportunities for our pupils regardless of their SEN. The school website provides detailed information about our curriculum and other learning opportunities <http://www.mowbrayschool.co.uk/>

In May 2017 the construction of three new classrooms, a calm room, sensory circuit room and additional toilets was completed and the acquisition of our satellite site in Ripon, has enhanced the curriculum and facilities significantly for all our pupils.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.

School staff have high expertise in the aspects of SEND relating to our pupil population and ongoing staff training keeps staff up to date with current research and practices. Specific staff have expertise and qualifications in;

All curricular subjects

ASC

All staff are Makaton trained and school has an accredited National tutor

Dyslexia

Reading intervention and support

COPS & LASS

Managing challenging behaviour

SECURICARE (Physical Intervention) instructors

Language & communication specialists

Physical Education teachers.

Outdoor Education and learning instructors

Duke of Edinburgh instructors

Forest School instructors

Farming

Emotion coaching

Compass Buzz trained staff, both in Primary & Secondary department

The school holds various national accolades and awards, which reflect staff expertise;

Optimus The Wellbeing Award for Schools- A National Standard for Positive Mental Health and Emotional Wellbeing-November 2018

National Autistic Society (NAS) Accredited school- re-awarded August 2017.

Ican Primary Talk Enhanced School.

ECO schools Ambassador Status

SSAT Research Quality Mark- Extender level

Youth Sport Trust- Silver Partner School

Sports Mark- Gold award

Investors in Pupils

School Farm Network- runner up in Farm Leadership June 2017

The school has appointed its own Speech & Language Therapist.

Evaluating the effectiveness of the provision made for children and young people with SEND

The school constantly evaluates the impact of our work on pupil outcomes and carefully looks at the provision which we offer.

Staff evaluate the progress of every child they teach and through this the school's priorities are identified. The School Development Plan, see school website, identifies our priorities and how we will achieve them.

The school has effective self evaluation systems, which ensure that we know clearly how well we are performing, this is shared with improvement partners for validation.
How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.
All pupils who attend Mowbray School have SEND. School works closely with mainstream schools in the Bedale Cluster and where appropriate specific pupils can access additional qualifications through other partners. Pupils in KS4 can also access alternative provisions and work experience placements.
Support for improving emotional and social development
The ethos of the school underpins all our work <i>Success through Understanding Respect Endeavour</i> (SURE), this sets the tone for what we do. Pupil achievements and attainment are directly linked to their overall wellbeing, developing resilience and confidence to overcome difficulties which they may well face, both now and in the future. The school sets targets for all our pupils at Annual Review with parents, which are central to pupils learning throughout the year.
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.
The nature of our pupil population means that we cannot work in isolation from other agencies. The Health service base Speech & Language Therapists in school. School additionally employs a Speech & Language Therapist 3 days per week. Occupational and Physio Therapists work with pupils and staff to deliver programs. Visual and hearing support staff from the LA work with staff and pupils where needed. The school employs our own Parent Liaison Officers to work with parents and families, linked with attendance, pupil well-being, behaviour, family support, family engagement and pupil progress, this is funded through the pupil premium. The school has several pupils who access support from CAMHS Children's Social care, Compass Reach and the NYCC Prevention service work closely with school staff.
Arrangements for handling complaints from parents of children with SEND about the provision made at the school
We aim to work closely with parents and carers so that all children can play and learn happily at school. We view all complaints in a positive way, as it helps the school improve its practices. However, sometimes problems do occur and the best person to talk to first is usually your child's class/form or subject teacher. If you are still worried or concerned, the head teacher will be happy to talk to you at a mutually convenient time. Please contact the school office (01677 422446) to make an appointment to talk to the Headteacher or write to the Headteacher explaining your complaint and what you would like to happen now. This is part of a full procedure which all schools have in place and has been approved by the Governing Body. If the Headteacher cannot resolve the issue or the complaint is about the Headteacher you should then write to the Chair of Governors, Mr Robert Dunning.
The school's contribution to the local offer and where the LAs local offer is published
This can be found by following web links https://www.northyorks.gov.uk/send-local-offer http://maps.northyorks.gov.uk/connect/analyst/?mapcfg=Schools http://www.northyorks.gov.uk/article/26374/Browse-school-information-for-your-area http://www.mowbrayschool.co.uk/