



SEN Information Report 2017-8

<p>What kind of SEN provision is available at Palatine Primary?</p>	<p>This is a maintained day special school for pupils aged 5-11 years. Pupils will be provided with an appropriately paced and differentiated curriculum. We currently have places for up to 125 pupils.</p> <p>At Palatine Primary the pupils' identified needs will be complex including: severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties and /or autistic spectrum conditions. These may include pupils with sensory or physical difficulties including visual impairments and hearing impairments. We also provide for pupils with specific learning difficulties and social communication difficulties. Pupils may also experience difficulties with behaviour as part of their learning need. The admission arrangements for our pupils can be found on our website within the admission procedures. West Sussex County Council manage admissions for pupils with EHCPs.</p> <p>Our values, vision and ethos are centred about personalisation and respect. The first section is:</p> <p>At Palatine we put no ceilings on what our children can learn.</p> <p>We believe it is our moral duty to enable our pupils to learn as much as they can, progress as far as they can and achieve as much as they can in order to be confident, competent,</p>
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	<p>compassionate and contributing members of our community.</p> <p>There are no labels!</p> <p>All pupils within our community are treated equally and provided with the best opportunities that we can to meet their needs. No one within our community will be treated less favorably than anyone else.</p>
<p>How will Palatine Primary identify and assess my child's special needs?</p>	<p>All pupils will have been assessed for and have an Education Health and Care Plan (EHCP). Prior to September 2014 children had statements of special educational needs and some children continue to have these. The local authority is in the process of transferring statements of special educational need to Education, Health and Care plans through the annual review process. This work is led and facilitated by our Local Authority, West Sussex County Council.</p>
<p>How does Palatine Primary evaluate the effectiveness of our provision?</p>	<p>We have robust procedures for the self-evaluation of our work; including using colleagues from our federation partner schools and a School Improvement Partner from the local authority, governors and external specialists to quality assure the work we do. We have a comprehensive and regular internal self-evaluation cycle that is ongoing and supports us in school improvement work. Governors and Management Committee members are provided with regular information through the headteachers report, pupil premium strategy, sports premium report and data review which coupled with a regular programme of visits and meetings with staff enables them to judge the impact of the schools work. The school annually updates its improvement plan and all members of the school community contribute to this.</p>
<p>How do I know how well my child is doing at Palatine Primary?</p>	<p>During the autumn term and spring term you will have an opportunity to meet with your child's teacher to discuss their learning, review their work</p>

	<p>and their ILP. Teachers will also provide you with information on how your child is progressing using our assessment systems. Once a year as part of the annual review you will be given a report which outlines the progress your child is making. You will also receive an end of year report. In addition to this you are welcome to discuss your child's progress with school staff at any time. Staff will keep in regular contact with you through a homeschool book and / or phone calls, texts and emails.</p>
<p>How will the staff support my child and how will the curriculum be matched to my child's needs?</p>	<p>All planning is highly differentiated for each child and the support provided for each individual child is outlined in the statement/ EHCP/ care plan and individual learning plans for each child. School staff are supported by members of the NHS nursing team, SALT, physiotherapists, OTs and the community paediatrician and psychiatrist.</p> <p>For those with the most complex needs multi disciplinary meetings are held on a regular basis to plan and review support. Pupil progress meetings are held for pupils termly to support teaching staff in delivering high quality individualised learning for each child.</p>
<p>How do we adapt the curriculum at Palatine Primary?</p>	<p>Our curriculum is regularly reviewed and adapted to ensure it is exciting, relevant and individualised. We foster an enjoyment in learning while ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed. We use our termly progress meeting structure to ensure our provision is right for each child.</p>
<p>What additional support for learning is available?</p>	<p>As part of the work of Palatine Primary we constantly review and adapt the support required for pupils with the aim of ensuring that all become as independent as possible. We work with other professionals to do this (SALT, OT, Physiotherapy, Occupational therapy, medical professionals across a range of disciplines). Within school we also have staff trained to deliver Forest Schools, Lego therapy, Drawing and Talking therapy, musical interaction therapy</p>

	<p>and rebound therapy. We also use Reading Recovery, First Class@Number, Attention Autism and the Downs Ed approach as required.</p>
<p>What further activities are available in addition to the curriculum activities?</p>	<p>Palatine Primary runs a range of extended clubs such as trampolining, during lunchtime. The playgrounds and Multi-Use Games Area are highly staffed to promote the development of play skills and social learning. Pupils in Year 6 have the opportunity to attend a residential.</p>
<p>What support is there for social and emotional development at Palatine Primary?</p>	<p>The development of social and emotional skills is at the very core of all our work. All the staff work within a clear positive behaviour for learning policy that promotes pupil respect and decision making. Within the Spiritual, Moral, Social and Cultural curriculum emotional skills are a fundamental aspect of work. We have devised our 'Learning Powers' Framework to enable pupils to develop skills under the headings 'We are willing,' 'We don't give up,' 'We can work with others,' 'We concentrate on what we are doing,' 'We are explorers,' 'We use our imagination,' 'We have a go and we keep improving,' and 'We enjoy learning.'</p> <p>In addition each class works closely with families to support pupils. We access play therapy for pupils where appropriate. We also run nurture groups to support those pupils for whom it is helpful.</p>
<p>What training is provided to develop staff expertise?</p>	<p>All of our staff have undertaken significant training and qualifications and continue to do so throughout the academic year. Statutory training is undertaken and all develop their skills in curriculum delivery to enhance learning. In addition we provide training opportunities to those training to be teachers and nursery nurses. We also support professional learning throughout our Federation, South Downs SCITT and the wider special schools family in West Sussex. Our senior staff support colleagues in local schools too.</p>

<p>What equipment and facilities are there to support young people with special needs?</p>	<p>Palatine Primary is a fully equipped, generic special school with hygiene rooms, hydrotherapy pool, sensory rooms, soft play room, ball park, 'Immersive room,' sand and water play area, rooms for therapeutic interventions, IT suite, Library, Food technology room and a Forest School and 'Grow it, Cook it area.' The school is accessible to all. There are hoists in a number of classrooms and rooms such as soft play and appropriate changing areas for the pupils. A full range of dietary requirements and all developmental stages within eating and personal hygiene development are catered for sensitively and individually according to need. We work the therapy teams to use augmentative communication devices and occupational therapy and physiotherapy equipment to support all physical and sensory needs. We work closely with parents to support pupils to be as independent as possible.</p>
<p>How are families involved in the education of their children?</p>	<p>At Palatine Primary - parents are fully included in the process of working with their children.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Initial visits to school • Home visits for reception age children and introductory meetings for all • Home/school book for information exchanges and key messages • Twice a year parent/teacher meetings • A report at the end of the year • Annual Review meeting and report • Parent workshops and training • Coffee mornings • Parental Representation on Governing Body • Parent involvement in changes in school through informal and formal consultations • Regular questionnaires of families

	<ul style="list-style-type: none"> • Regular newsletter and text updates. • Termly topic grids are provided with ideas about how families may support their child's learning <p>In addition to this there is the Friends of Palatine Primary, a charitable organisation that promotes our work and helps to raise funds to continually improve the school.</p>
<p>How are young people consulted about their views in relation to their education?</p>	<p>All pupils 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.</p> <p>The School Council invites pupils to contribute to and decide on aspects of school life relating to their needs. We have head girls and a head boy voted for from amongst the school community whose job it is to look after their fellow pupils and be positive role models to younger children.</p> <p>The assessment and annual review process of statements of SEN and EHCPs includes the choices and views of pupils.</p> <p>Pupils make choices within their learning e.g. about which book to study next or the direction a topic might take. Independent learning is encouraged and pupils are taught to evaluate their learning and that of others.</p>
<p>What do I do if I have a concern or complaint about the provision at Palatine Primary?</p>	<p>In the first instance please contact your child's class teacher. If you still have a concern then please contact the Headteacher.</p> <p>There is a complaints policy available on our website.</p>
<p>What specialist services can be accessed at Palatine Primary?</p>	<p>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 have two nurses who</p>

	<p>work on our site, a team of speech and language therapists and we regularly hold multi disciplinary meetings to review pupils.</p> <p>In addition a range of specialist services can be accessed where they are written into the EHCP or statement.</p>
<p>What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?</p>	<p>All transitions are well planned for throughout school as pupils move from class to class and to a new key stage.</p> <p>Pupils are increasingly supported in planning for their transition from primary to secondary. Transition experiences are provided for pupils and we work with secondary schools (especially Oak Grove College (a school within our federation) where the majority of our young people move onto) to ensure transition is as positive as possible for our young people as they leave primary provision. The programme involves taster sessions, practice sessions of a particular time of the day with Palatine staff, social opportunities with pupils from Oak Grove's other main feeder school, Herons Dale and visits from Oak Grove staff to our classes and attendance at Pupil Progress Meetings in the summer term. It is a highly individualised and well planned process.</p> <p>Pupils joining us in reception will have the opportunity to visit, receive a home visit and have a taster session prior to their September start. We work closely with families to ensure the move from part time to full time schooling is appropriate to the individual needs to the child.</p> <p>Pupils joining in other year groups will have sensitive, appropriate transition arrangements made depending upon their specific needs and circumstances.</p>
<p>Where can I get further information and support?</p>	<p>Click here and this will take you to our website where you will find our admission arrangements, equality policy and accessibility information.</p>

	http://www.palatineschool.org/
Where can I get information about the LA local offer?	Click here and this will take you to the LA local offer page on the West Sussex website. https://westsussex.local-offer.org/