



SEN Information Report 2020-21

<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 153 pupils.</p> <p>At Palatine 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 on personalisation and respect. The first section is:</p> <p>Our children; the heart of everything</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, 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>
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How will Palatine identify and assess my child's special needs?	All pupils will have been assessed for and have an Education Health and Care Plan (EHCP).
How does Palatine evaluate the effectiveness of our provision?	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 an ongoing, regular and comprehensive internal self-evaluation cycle that supports us in school improvement work. Governors and Management Committee members are provided with regular information through the headteacher's 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.
How do I know how well my child is doing at Palatine Primary?	<p>Across the year you will have the opportunity to meet with your child's class teacher to discuss their programme and the targets they are working on. You will also be able to look at your child's work and records of learning. Teachers will also provide you with information as to how your child is progressing. This will happen at parent's evenings and at an annual review which, depending on their academic year group, will take place in either the spring or summer term. A written report will accompany this. Staff will keep in regular contact with you through a homeschool book and / or phone calls, texts and emails.</p> <p>Some activities will be restricted / run differently this year due to the Covid 19 Pandemic.</p>
How will the staff support my child and how will the curriculum be matched to my child's needs?	<p>All planning is highly differentiated for each child and the support provided for each individual child is outlined in the EHCP/ care plan and individual learning plans for each child. School staff are supported by members of the NHS nursing team, SALT, physiotherapists, OTs, the community paediatrician, educational psychologist 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 regularly to support teaching staff in delivering high quality individualised learning for each child.</p> <p>Some meetings and work with therapists will be run differently this year due to the Covid 19 Pandemic.</p>
How do we adapt the curriculum at Palatine?	Our curriculum is regularly reviewed and adapted to ensure it is exciting, relevant and individualised.

	<p>We foster an enjoyment in learning across the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical skills. This means that pupils focus on the key skills as personalised to them ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed within a broad, relevant and exciting curriculum.</p> <p>We use our regular progress meeting structure to ensure our provision is right for each child. Children have access to individualised support to access the curriculum at an appropriate level.</p>
<p>What additional support for learning is available?</p>	<p>As part of the work of Palatine 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, Jump ahead, Sunshine circle, mentoring, musical interaction and rebound therapy. We also use Attention Autism and the Downs Ed approach as required. Some activities will be run differently this year due to the Covid 19 Pandemic.</p>
<p>What further activities are available in addition to the curriculum activities?</p>	<p>Palatine runs a range of extended clubs such as trampolining, dance club and choir during lunchtime. The playgrounds and Multi-Use Games Area are highly staffed to promote the development of play skills and social learning. Pupils go on regular outings to extend their learning. There are also opportunities to take part in sporting competitions such as the legacy games, county wide school games, and national activities such Young Voices 2019. Pupils in Year 6 have the opportunity to attend a residential. Some activities will be restricted this year due to the Covid 19 Pandemic.</p>
<p>What support is there for social and emotional development at Palatine?</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. In addition each class works closely with families to support pupils.</p> <p>We access play therapy for pupils where appropriate. We also run nurture groups to support those pupils for whom it is helpful. Classes use 'Zones</p>

	<p>of Regulation' to support children to broaden their emotional literacy where appropriate.</p> <p>A recovery curriculum is in place to support pupils through the pandemic.</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 staff 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 and are able to access national qualifications.</p>
<p>What equipment and facilities are there to support young people with special needs?</p>	<p>Palatine is a fully equipped 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 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 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 with 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 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 (this year due to the Covid 19 pandemic these will be run as a video tour and video meeting with a member of SLT) • Home visits for reception age children and introductory meetings for all (this year due to the Covid 19 pandemic, virtually) • Home/school book for information exchanges and key messages • Twice a year parent/teacher meetings • An annual report • Annual Review meeting • Parent workshops and training (on hold)

	<p>during the pandemic, video conferencing options being explored)</p> <ul style="list-style-type: none"> • Coffee mornings (on hold during the pandemic, video options to be used) • Parental Representation on Governing Body • Parent involvement in changes in school through informal and formal consultations • Regular questionnaires of families • Regular letters / newsletters and text updates. • Termly topic grids are provided that contain 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 a head girl 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 EHCPs includes the choices and views of pupils. Pupils contribute to their school report.</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>Pupils take part in evaluating the effectiveness of their school.</p>
<p>What do I do if I have a concern or complaint about the provision at Palatine y?</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?</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 work on our site, a team of speech and language therapists and we regularly</p>

	<p>hold multi disciplinary meetings to review pupils. An NHS physiotherapist and NHS OT are allocated to Palatine and a TIS physiotherapist and TIS OT also support pupils at Palatine.</p> <p>In addition a range of specialist services can be accessed where they are written into the EHCP.</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. This allows us 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 different times of the day with Palatine staff and social opportunities with pupils from Oak Grove's other main feeder school, Herons Dale. We also coordinate visits from Oak Grove staff to our classes and they attend Pupil Progress Meetings / Feeding Forward 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. http://www.palatineschool.org/</p>
<p>Where can I get information about the LA local offer?</p>	<p>Click here and this will take you to the LA local offer page on the West Sussex website. https://westsussex.local-offer.org/</p>