

Stephen Hawking School SEN report

About Us

Stephen Hawking School is a primary school for children with severe and profound learning difficulties (SLD and PMLD). The majority of children have PMLD. The school caters for children from the age of two to 11 years. Currently, the maximum number of pupils on roll is 98 with classes being an average of nine pupils. The school continues to provide home tuition to a very small number of pupils where a doctor has agreed that they are too unwell to attend school. This service is run by the school's outreach team.

In January 2016 the school had 97 children on roll with

Multi-sensory impairment – 28%

Visual Impairment – 42%,

Cortical Visual Impairment – 16%

Hearing Impairment – 22%.

Vision

Stephen Hawking School is dedicated to raising the standard of educational achievement for children between the ages of two and 11 years with severe or profound learning difficulties.

The school is committed to the development and delivery of high quality relationships with families and local community organisations to ensure that the children attending the school achieve their full potential and become respected and active members of the local community.

The school is committed to a high level of team work between school staff, parents/carers, other schools and agencies. This helps to ensure communication between people and agencies and a more holistic approach.

The school is dedicated to providing all pupils with experiences and opportunities that instil enthusiasm for learning.

How do we ensure that children and parents have a voice?

When each child starts school we agree with the family their favoured form of communication: home school book, telephone, text etc. Via this method the parents and class staff are able to contact each other on a daily basis. In addition, each parents is sent an end of term report and an annual review at the end of the summer term. These reports outline the progress that has been made each term or across the whole year.

Each pupil will have their own specific means of communication. This will allow them to make choices in school and to begin to have some control over their environment. The school is in the process of looking at using video and photographs during annual reviews as part of the 'pupil voice' section.

What should a parent do if they think that their child has special educational needs?

All children at Stephen Hawking School have a Statement of Special Educational Needs, an Education, Health and Care plan (EHC plan) or are placed in the school on a placement during assessment. If any family feels that their child's statement or EHC plan no longer reflects the needs of their child they should raise this with the school at the annual review. If the family feels that it is urgent they should discuss this with their child's class teacher.

How does the school know if my child has special educational needs?

All children at Stephen Hawking School have a Statement of Special Educational Needs or an Education, Health and Care Plan. These documents are written following a full multi-professional assessment.

For needs that may not have been identified as part of these assessments or that develop over the pupil's time in school we continue to work closely with other agencies such as the NHS and the educational psychology service. We also work closely with parents so that any additional needs that they are aware of can be raised with the school.

When children first enter the school there is a period of assessment by the teacher and class staff. Following this the teacher meets with other professionals and the parents to set targets for the pupil. Additional special educational needs may be identified during this period.

What does the school do to help my child if he or she has special educational needs?

Pupils at Stephen Hawking School are supported via:

- small classes with small group or individual teaching;
- highly experienced teachers who are able to differentiate activities and lessons for children with profound and multiple learning difficulties;
- highly experienced teaching assistants who are able to support class teachers with the delivery of the curriculum and high quality assessment;
- close working relationships with nurses, therapists and other NHS staff to ensure that each child's holistic needs are met;

Where necessary we provide targeted intervention. In particular, this is around communication and behaviour strategies.

My child has a range of needs including medical needs. How will the school support my child?

The school accesses a range of services to seek advice and support according to individual need.

Services that we work with include:

- Occupational therapy
- Physiotherapy

- Speech and language therapy
- Sensory impairment team
- Nursing and healthcare
- Educational psychologists
- Social worker

Many of these professionals work in school with the children or provide advice to school staff on how to meet specific needs.

What training have staff received to support children with special educational needs?

Continuing professional development is very important to us. It is approached strategically and is linked to pupil needs and individual staff appraisal. In addition to teaching qualifications all teachers are encouraged to undertake additional training in areas such as the education of children with multi-sensory impairment.

The school also provides training for all support staff to Level 2 and Level 3. We are a designated centre for OCR and consequently provide this level of training to other schools.

The school also works with the speech and language therapy team to provide Eklan training for some of its staff.

Some of the teachers attend The University of Birmingham to qualify to teach children who are MSI

Medical training for staff is provided by healthcare professionals who work directly with the school.

The school has qualified first aiders and paediatric first aiders.

How does the school know how effective the provision is?

All children are entitled to high quality teaching. Sometimes a child may need additional support. The school runs a wide variety of interventions such as:

- Movement therapy
- Horse riding
- Sensory integration

These are planned and evaluated by the person running the programme in collaboration with the class teacher. Interventions are monitored by the senior management team.

What will the school provide to make sure that my child is included in all school activities?

All children attend trips with their class. Class teachers will consider children's needs and make the necessary arrangements.

All children have equal opportunity to attend activities outside of the school day. The out of hours co-ordinators will consider each child when planning clubs.

Attendance will be monitored by the co-ordinators and deputy headteacher to ensure equality of opportunity for all pupils.

The school is part of the Stepney Schools Partnership. This organisation arranges holiday events for children and parents. The school also has a home school liaison officer who works directly with parents. She arranges coffee morning and training sessions along with trips for parents

How accessible is the curriculum and environment for children with special educational needs

All children are entitled to high quality teaching and the class teacher is responsible for working with the children and providing a curriculum which is matched to their individual needs.

We adapt our teaching:

- with reference to the pupil profile which describes the pupil's strengths and needs;
- by monitoring each pupil's progress and adapting our teaching to support and facilitate progress;
- by delivering a relevant and accessible curriculum which is designed to maximise the potential for pupils to make successful progress.

The school is barrier free in that all teaching rooms are on the ground floor and consequently accessible to all pupils.

What preparations will be made for my child when they start and leave Stephen Hawking School?

Before children start Nursery at Stephen Hawking School, their teacher and the Parent Liaison Worker will visit the family in their home. This is an opportunity to meet the child in a familiar setting and have an informal chat with the parents about their child.

On the first day in school children are allocated a key worker, who will stay with them throughout their first day and will work with them regularly during their early days in school. Parents are encouraged to stay with their child for at least the first day and longer for many children as they settle. The class teacher and school nurse will meet with the parent to complete the admission form and ensure we have all the necessary information about their child.

The Early Years Department has an open door policy and parents are welcome to pop in to see their child at Nursery at any time. There is a parent's room within school so during the settling process parents can leave their child in the classroom for short periods, but remain on the school site. Staff maintain regular contact with parents by phone or via a home school communication book which is written in each day.

When a pupil leaves Stephen Hawking School in year 6 they have a period of time preparing for the transfer to secondary school. This includes a time for teachers and teaching assistants from the secondary school to meet pupils in their year 6 class environment, so that they see the children at their best. Following this pupils make a

series of visits to their chosen secondary school. Finally pupils attend a leaver's assembly on their last day at Stephen Hawking School, where their time at primary school is celebrated

For a pupil who is transitioning to another primary school we try to establish a link with the primary school for a number of weeks prior to them leaving. This allows us to work with the staff at the receiving school so that all of the information that we have can be passed on. We arrange visits and for staff to swap so that they get to know each pupils and school well. Again, as with secondary transfer this is dependent on the needs of the receiving school.

Who do I contact for information or to discuss a concern?

The class teacher has daily contact with your child and is the first person to speak to if there is a concern or difficulty.

If there continues to be a concern then a parent can speak with the heads of department of the Deputy Head

Appointments can also be arranged with the headteacher, Matthew Rayner.

If a parent is considering sending their child to Stephen Hawking School they should contact the Home School Liaison Officer to arrange a visit.

If a parent wishes to make a complaint they should speak with the headteacher or put their complaint in writing. The headteacher will do all that he can to resolve the matter.

If a parent remains dissatisfied with the way in which their complaint has been handled, they should write to the Chair of Governors, Susy Gilvin. All complaints will be dealt with under the terms of the Complaint Policy. A copy of this can be requested from the school office and is available on the school's website?

Under the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014, parents may seek advice on resolving a disagreement about an Educational Health and Care Plan with the LA through the Disagreement Resolution or Mediation Service. The school will make further information about this process available on request.

CONTACT INFORMATION

Headteacher: Matthew Rayner

Head of Early Years & Foundation Stage: Miranda Pole/Bea Roberts

Head of Key Stage 1: Sasha Sullivan

Head of Key Stage 2: Janet Waldron

Admissions: Jasmin Islam, Home School Liaison Officer

Telephone: 020 7423 9848

Fax: 020 7423 9878

Email: admin@stephenhawking.towerhamlets.sch.uk