



SEN Information Report 2022-23

Author	Reviewed	Next Review
N Toplass	October 2022	October 2023

This report complies with section 69 (2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

What kind of Special Education Needs provision is made at Shenstone Lodge School?

Shenstone Lodge School is a Primary and Secondary, split site special school that educates and supports students with Social Emotional and Mental Health (SEMH) needs. Our inclusive philosophy aims to support parents, carers and students, so that their journey through our school is smooth, successful and anxiety free.

All students at Shenstone Lodge School have an Education, Health and Care Plan (EHCP), which describes the specific need of the child and indicates what is required to support their education.

What are the school's admission arrangements for students with SEN or disabilities?

Shenstone Lodge only admits students with EHCPs and SEMH identified as the primary need.

As an academy we are able to offer places to any student whose needs we feel can be met.

Referrals can be requested through Local Authority SEN services.

On receipt of a draft EHCP we will consider if:

- Our school would be suitable for the age, ability, aptitude or Special Educational Need of the child or young person
- If attendance of the child or young person there would be compatible with the efficient education of others, or the efficient use of resources.

If a place is to be offered the school will contact the parent/carers and other relevant stakeholders to arrange visits and discuss an appropriate transition arrangement.

How do Shenstone Lodge School identify and access student's individual special educational learning needs?

All students take part in an induction process.

Students offered a place in the school, have identified special educational needs on their Education Health and Care Plan. Before they join our school, we work very closely with the people who already know them and use the information already

available to help us to develop and plan appropriate support strategies to meet their individual special needs.

If parents tell us that they think their child has an additional special educational need to that detailed within the EHCP we will discuss this with them and assess the child accordingly. Often these assessments will be carried out by the school, sometimes school seeks advice from more specialised services such as Educational Psychology or Speech and Language Therapy – we always share our findings with parents/carers and the next steps we need to take.

Once a student starts and a teacher feels that a child has a special educational need, not identified in the EHCP, we will arrange for the necessary tests/assessments/further observations to be made to pinpoint what is causing difficulty. This will help us to decide as suitable course of action and intervention. If school becomes concerned about your child you will be contacted by the most relevant member of staff, this could be a key worker, class teacher or a member of the Senior Management Team.

How do Shenstone Lodge School assess students' progress towards the outcomes we have targeted for students?

How do Shenstone Lodge School review this progress so that students stay on track to make at least good progress?

We use an online system to track student attainment and progress against targets. This information is used by teachers, subject leaders and the Senior Leaders to ensure that we are targeting the correct students for additional maths, writing or reading support. This information is also used to target pastoral support.

As a minimum, parents are invited to EHCP review meetings, where we discuss progress and set learning plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child. The EHCP will be updated so that all parties have an up to date document with which to work.

Teachers use assessment every day to inform their planning, ensuring that lessons are differentiated to better meet the needs of individual students. Our school leaders analyse the progress of every child each term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all students whose progress is causing concern. As appropriate they will liaise with the subject leads and the senior leadership team about the appropriateness of interventions for students whose needs fall outside normal classroom differentiation.

We externally and internally moderate work.

How do Shenstone Lodge School involve students and their parents/carers in identifying special educational needs and planning to meet them?

We are child and family centred school, so parents and students can expect close working. Students are encouraged to attend review meetings, if they feel confident enough to, and their views are always recorded in whatever format possible.

When we assess special educational needs we will discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with parents so that we are all helping the child in the same way to progress.

We hold review meetings regularly allowing all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps, usually in the form of personalised targets and interventions.

We use home learning as appropriate to repeat and practice activities that are new and presenting a challenge to a student. If parents have any concerns about home learning they must speak to the child's class teacher.

Our school website offers parents 'links', directing parents to a wide range of support services for parents, students and families.

Our staff are available at mutually convenient times to discuss any concerns parents may have about their child, or to share information that either party feel would be useful to the other.

We have a wide range of learning activities available on our website that parents can access with their child at home.

We encourage parents to use our Class Dojo system where they can, at any time, log in to see how their child is coping at school. Parents can also use this to send messages to the school. For the older student in the school we will text information we feel is pertinent and encourage parents to come and see us for more information.

How do Shenstone Lodge modify teaching approaches for individual students?

All our staff receive on-going training, which means that we are able to adapt our teaching approach to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; PDA, ODD, speech, language and communication, behavioural, social, emotional and mental health needs.

The school universally screens the emotional and social development of our children. This assesses key executive functions and skills, emotional literacy and self-regulation. Information from this screening is used to guide interventions which will support students' readiness to learn and to more effectively access the curriculum.

We are a very inclusive school. Wherever possible students are taught alongside their peers in clearly differentiated groups. Teachers adapt their teaching constantly

in order to cater for their students' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give students additional support in small groups outside the classroom, or to provide one-to-one support.

All our staff adapt resources to offer a greater level of support or, to make learning more challenging so that every child is able to achieve their very best – our school ethos on the Primary site is SAFE, HAPPY, LEARNING and SAFE, INDEPENDENT, LEARNING on the Secondary. On both sites we support students to exceed their personal boundaries.

We use a range of learning schemes/materials to ensure work is always at the right level for students with special educational needs, or those who are gifted and talented.

How do Shenstone Lodge School use other adults in school to support students with special educational needs or disabilities?

The school employs specific individuals with a range of specialisms to undertake, large and small group work or one-to-one sessions as appropriate, to meet the needs of students that may require additional provision as a result of their special educational needs or disabilities.

We are able to offer:

- Trauma and Mental Health Informed Practice
- Drawing and Talking
- Specialised 1:1 HLTA,
- Mental health first aid.

Our aim is to support children to make sense of their educational experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

All of the staff have regular CPD that focuses on developing their practice and knowledge of how to support the social, emotional and mental health needs of our pupils. Pupils, if identified needing additional support are provided with additional interventions by either in house staff or external individuals or organisations.

Our Safeguarding Managers are very supportive members of the team with an excellent knowledge of how to support our students and their families. They provide regular updates and training to staff.

Our Senior Team analyse student performance data termly to ensure every child is making the best possible progress.

How do Shenstone Lodge School use specialist resources to support students with special educational needs or disabilities?

We have intervention rooms that are available for specialist groups such as academic support, pragmatics, social inclusion groups, expressive language, sensory issues, social and emotional help and support.

Staff delivering interventions make bespoke individual resources for students with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a wide range of engaging reading materials e.g. Rapid Reading, MyOn and reading apps and high interest schemes for struggling older readers. These can be accessed with coloured overlays to assist students with contrast difficulties and coloured paper for written work should the need arise.

We have a wide range of ICT equipment available to help motivate students and access learning. These include I-pads and laptops.

We use workstations and equipment such as countdown timers for students who need it.

We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets if required.

We use a range of software on our school website to help students engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners e.g. Squeebles, Mathletics and Accelerated Reader.

The majority of the school is accessible to wheelchair users, although sometimes differing routes may be needed in order to access some areas.

What extra support does Shenstone Lodge School bring in to help parents/students with SEN?

We can access support from specialist teachers for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.

Our local authority provides educational psychologist support for assessment, advice and training.

We get support from speech and language therapy (SALT) services to train our staff and advise on strategies and programmes. We refer students for assessment if we believe they need a period of therapy.

We liaise with the Schools' Nursing team regularly and they offer regular programmes of work and drop in sessions to our students in relation to relationships, puberty, safety etc.

What other activities are available at Shenstone Lodge School for students with SEN in addition to the curriculum?

Enrichment opportunities are built in to our timetable to support students develop a broad range of skills, both pastoral and academic. Those with additional SEN are included, and are offered one-to one support where needed to support access. Activities include horticulture, Judo, sporting fixtures and music lessons.

We have regular educational visits, and have many visitors come to school, bringing our curriculum to life. Students with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. It is imperative to us that children who come to Shenstone Lodge School are included in aspects of the curriculum that at previous schools they may have missed out on.

Students in the School Council contribute directly to the development of our school.

The Shenstone Lodge site also has a residential provision. At the moment there are no students accessing the provision as our host Authority undertake a review of the service

How does Shenstone Lodge School support students in their transition into our school and when they leave us?

Parents and students who are joining our school visit the school before they start. A staff member will also conduct a home visit where they will seek to determine wider circumstances around the child's early start in life and how this may have contributed to where they are now.

Where possible, we liaise with the students' previous school and other key professionals who are already familiar with the needs of the student. This ensures a smooth and supportive start to life in our school.

This is also a chance to make specific arrangements for a specific student if necessary. Our typical induction package is five half day sessions with the HLTA and some time in class, however this can be extended or shortened as required for each individual child.

Transitioning out of Shenstone Lodge School is completed very carefully, with appropriate places being sought in conjunction with a wide range of stakeholders including Speech and Language Therapists, Educational Psychologists and other professionals where appropriate. Detailed planning is required and is heavily supported as required.

Where can students get extra support around Shenstone Lodge school?

We listen to what students tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.



Our students are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to the senior team at all times. We want safe, happy, learners, leading to confident, self-reliant adults.

Both schools have active school councils where the voice of the child impacts on staff appointments, policy and school life. These councils are integral in planning and organising regular activities and projects for the whole school community.

We have a high level of staffing, to ensure students are well supervised and well supported.

The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.

Where can Shenstone Lodge School parents or carers get extra support?

The Sandwell Parent Partnership Service can offer advice and support to parents of students with special educational needs or disabilities. Their contact details are:

Sandwell Parent Partnership
Unity House
6 Unity Place
Oldbury
B69 4DB

Telephone: 0121 552 0047 It may sometimes be necessary to leave a message.

Email: sandwellparentpartnership@prospects.co.uk

We are also able to signpost parents from other Local Authorities to their relevant support groups.

Parents can find a copy of any Local Authority's SEND Offer (information about what the LA should do to support schools/parents and students) on the Councils website

Eg. <https://www.sandwell.gov.uk/send>.

The school's information about what we offer parents and students can be found at www.shenstonelodge.co.uk

What can Shenstone Lodge School parents/carers do if they are not satisfied with a decision or what is happening?

Parents' first point of contact is the child's class teacher, who is always available at a mutually convenient time or in the case of an emergency then they can be seen sooner. In addition, our Safeguarding Manager or Heads of School are here to listen to your concerns. If parents are not satisfied that their concern has been addressed, then they may speak to the Executive Head Teacher. If he cannot resolve your issues, then parents may speak to the Chair of the Local Advisory Board.

If the complaint relates to the Local Authority or the Academy Trust, please contact the school for details on how to raise your concern.

Contact details are on the school's complaints policy.