



Baytree School

SEN Information Report 2016-17

Our SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Baytree School.

What are the kinds of special educational needs for which provision is made at Baytree School?

We are a maintained day special school for children aged 3-19 years. Children will be provided with an appropriately paced and differentiated curriculum.

At Baytree School the pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties. The admission arrangements for our pupils can be found on our website within the admission policy.

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils/students will have a statement of special educational needs or an Education Health and Care Plan (EHCP). This year families of children entering school have been involved in the new process of requesting an Education Health Care Plan supported by colleagues from North Somerset SEN team within the Local Authority. We are working with the SEN team to support our families in the transfer for pupils in specific year groups to an ECHP. We ensure families are aware of the independent support available from Supportive Parents and Kidz organisations.

What is the provision for pupils/students at Baytree School?

All pupils/students attending Baytree School have a Statement of SEN or an EHCP. Associated policies in this area are accessible on our website.

Our School is a place where everyone is treated with dignity, with respect and is of equal worth.

Our School Vision is to provide pupils with a supportive, nurturing, safe, secure and stimulating environment in which their social, emotional, intellectual and health needs are met.

Pupils are encouraged to make choices and be as independent as possible so that they remain happy, positive young citizens achieving beyond that which society expects of them.

Their strengths and talents are identified and challenging and stretching targets are set to ensure they achieve their individual potential.

Baytree pupils are provided with a sense of achievement; leading them to grow in confidence and increasing their feeling of self-worth and self esteem, empowering them to adopt a 'have a go attitude' in all aspects of their lives.

Baytree School is Child Centred; listening to and learning from the pupils which allows us to provide an outstanding, fun and enjoyable educational provision beyond the National Curriculum.

Baytree pupils are provided with opportunities to build friendships, show and receive respect, feel valued and accepted for who they are and achieve a sense of belonging.

Baytree is an inclusive school that works closely with other organisations and professionals to meet the needs of all pupils.

Baytree ensures that its pupils, staff, parents / carers, governors and all that are involved with the school feel valued and that we remain an 'amazing and fantastic place to come to'.

All staff, parents/carers and Governors truly believe that EVERY CHILD MATTERS and that every day we will ensure that this is at the forefront of everything we do.

Further details of all areas of our school curriculum and assessment processes can be seen in our teaching and learning policy (available on our website).

Our pupils' ages range from 3 – 19 years, we have 67 places and 8 classrooms. In recent years Baytree School is always full; therefore the number of places available to admit new pupils is dependent on the number of students that leave.

Our overriding aim when we create our class groupings for the next school year is to provide the 'best fit' possible for each child / young person in terms of peers within class and the physical learning environment. We believe that children / young people should be with similar aged peers and we aim to create a group which enables each child / young person to develop positive relationships and learn effectively with the others in the group. We consider how the learning needs of individuals will impact on each child / young person and endeavor to create groups that will have a positive impact on each other. Some of our year groups are very small with only 2 or 3 pupils, this means that all of our classes will have a number of year groups and some will have mixed key stages. We always try to ensure that every child / young person will have peers of a similar age and learning needs within a well matched learning environment so that pupils benefit from learning alongside others in small class groups. Our Total Communication approach across the school enables and supports all pupils with their communication; expressing themselves and receiving communication / information from others and from their environment.

To respond and adapt to the wide ranging needs of pupils we have invested capital in developing the school environment, including a Sensory Den, Chill-out zone, creating a low arousal learning environment, with concealed storage, minimal


furniture and individual working areas for pupils; this type of environment is particularly enabling for pupils with high sensory processing difficulties and autistic spectrum disorder.

All staff have a responsibility to meet the needs of *all* the pupils/students at Baytree School. Staffing levels vary appropriate to meet the needs of the class group. Details of our staffing structure are on the school website.

What training do staff have in relation to the needs of pupils/students at Baytree School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff receive 'core' training / refreshers – Safeguarding including Child Protection, On-line safety, accredited positive behaviour support (PROACT-SCIPr-UK), Moving and Handling, Basic First Aid, awareness of medical conditions and support including epilepsy, asthma and anaphylaxis. Staff teams also receive specific training from health and other agencies to support the individual needs of pupils, such as managing cochlear implants, diabetes, gastronomy care and tube feeding.

How accessible is the school environment and how will equipment and facilities be provided to support pupils/students at Baytree School?

Baytree School shares a site with Herons' Moor Academy at The Campus. A purpose built building that is fully accessible for wheelchair users. Majority ground level classrooms have direct access to outdoor areas. We have shared (with Herons' Moor) use of a large dining (general purpose) hall, sports hall, music room, food technology room, art room and library. The Campus also houses a Public library. Personal care facilities have overhead tracking hoists. We also have mobile hoists within school. Our specialist resources include a hydrotherapy pool (with overhead tracking between the pool and changing facilities) sensory room and Sensory Den. All our classrooms have Interactive White Boards and access to laptop computers and I pads. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed regularly. 

What are the arrangements for consulting parents of children/young people at Baytree School and involving them in the education of their child?

At Baytree School parents / carers are fully included in the process of working with their children/young adults. This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Two parents evenings
- Annual Review meeting to review their child's' statement/EHC Plan i
- End of year report
- Regular Class coffee mornings/ afternoons
- Parent workshops and training opportunities
- Parental Representation on Governing Body
- Annual Parents / Carer questionnaires

- Open invitation to share views on how school can improve and work better for pupils and families. Can be anonymously via Suggestion Box in School foyer.

What are the arrangements for consulting young people at Baytree School about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student in order that they can access and experience success throughout their school life. The School Council meets weekly and enables students to represent their classmates and make decisions about school life. The Annual Review process of statements of SEN and EHCPs includes the choices and views of pupils/student.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Baytree School?

In the first instance we encourage parents / carers to raise any difficulties or concerns with their child's class teacher, should they feel that this is not resolved or is a school issue to contact the Headteacher or Deputy Headteacher. In the event that a parent / carer is not satisfied we have a complaints policy, copies are available from the school office and also available on the website.

What specialist services and expertise are available or accessed by Baytree School?

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Baytree School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Classroom staff are employed directly by the school. This includes teachers, teaching assistants, healthcare, learning support and general assistants and school meals support assistants. We employ a Specialist Sensory Assistant, and a Specialist Communication Assistant and Technology Assistant. Our school office team includes a Bursar and School Administrator. We also "buy in" specialist expertise including Music Therapy, Hydrotherapy and Tai Chi. Other professionals who support our pupils and staff team work for a range of agencies, these include Speech and Language Therapist, Physiotherapists and Occupational Therapists. All these professionals work within school training staff, advising staff, working with children and young people. The Sensory Inclusion Service staff – advisory teachers for Hearing and Sight impaired - are employed via the Local Authority. They provide staff training and advice on individual children's needs. There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Locality teams or Disabled Children's Team.

Transport to school is organised by the Local Authority not the school. The transport companies employ transport staff with the Local Authority directly employing some escorts on vehicles.

How will Baytree School prepare and support my child to join the school, on a dual placement, transfer to a new school / setting / college and / or for the next stage of education and life?

The majority of our pupils join in their Nursery or Receptions year. We have well-established links with Springboard, which enable children and their families to visit a different specialist setting and make use of the hydrotherapy pool. For those children who then move into Baytree School this supports a smoother transition as the children are more familiar with the environment and staff, Baytree staff have worked alongside the Springboard staff and also many parents tell us they feel more confident in the staff to meet their child's needs. School staff will also make home and other setting visits to deepen their knowledge of each child and their needs.

When pupils move to Baytree School in other year groups we plan with the family and the staff of the existing school and develop a personalised transition plan, with visits from staff of both schools and taster sessions for the pupil.

We have a well established Link Programme with Weston College for our 6th Form students and other students from special school settings. The majority of students stay at Baytree until they are 19 years old and spend one day a week following a variety of courses (three different courses each year), enabling students to become familiar with college environment, staff and routines. Staff from the class team provide support and work alongside the College staff. Once leavers' destinations have been confirmed the school team work closely with the student, their family and the receiving setting to develop their transition plan and share information to ensure there is a smooth transition for every young person when they leave school.

All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

Where is the information on the North Somerset local offer published?

There is further detail on our website –and the link below is to the North Somerset Local Offer page:

<http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

If you have any queries or requests for policies or information relating to this report please contact the Headteacher – Ed Bowen-Roberts or Acting Deputy Head Teacher – Aline Kay on 01934 427555.