

Our SEND Information Report will be updated annually to reflect changes and plans within the school.

The report states the current provision within Baytree School.

## **The local SEND offer in North Somerset:**

The SEND offer in North Somerset provides information, advice and guidance across education, health and social care for children and young people with special educational needs and disabilities –

- Education, Health and Care plans
- Preparation for adulthood
- Transitions between services
- SEND policies and guidelines
- Short breaks and respite
- Support for parents/carers

Further information can be found at:

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

**Supportive Parents** is an organisation which offers independent, impartial advice and support to families and delivers the SEND and YOU service for children, young people and their parents' in North Somerset, Bristol and South Gloucestershire.

**SEND and YOU** – SEND information advice and support service

Further information can be found at:

[Supportive Parents](#)

[support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)

## **What areas of SEND does Baytree School provide for?**

- Baytree School is a local authority maintained day special school for learners aged 3-19 years, with a campus in Weston Super Mare and Clevedon.
- At Baytree School the learners' identified SEND needs will be complex and significant in the area of cognition and learning - severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) as described in the SEND Code of Practice (guidance on the SEND system relating to the Children and Families Act 2014)
- Learners may also have associated needs in the areas:
  - Social, emotional and mental health
  - Communication and interaction (autistic spectrum disorder and/or speech and language difficulties),
  - Sensory processing difficulties,
  - Physical and/or mobility difficulties
  - Health

- All learners at Baytree School have an Education Health and Care plan. This will outline the provision that your child or young person will receive, how it should be implemented and strategies that will be put in place to support the child or young person to achieve the detailed long and short term outcomes in place. The EHCP will also identify additional multi professional provision to be provided e.g. Speech and Language Therapy (SaLT), Occupational Therapy (OT), Music Therapy (MT) as appropriate.
- Admission arrangements for our learners can be found on our website within the Admission Arrangements Policy. Please contact Baytree School Office for further information and guidance about admissions.
- Further detail on our commitment to high quality educational provision for all our learners is detailed and available on our website in our:
  - Teaching and Learning Policy
  - Curriculum Policy
  - EHCP/Subject Curriculum pages detailing the progressive curriculum from EYFS – Post 16

## **Who are the best people in Baytree School to talk to about your child's needs?**

### **Class teacher is responsible for:**

- Ensuring that all learners have access to a broad and balanced curriculum that is adapted and personalised to meet their individual needs and reflecting their EHCP outcomes.
- Ensuring that individual learners are assessed to identify specific learning needs.
- Carrying out baseline assessments when your child or young person arrives at school and using this information to accurately identify areas of need
- Creating 'termly targets' (reviewed half termly), also sometimes called Individual Education Plans (IEP), sharing and reviewing/assessing these at least once each term and planning for the next term
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what input they need to learn and make progress. All staff at Baytree School have high aspirations for all learners.
- Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists.
- Maintaining a daily dialogue between school and parents, through the home/school diary, about how your child's day has been. We also welcome telephone calls and visits.
- Sharing via online learning journal, photos and videos of your child's learning, progress and fun at Baytree:
  - Primary learners will use Tapestry
  - Secondary/Post 16 learners will use SeeSaw

### **Senior Leadership Team are responsible for:**

- Supporting your child's class teacher to write the plans, which specify the targets set for your child

- Leading and co-ordinating Annual Review meetings
- Ensuring staffing levels are appropriate in meeting the needs of your child.
- Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.
- Liaising with all multi professionals who might contribute to and support your child's learning e.g. Educational Psychology, SaLT, OT's etc

## **The Headteacher/Deputy Headteacher are responsible for:**

- The overall strategic development of the school.
- The day to day leadership and management of all aspects of the school.
- Ensuring that the Governing Body is kept up to date about any issues arising in the school
- Coordinating all support for all learners from EYFS – Post 16
- Developing the school's provision to ensure that every learner receives a consistent, high quality education.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - involved in reviewing their progress
  - included in the process of planning ahead
  - involved in the review of their EHCP alongside other Education, health and social care and any other professionals/agencies.
- Liaising with the Local Authority.

## **Governing Body is responsible for:**

- Making sure that the school has an up to date SEND Policy – this can be accessed on the school's website.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all learners in the school.
- Making visits to understand and monitor the support given to learners within the school and being part of the process to ensure high aspirations for all.
- Providing support and challenge to the Headteacher/Deputy Headteacher and senior leadership team.

## **What is the provision for learners at Baytree School?**

The SEND Code of Practice identifies that:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.'

This should enable them to:

Achieve their best,

Become confident individuals living fulfilling lives

Make a successful transition into adulthood, whether into employment further or higher education, training and living independently or interdependently.

## At Baytree School:

- Our school vision and ethos is to provide learners with a supportive, safe and nurturing environment in which all their learning, social and emotional, physical and health needs are met.
- All learners will have access to a personalised and differentiated curriculum which is reflective of a learners personalised EHCP outcomes and offers a broad, balanced and progressive curriculum from EYFS – Post 16.
- Our 'Golden threads' which run throughout the curriculum are **Communication and Independence** and all learners are actively encouraged to make choices and be as independent as possible so that they remain happy, positive young citizens.
- Learners receive support which is specific to their individual needs.
- Identifying and addressing barriers to learning is at the core of our offer – and addressed through supports which are embedded into everyday practise at Baytree, including (but not exhaustive):
  - the use of structure, routine and visuals
  - cues (including touch, objects of reference and auditory cues)
  - a clearly defined, structured and enabling environment
  - a total communication approach which is personalised to the learner
  - specialist equipment to meet physical, mobility and/or sensory needs
  - school staff with needs-based skills and competencies
  - relationships between staff/learners which are enabling and based on trust and respect
  - Input from specialist staff from the local authority: Teacher of the Deaf, Teacher of the Visually Impaired
  - Specialist staff from NHS partners: physiotherapists, occupational therapists, clinicians and wheelchair services
  - Close multi-disciplinary working
  - Ongoing careful, precise planning and assessment
- There is a communication-rich environment where learners have access to a variety of communication approaches (as appropriate to their needs) e.g. PECS, symbols, signing, communication boards/books, Intensive Interaction, objects of reference, TOBI's, AAC devices, eyegaze – *this is not an exhaustive list of communication systems and support at Baytree School.*
- Learners are encouraged to use their communication systems throughout the school day to share their feelings and make choices as well as to express ideas and opinions
- Staff have an awareness of their roles in advocacy of learners who are non-verbal or pre-intentional communicators.
- Therapists who work alongside staff to assess learners and help devise and deliver the best programmes for individuals.
- Where appropriate learners are assessed for their sensory processing needs and are offered personalised sensory diets and sensory integration. Sensory Occupational Therapists may support in developing these individualised programmes for learners.
- Baytree learners are provided with a sense of achievement; leading them to grow in confidence, increasing their feeling of self-worth and self-esteem and empowering them to adopt a 'have a go attitude' in all aspects of their lives.

- Baytree learners are provided with opportunities to build friendships, show and receive respect, feel valued and be accepted for who they are and achieve a sense of belonging.
- Baytree School is an inclusive school that works closely with other organisations, agencies and professionals to meet the needs of all learners.
- Implementing different pedagogies to ensure your child is fully involved in their learning. This will involve using communication support, adapted resources, specialist equipment (as appropriate and personalised to your child's needs).
- The school environment is designed to meet the needs of the learners who attend. There are special adaptations made throughout the school which ensures that all learners have access to all parts of the building and its facilities.
- Staff develop links with families that promote learner voice.
- Baytree School class sizes range from 6 – 10 depending on the needs of the specific class group. There is a high ratio of staff to learners.
- The class teacher will plan group and individual sessions for your child as appropriate and will set relevant targets to ensure that your child makes progress in line with their EHCP outcomes.

## **How accessible is the school environment and how will equipment and facilities be provided to support learners at Baytree School?**

Baytree School has two campuses – one in Weston Super Mare and one in Clevedon.

### **Our specialist resources on both campuses include:**

- a hydrotherapy pool (with overhead tracking between the pool and changing facilities),
- sensory/intervention room
- Sensory Processing Den
- Interactive White Boards and access to laptop computers, iPads, eyegaze systems (if appropriate) in all classes.
- Immersion room
- Inclusive outdoor play spaces

The Clevedon Campus has the following specialist resources:

- Rebound – sunken trampoline within the sports hall
- Light and Dark interactive sensory rooms
- Life Skills room

The Weston Super Mare campus has the following specialist resources:

- Life skills flat
- Rebound trampoline

Our SEND policy details the wide range of provision for our learners including the range of equipment and facilities for all learners. This policy can be found on our website and is reviewed regularly.

## **Who will support your child and what training do they have in relation to the needs of learners at Baytree School?**

We have a wide range of staff working together within the school to support the children, young people and their families.

*Staff employed directly by the school include:*

- Senior Leadership Team – Headteacher/Deputy Headteacher/Assistant Headteacher
- Department leads,
- Teachers,
- Higher learning teaching assistants, teaching assistants, learning support assistants and general assistants,
- Healthcare lead and assistants,
- Lunchtime support assistants
- Specialist sensory support lead,
- Intervention support assistant
- Outreach assistant
- Therapy assistant
- Baytree Outreach team
- Specialist Communication and Technology Assistant
- Careers leader

*Our school office team includes:*

- School Business Manager,
- School Administrator
- PA to the Head teacher

*We also "buy in" specialist expertise including:*

- Music Therapy,
- Inclusive Orchestra
- Hydro therapist,
- Sensory processing occupational therapist,
- Inclusive sports professionals

*Other professionals who support our learners:*

- Speech and Language Therapist,
- Physiotherapists
- Occupational Therapists.
- The Sensory Inclusion Service: advisory teachers for hearing and sight impaired (employed via The Local Authority).
- Social workers – based within Locality Teams or The Children's Disability Team
- School nursing service – who provide medical training for staff
- Supportive parents – Sendias.

*All Baytree school staff have clear job descriptions which detail the required qualifications for each post in school and receive annual 'core' training/refreshers:*

- Safeguarding including Child Protection – led by North Somerset Safeguarding Team - additional safeguarding training is required for the Designated Safeguarding Lead and Deputy and the Safeguarding team at Baytree.
- On-line safety/GDPR
- Accredited positive behaviour support programme (PROACT-SCIPr-UK) – delivered by in house instructors
- Moving and Handling
- Basic First Aid
- Awareness of medical conditions and support including epilepsy, asthma and anaphylaxis – delivered by Baytree School Healthlead
- Staff teams also receive specific training from health and other agencies to support the individual needs of pupils, such as managing cochlear implants, diabetes, gastroenterology care and tube feeding, suctioning led by School Nursing Team.
- Mental well-being

Additional bespoke training is delivered to class teams on a skills needs basis to meet the specific needs of the learners within that class.

## **How will Baytree measure progress against outcomes and how will families and learners know about it?**

- At Baytree School we have developed our own assessment system alongside MAPP (a formal system for mapping and assessing personal progress) When your child starts at Baytree he/she is given a baseline assessment using this assessment system. Once the baseline has been established, all subsequent progress made is recorded reflecting progress made against personal outcomes in their EHCP. We summarise progress at the end of each term and use information we have gathered to set new targets. We will share this information with you.
- All learners have an Annual Review meeting to which parents/carers are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the annual review outcomes that were set at the previous review. At this meeting we work in partnership with parents/carers to set targets for the coming year. Health and social care and other professionals are invited to annual reviews to ensure that the annual review of your child's EHCP is a collaborative approach and meets their Education, health and social care needs.
- All learners have termly targets written by the class teacher. These are based on the targets set at Annual Review meetings which are then broken down into smaller termly targets. These termly targets are reviewed every term and then new ones are set. At the beginning of each school term, the evaluation summaries are sent home to parents/carers along with the new targets that will be set for the coming term.
- Sensory and subject specific learners are assessed against their EHCP targets on a half termly basis:
  - Sensory - Learners working at an early development/sensory level are developing the foundations of communication, social interactions and cognitive processes and skills on which all future learning is built, through a broad, balanced and sequential curriculum reflecting their EHCP outcomes.

- Subject specific – Learners begin to develop more refined communication, cognitive and social interactions skills with greater autonomy. Learning is developed and built following a sequential curriculum through discreet subject teaching and reflecting the learners’ EHCP outcomes. They are learning how to use and apply the knowledge they have and make connections between concepts and ideas. These learners will still need significant support to apply knowledge flexibly and in more than one context.
- Annual review meetings can be used to review the suitability of the child’s place at Baytree School.

## **How does Baytree School make provision/arrangements for learners who are Looked After (LAC)?**

- We consult with the virtual school as appropriate for personalised support.
- We liaise with the allocated social worker, to ensure that all agencies are working collaboratively to ensure appropriate support.
- We ensure pupil premium is being used to effectively ensure that children meet their outcomes.
- The designated teacher for LAC (deputy headteacher) works closely and collaboratively with the learner, families, carers and other professionals involved to ensure appropriate support is in place.
- The designated governor for LAC works to ensure that provision is enabling LAC children to make good progress.

## **Engagement with parents/carers of children and young people at Baytree School/**

At Baytree School parents/carers are fully included in the process of working with their child or young person:

This includes:

- Initial visits to school and meetings
- Daily home/school diary for information exchanges and key messages
- Three parent’s evenings per year
- Annual Review meeting to review your child’s’ EHCP
- 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.
- Providing a ‘window’ into the classroom through the use of online learning journal – Tapestry or SeeSaw – families are also encouraged to share experiences with their class team



## **Consulting and involving young people with SEND in decisions about their education and future.**

The Children's and Families Act 2014 specifies duties on local authorities to have regard to the views, wishes and feelings of children, their parents and of young people themselves and to aid the participation of children and young people in making decisions about their education.

- Learners views are represented in their annual review of their EHCP in some of the following ways:
  - Photo/video evidence
  - Learners will answer prepared questions on their education/progress/views and choices for the future – these will be presented to them in their chosen communication style to ensure their voice is represented at the annual review.
  - Where appropriate learners are encouraged to attend reviews to share their views with families and professionals and input into the outcomes in their EHCP.
- Learners are encouraged to be involved in the development of their education provision and outcomes through discussions with teacher's/support staff/peers in class.
- Learners will review their individual progress in lessons.
- Families and learners will be supported through the transition process when from children's services into adult's services.
- Learners will be supported to make choices and decisions about their future, college, further education and/or other provisions which may be appropriate to their needs.

## **Arrangements made by the governing body for dealing with complaints from parents/carers of children or young people in relation to the provision made at Baytree School?**

In the first instance:

- We encourage parents/carers to raise any difficulties or concerns initially with your child's class teacher,
- Should you feel that this is not resolved or is a school issue then please 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.

### **Who can I contact for further information:**

If you have any queries or requests for policies or information relating to this report please contact:

**Head Teacher** – Edward Bowen-Roberts

**Deputy Head Teacher** – Aline Kay

# Baytree School SEND information report 2023-24



**Email** - [schooloffice@baytreeschool.co.uk](mailto:schooloffice@baytreeschool.co.uk)

**Website** – [www.baytreeschool.co.uk](http://www.baytreeschool.co.uk)

**Phone** – 01934 427555

## **For further advice and information please contact:**

SENDIAS

**Website** - [Supportive Parents](#)

**Email** - [support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)

The Local Authority SEND department

**Website** - <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

**Email** - [SEN.Team@n-somerset.gov.uk](mailto:SEN.Team@n-somerset.gov.uk)

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