

Osborne School SEN Information Report

Government Legislation requires us to publish a new report called the SEN Information Report (Clause 65 of the new SEN legislation in the Children and Families Act 2014).

This report is co-produced by The Headteacher, Governor's, Parents and Carers.

Osborne School is a maintained special school for pupils with learning disabilities aged 11-19. All pupils who attend or are allocated a place have an Education Health and Care Plan. The school philosophy is based on six core values – Respect, Responsibility, Co-operation, Happiness, Honesty and Peace. As of September 2019 the school has a pupil allocation of 216, of which 50 places are in our FE department, Osborne College, and 20 places for year 10/11 pupils of higher academic level, based at Kings' School, Winchester. We are a fully inclusive and dedicated establishment which takes the education of young people with special educational needs extremely seriously. We have high expectations to ensure all achieve their full potential.



There are four types of education needs and disability decided by the Department of Education:

1. Communication and Interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and physical health.

Osborne School provides education for all pupils with the above disabilities and who have associated learning difficulties. The school's provision and curriculum is solely for pupils who meet the aforementioned criteria.

Question	School Self Evaluation
<p>How does the school know if children / young people need extra help?</p>	<p>In order for your child to access Osborne School, they will be in possession of an Education, Health and Care Plan (as stated above) issued by a Local Authority.</p>
<p>How will the Curriculum be matched to, and school staff support, my child's/young person's needs?</p>	<p>Osborne School provides an infrastructure designed to meet all your child's needs by offering a complete and comprehensive programme of education and support. This includes:</p> <ul style="list-style-type: none"> ➤ Fully inclusive emotionally literate environment which promotes and addresses the national Mental Health Standards, published in 2015 and the more recent publications of mental health in young people. ➤ Differentiated curriculum – <ul style="list-style-type: none"> ○ sensory curriculum ○ academic curriculum ○ vocational learning ➤ Learning support assistance where required ➤ Personal care ➤ Limited medical care ➤ Educational interventions ➤ Multi-agency approach and planning ➤ School-home liaison ➤ Physiotherapy, Sensory Integration, Occupational Therapy, Speech and Language Therapy, Paediatric Clinic ➤ Specialist unit for ASD ➤ Osborne College – FE Department with 50 places ➤ OsKings provision – 20 places based at Kings' School ➤ Outreach Provision to mainstream schools ➤ Anger Management courses

	<ul style="list-style-type: none"> ➤ Specialist individualised planning ➤ Specialist sensory impairment support in order to access the curriculum e.g. visual, hearing and tactile defensive impairment. <p>Subject teachers are responsible for planning lessons that are accessible to, and differentiated for, every student. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:</p> <ul style="list-style-type: none"> ➤ Visual, auditory or kinaesthetic activities ➤ Small group or 1:1 learning with an LSA ➤ Pre-teaching content or vocabulary ➤ Over learning topics ➤ Alternative activities for home learning ➤ Specially targeted text and resources appropriate for students’ reading ages ➤ Provide additional apparatus or materials <p>At Key Stage 4 (Year 10 onwards), students choose from a range of GCSE, Entry Level, ASDAN, and vocational courses, which help to prepare them for the next steps in their education be that college, apprenticeships or work. Identified students are given the opportunity to access our mainstream provision in Key Stage 4. All students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. The school will support in a multi agency approach to plan for the future.</p>
<p>How are the school governors involved and what are their responsibilities?</p>	<p>All 12 of the governors of Osborne School are responsible for overseeing and analysing the school performance to ensure that it maintains the highest standards and meets legal requirements. Their ultimate aim is to ensure good pupil progress. They do this by regular meetings as well as informal visits and observations. All the data acquired forms part of the school’s overall self-evaluation process which in turn enhances the school development plan.</p>
<p>How will I know how my</p>	<p>We offer an open door policy where parents/carers are welcome any time to make an appointment</p>

<p>child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>to meet with either a class or subject teacher, or any other teacher, to discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's Home/School Diary or through the school office: admin@osborne.hants.sch.uk or 01962 854537</p> <p>Planned arrangements for communicating between school and home include:</p> <ul style="list-style-type: none"> ➤ Every student has a Home/School/Reading Diary, which travels between home and school every day so that comments from parents/carers and teachers can be shared and responded to as needed ➤ Each year group has at least one parents' evening or consultation week each year, when all teachers are available to meet with parents/carers and discuss progress and learning ➤ Every student receives an Annual Report, which includes an overview of the curriculum covered during that year and comments from the subject teachers, class teacher and headteacher. These are sent home to parents/carers at the end of the summer term and provide a basis for discussion about progress in different subject areas ➤ Parents are invited to other events such as Open Days, School Performances and Coffee Mornings <p>There are legal requirements for at least one formal meeting each year (the Annual Review of the EHCP) which is organised by the school and attended by parents/carers, teachers and outside agencies involved in the student's education.</p>
<p>How does the school know how well my child is doing?</p>	<p>Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Osborne includes:</p> <ul style="list-style-type: none"> ➤ Data collection twice an academic year, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and leaders in school can track the progress of students across the school year and intervene if students experience difficulties. ➤ In the case of intervention programmes, progress is reviewed which might include testing or screening. These programmes are reviewed by the teacher responsible for teaching and learning with the information being used to plan and design the next half term's intervention programme.

	<ul style="list-style-type: none"> ➤ In-class additional support is reviewed regularly at leadership meetings and revised as necessary. ➤ Teachers are observed by senior leaders and line managers as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured. ➤ The Director of Teaching and Learning (Deputy Head Teacher) is responsible for whole school curriculum and monitors performance against national standards. ➤ At the start of each academic year, students are screened for reading, spelling and maths skills. This allows us to identify when students may need further support, intervention, or additional assessment, to detect any underlying difficulties. ➤ The school's positive behaviour management system of house points provides parents/carers and school staff with information about how well a student is engaging with the learning opportunities on offer. ➤ Parents are invited to an open evening at the start of each academic year where they are given progress data about their child, this can be discussed with teachers, the data gives a comparison of pupil progress over the number of years they have attended the school.
<p>What support will there be for my child's/young person's overall well being?</p>	<ul style="list-style-type: none"> ➤ The care, guidance and support for students at Osborne is based on the school's six core values. Teachers and assistants work with the students to encourage development in all areas including personal, social and emotional development. The Pupils' individual targets frequently reflect this. ➤ The Health Department provides a school Nurse who trains school staff to best manage the health needs of all children and will support other medical requirements for the school. ➤ The school has a Behaviour Lead who ensures high quality provision for those with challenging behaviour. School staff are routinely trained in Team Teach strategies and we have two trained Trainers on the staff team as well as using outside experts. ➤ The Team Teach programme employs positive behavioural strategies, designed to reduce anxiety, risk and restraint. ➤ Exclusions are rare, and we work closely with staff and parents to do all we can to

	<p>proactively improve behaviour.</p> <ul style="list-style-type: none"> ➤ Students contribute to goal setting and review at a level commensurate with their abilities. ➤ The school implements the national Mental Health Standards and all pupils have one session per week to embed this. ➤ Our school has a strong community spirit with many opportunities to experience and share a wide range of activities on and off the school site. ➤ Our school council enables pupils to have a say in setting local priorities. ➤ We have a number of qualified first aiders ➤ Accessible changing facilities with hoisting are provided and school staff provide personal care and medication support. ➤ Each child requiring behaviour support will have their own behaviour support plan designed to reduce the need for interventions and to minimise the risk of exclusion.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The school engages with a range of professionals entirely in response to individual pupils needs. They include the following</p> <ul style="list-style-type: none"> ➤ SALT ➤ OT movement and sensory integration ➤ PHYSIO ➤ SHIP ➤ ELSA ➤ FEIPS ➤ VI ➤ HI ➤ Mental health ➤ Social workers ➤ Transition social workers ➤ EP's

	<ul style="list-style-type: none"> ➤ Equipment specialists ➤ Wheelchair services ➤ Drumming lessons ➤ Specific Therapies dependant on a child's needs <p>The school will work with whichever professional is required in order to support the young person in accessing learning.</p>
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>All staff receive induction training when they join the school; this includes basic training on how best to support pupils with learning difficulties. Further training is identified through the Performance Management procedures.</p> <p>Most staff access the following training: Moving and Handling; Water Safety Award; Team Teach (positive behaviour management); Child Protection; Fire Safety; Health and Safety; Makaton; using symbols, Mental Health and Wellbeing.</p> <p>Some staff access : Picture Exchange Communication Strategy; PAATHS (autism training); Sensory Curriculum; SLD core training; Eiklan communication training; administration of specific medication; Food Hygiene; Midas (mini-bus driving), First Aid.</p> <p>Speech and Language therapists, physiotherapists, and occupational therapists work closely with school staff to set up and review therapy programmes to support individual pupils' needs.</p> <p>Advice from the support teachers for visually and hearing impaired pupils is implemented in school.</p>
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ➤ Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences than could be provided on the school site alone as well as promoting the independence of our children as learners ➤ We run after school activities, these include sports activities, swimming, arts and crafts, cookery, sensory experiences/massage, etc. ➤ We also afford students the opportunity to take part in a wide range of residential activities appropriate to their individual SEN need ➤ All visits and activities are risk assessed to ensure they are appropriate for individual pupils ➤ Parents /carers take an active part in discussions around residential visits and these are discussed formally at parent meetings/annual review meetings.

	<ul style="list-style-type: none"> ➤ Our curriculum promotes the transition of skills into the community. ➤ We believe in challenging our pupils and we will do this through various activities so as to achieve maximum potential ➤ Our KS5 department has strong links with post 19 providers including local colleges and day/residential care services. ➤ Strong swimmers may access the local leisure centre for swimming ➤ Osborne runs a scout troop which is affiliated to 1st Winchester Scouts
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> ➤ Our school is fully wheelchair accessible. ➤ There are disabled changing and toilet facilities. ➤ We have our own mini-buses, two of which are able to transport pupils in wheelchairs. ➤ Throughout the school there are fixed and mobile hoists to transfer non-weight bearing pupils to access available resources. ➤ There is a hydro-therapy pool which is used to implement hydro-therapy programmes for pupils. ➤ Pupils attend sports activities off-site including swimming and horse riding for the disabled. ➤ There is a wide range of resources to meet individual learning needs including vocational learning areas and we are currently in the process of developing wheelchair accessible play equipment in our outside space to further enhance the facilities; this will include an outside sensory learning environment. ➤ We use ICT to meet pupils learning needs such as simple switches, an interactive magic carpet, interactive white boards, iPads and specialised sensory rooms
<p>How will the school prepare and support my child/young person to join the school or transfer to a new setting / school / college or the next stage of education and life?</p>	<p>Joining Osborne:</p> <p>When a new pupil is seeking admission to our school we invite them in with their parents for an initial visit when they are shown around. They are given information about the organisation of our school, the curriculum, school uniform, school lunches and transport. They are also encouraged to look at our web-site which contains further information about our school and the activities.</p> <p>Parents meet with the class teacher to discuss any issues relevant to their child, such as medication, toileting, feeding etc. If possible the child is invited to spend some time in school before their start</p>

	<p>date to become familiar with our school. Again, if required, before the start date, the child will be given a transition booklet, with photos of the school and class mates, for them to have at home and to look at before they start school.</p> <p>We discuss with parents exactly what is best to help their child successfully start at our school. For some students this may be a gradual introduction starting part-time and slowly increasing, however, in all cases we will continually assess and consult with parents to make sure each child has an enjoyable introduction to our school.</p> <p>Transferring to another school:</p> <p>If a pupil moves to another school, we will liaise with the new school to ensure that the transfer to the new school is as smooth as possible. Staff from the new school are very welcome to visit us to support the transfer to their school.</p> <p>Moving on from Osborne:</p> <p>Most students leave Osborne when they are either 16 or 19 years old. We prepare them for this transition throughout their last three years at school. They learn to become as independent as possible by learning many life skills. They may attend a local college for one morning a week, they learn to make use of many local facilities and most students take part in a work related learning experience and spend time on residential trips to further develop their social and life skills.</p> <p>We hold meetings with parents and the young person to support them in identifying where the young person's needs will be best met when they leave school. We support students to visit post16/19 provision and discuss possible options with them and their parents. When a placement has been found, the staff are invited to visit the student at our school; we will support the student to visit the provision and set up a transition plan to make sure they have a successful transition to their new setting.</p> <p>Many of our students move on to local day colleges where they continue to develop their independence skills. Some students move on to supported living in the community.</p>
<p>How are the school's resources allocated and matched to children's/young people's special educational</p>	<p>The school is resourced by the DfE and the Local Authority to provide small class sizes and levels of staffing to meet your child's needs as identified in the EHCP.</p> <p>The use of additional money through pupil premium is targeted at specific groups and the impact of this on pupil achievement is reported.</p>

needs?	
How is the decision made about what type and how much support my child/young person will receive?	The pupils' EHCP identifies pupils' current needs. This then is used as a basis of audit in order to gain a level of step funding to support the individual pupils needs. This is agreed through discussion between the school and Local Authority
How are parents involved in the school? How can I be involved?	<p>We believe that a pupil's education is a partnership between parents and teachers, therefore we are committed to developing strong communication with parents and carers and communicate regularly</p> <ul style="list-style-type: none"> ➤ Parents and carers are invited to all review meetings and a number of parents' open/evenings each year. ➤ There is a teacher/parent/friends association (Friends of Osborne School) as well as parent representation on the Governing Body. ➤ Family and friends are regularly invited to join in special school days, attend performances and special celebration assemblies ➤ Parents are encouraged to come into school to support trips and classroom learning.
Who can I contact for further information?	For parents the first point of contact is your child's class teacher. If they are unable to respond to your enquiry they will provide the contact details for the member of staff who can.
Who should I contact if I am considering whether my child should join the school and what should I do if I think my child/young person may have special educational needs?	If you are considering your child joining the school the first person to talk to is Lucy MacGrain, PA to Sonia White, Headteacher, who meets all prospective parents and introduces them to our School. Admissions to Osborne School are managed by the SEN Team at Hampshire County Council.

Please follow this link to the Hampshire County Council SEND Local Offer <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>