

### Pear Tree School SEN Information Report

School/Academy Name and Address	Pear Tree Specialist School		Telephone Number	01772 683609
			Website Address	www.peartreeschool.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	SLD-Severe Learning Difficulties	
		✓	PMLD- Profound and Multiple Learning Difficulties Intensive Support Provision (ISP)	
What age range of pupils does the school cater for?	2-19			
Name and contact details of the school's SENCO	Kate Walker (Headteacher) Pear Tree Specialist School, Station Road, Kirkham PR4 2HA 01772 683609			

#### Parents' Questions

**How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- As a special school, all of our children and young people have been identified as having special educational needs and therefore have an Education and Health Care Plan. If parents feel their child may have a special educational need they can contact school to discuss their concerns or they can contact their local SEND office.

#### Information about the school's policies for making provision for pupils with SEN

Every aspect of Pear Tree School is designed to meet the special educational needs of pupils. A library of policies is available from school and many are included on the school's website [peartreeschool.co.uk](http://peartreeschool.co.uk)

- As a school for children and young people with severe and profound and multiple learning difficulties, we are fully accessible and inclusive for all.
- As an intensive support centre, we provide a bespoke and highly personalised curriculum for children with extremely complex behaviour and learning needs.
- Information is readily made available to our whole school community via the school website and blog, facebook page, newsletters, fliers, phone calls and face to face meetings and consideration is always given to individual family needs when sharing information e.g. families for whom English is an additional language.
- As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, signing, photographs, symbols, posters and verbal communication.
- Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. A robust daily routine and Total Communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.
- A range of curriculums are offered to meet the increasingly complex and highly individual learning needs of our students, ensuring every pupil is supported so they can make progress. These can be found on our school website.
- A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/ postural management equipment/assistive technology/Augmented or Alternative Communication aids are prescribed for individual children and class staff trained in appropriate use to aid learning and access to education.

#### **How we evaluate the effectiveness of our provision**

- As an outstanding school, we are constantly reviewing our provision to ensure we are fully meeting the individual and ever changing needs of our whole school community, ensuring that we continue to achieve the very best we can in everything we do.
- Every child in school has an Annual Review of the EHCP and for children under the age of 5, these take place every 6 months. The parents, class teacher and a senior leader attend these reviews as standard and health professionals are invited to attend and/or submit a report if appropriate. A medical assessment is undertaken by the Community Paediatrician prior to the annual review and a report submitted. At each review meeting, consideration is given if amendments are required to the current provision and outcomes.
- If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.
- As an Outstanding school, we are constantly reviewing, assessing and evaluating pupil progress and the effectiveness of our provision on this. Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.
- Governors hold school leaders accountable for impact of provision on pupil progress.
- Evidence for learning is used to monitor pupil progress across the curriculum towards the outcomes of the EHCP. This is shared with parents.

#### **How we assess and review progress**

- Prior to starting school, a robust, multi-agency induction procedure is undertaken to ensure a smooth transition into school.
- PIVATS, BSquared, Routes for Learning, Engagement Model, Boxhall Profile and SCERTS are used as assessment tools to baseline, track and target set pupil progress to ensure the curriculum we provide is enabling all children and young people to achieve the very best they can in everything they do.
- These assessments will indicate next steps in learning. The progress pupils make is reported annually at the Annual Review.
- Every pupil will have an Individual Education Plan IEP/ILP which identifies learning targets for each half term. The targets are discussed at the Annual Review and parents are asked to provide advice on what can be included in these goals.

- The percentage of targets achieved is calculated at each Annual Review; we aim for every child to achieve at least 80% of their targets.

### **How will both school and parents know how well the child is doing and how will school support the child's learning?**

- We strongly value our partnership with parents and were one of the first schools in Lancashire to receive the Leading Parent Partnership Award. Prior to starting school and at the start of each school year, a home visit is offered to all families to strengthen the home-school link. Home visits are offered regularly throughout the year and parents know that they can request a home visit at any time.
- When starting a new class, parents receive details and photographs of all class staff and are informed of who to contact in the case of any problems or concerns. Our Early Years class operates a key worker system and parents are aware of who this is and their role.
- We operate an open door policy and actively encourage parental involvement. Each pupil has a home school diary which provides a two way communication system. Staff also make regular phone calls to parents and are on hand at the end of the day to speak to parents. In addition to the diary, each class has a blog that is updated at least once a week with information, examples of pupil's work and pictures. Parents are encouraged to make comments on the school blog.
- Parents are kept regularly informed on their child's progress through Annual Review meetings, Parents Evening, Open Evening, and through informal discussions/letters/celebration certificates. Therapists are available to make appointments to discuss a child's progress. Evidence for Learning is being used to document a child's progress across all subjects and areas of learning. It is planned for this to be shared regularly with parents online.
- Throughout the year, theme days are held and parental involvement is actively encouraged.
- Our Parent Support Advisor is available to support all pupils and families from year 9 onwards with transition.
- An open day is held in the summer term.
- Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process and as part of the Lancashire Parental Questionnaire.

### **How will the school staff support my child?**

- All classes have a high staffing ratio to ensure that we can provide an individualised programme of learning that enables the educational, care and health needs of each child and young person to be fully met throughout the day.
- Our motto that "We will never do for a child what he/she has the chance of doing for him/herself" is embedded throughout daily school life and all staff embrace this. Independence is promoted and high expectations are expected of all children and young people. Key learning skills are in place for all children and young people and these have a specific PSHEE and developing independence focus. Clearly differentiated lesson planning and independent lesson targets for each individual pupil facilitates access to the curriculum and ensures all pupils achieve their potential.
- We strongly value our partnership with parents and were one of the first schools in Lancashire to receive the Leading Parent Partnership Award. Progress and achievement are celebrated and bring pride to staff, pupils and families. We actively encourage parental engagement in children and young people's learning and parents are kept well informed about their child's progress through daily diaries, phone calls, home visits, IEPs, Annual Reviews, annual reports, parents evenings, open days, celebration assemblies and informal day to day conversations.
- Inclusion is a big part of Pear Tree and alongside our in-school inclusion, we also provide inclusive opportunities for our pupils in local mainstream primary and secondary schools. Inclusion is organised on an individual level and is supported by a member of Pear Tree staff.
- Within our 14-19 department, we work to provide many independent learning opportunities and have successful links with other colleges and local employers. Through their personalised timetables, students are offered options from a wide range of vocational courses, some of which are run in conjunction with local colleges and tutors. Bespoke packages are created for these courses through careful communication between Pear Tree staff and the course tutors. The same high level of support is available for those students who require it when completing these courses.
- Work placements are organised on an individual basis and take place either within the school environment or within local businesses. Support is provided dependent on need and some students will access their work placements by travelling independently.
- Personalised curriculums and timetables are devised for students who require a more bespoke curriculum that has a focus on enabling them to regulate themselves so they can better access teaching and learning.

- Positive handling plans are in place for every pupil, detailing behaviours, what the function of these behaviours are and how staff should respond.

### **How is the decision made about the type and how much support my child will receive?**

- Pear Tree specifically caters for pupils with severe or profound and multiple learning difficulties and as such is designed to meet the most complex needs of children.
- Pear Tree also has an Intensive Support Centre for pupils with autism and complex/challenging behaviour.
- Our tiered curriculum clearly shows each pupil's access to additional interventions and evaluates the impact of these on the quality of teaching and learning. Additional premium funding is mapped to ensure effective deployment of funds and resources.
- Parents play an important role in enabling the school to accurately identify the type and amount of support their child needs. They are involved in this process from the outset; once the school has been named as being able to meet their child's needs.

### **How will my child be included in activities outside the classroom including on school trips?**

- Pear Tree Holiday Club runs for 9 weeks of the school holidays providing inclusive holiday club provision for both Pear Tree children aged 3-16 and children from other mainstream schools.
- We provide regular residential trips within our upper school and FE department and these are tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of residential visits varies and parents are asked to make a contribution to the cost of the trip. Pupil Premium funding may be used if appropriate.
- Travel Training is provided for our older students when appropriate.
- PSD is a key focus of our whole school curriculum. High staffing levels ensure that pupils are supported throughout the whole school day to develop positive relationships with their peers and key learning skills ensure that personal and social skills are continually developed.
- All classes in school arrange a variety of educational visits designed to support learning in the classroom. Every child is included on these visits.
- During educational visits, care plans and any medication are signed for and taken off site by a designated member of the class team and any medication administered on the visit is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.
- Some pupils may have complex medical needs which may require a parent or carer to attend to support their child to ensure their child is safe and well whilst on the visit.
- We have comprehensive risk assessments in place throughout school relating to specific areas of school (e.g. swimming pool, playground), the curriculum (e.g. science PE), activities and educational visits. These risk assessments are undertaken by many different staff and approved by senior leaders and the EVC co-ordinators (school trips)
- Individual risk assessments are completed for some children with complex medical/health care needs, challenging behaviour and those young people who are travelling to school independently. These are completed by relevant professionals and senior leaders. Where a risk is identified, senior leaders and health professionals work to ensure the identified risk is low.
- All pupils in school have a positive handling plan that identifies any behaviours that may be a concern/risk ensuring that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe.
- Every child has a care plan in place which identifies any issues around eating, moving and handling, care needs and any specific safety needs when travelling. This ensures a consistent approach by all staff to safeguarding a pupil.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Pupils are supported off the transport and into school by education staff and escorts and are taken to the buses at the end of the day by education staff and escorts.
- Some parents bring their child/young person to school themselves. Parking is extremely limited outside school so handover takes place at the school office.
- All children are supervised at break and lunch times by teaching assistants and welfare assistants. Risk assessments, positive handling plans and care plans are adhered to at all times.
- The Anti-bullying policy and policies relating to this can be requested from the school office.

### **What specialist services and expertise are available at or accessed by the school?**

- Parents can access the following therapy services on site: Occupational Therapy, Physiotherapy, Speech and Language Therapy, Orthotics, Specialist School Nurse.
- Also available via school are Educational Psychology and Clinical Psychology.
- The LD team provide support to parents and young people.
- We employ a family worker 3 days a week to support families through Early Intervention and targeted support.
- Paediatrician clinics are also held at the school. All pupils are offered a clinic appointment once a year.
- Social Workers are an important partner in meeting the needs of the child and the family.
- Transition Workers support the young person from child to adult services.
- Young Peoples' Service provides support to positive pathways into adulthood.

### **What training have the staff supporting SEND had or what training are they having?**

- Every teacher in school is a fully qualified teacher and many have additional qualifications in the field of SEN.
- All teaching assistants meet the essential requirements for their role and many are graduates and/ or qualified within the field of children's learning and development.
- An extensive programme of continuing professional development for all staff is in place.
- Staff from Pear Tree deliver specialist training to other schools and SEN providers.
- As an Outstanding school, we are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Annual Professional Development Reviews provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Moving and Handling, Safeguarding, Team Teach. In addition external training is provided where appropriate.
- We have specialist leaders and specialist practitioners who provide support to other settings and professionals and an extensive outreach programme to support local mainstream schools.

### **How accessible is the school both indoors and outdoors?**

- As a school for children and young people with severe and profound and multiple learning difficulties, we are fully accessible and inclusive for all. Disabled parking spaces are allocated at the front of school.
- Our school is a single story building and careful consideration has been taken into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible. We have two additional annexe buildings for our Compass Centre and Sixth Form and these have both been purpose built.
- Disabled toilets are available and the main bathroom, changing areas and swimming pool area have appropriate hoist facilities to enable safe, dignified and appropriate transfers.
- All classrooms have ceiling hoists to enable postural management programmes to run smoothly alongside education. Children and young people are assessed by the Physiotherapy and Occupational Therapy teams to ensure all pupils have appropriate equipment to access education.
- Information is readily made available to our whole school community via the school website and blog, newsletters, fliers, phone calls and face to face meetings and consideration is always given to individual family needs when sharing information e.g. families for whom English is an additional language
- As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, signing, photographs, symbols, posters and verbal communication.
- Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. A robust daily routine and Total Communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next.
- A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

### **How are parents involved in the school? How can I get involved?**

- We strongly value our partnership with parents and were one of the first schools in Lancashire to receive the Leading Parent Partnership Award. Prior to starting school and at the start of each school year, a home visit is offered to all

families to strengthen the home-school link. Home visits are offered regularly throughout the year and parents know that they can request a home visit at any time.

- When starting a new class, parents receive details and photographs of all class staff and are informed of who to contact in the case of any problems or concerns. Our Early Years class operates a key worker system and parents are aware of who this is and their role.
- We operate an open door policy and actively encourage parental involvement. Each pupil has a home school diary which provides a two way communication system. Staff also make regular phone calls to parents and are on hand at the end of the day to speak to parents. In addition to the diary, each class has a blog that is updated at least once a week with information, examples of pupil's work and pictures. Parents are encouraged to make comments on the school blog.
- Our school Facebook page keeps families updated with events, information and celebrations.
- Parents are kept regularly informed on their child's progress through Annual Review meetings, Parents Evening, Open Evening, and through informal discussions/letters/celebration certificates. Therapists are available to make appointments to discuss a child's progress. Evidence for Learning has been introduced to better track progress and share this much more regularly with parents.
- Throughout the year, theme days are held and parental involvement is actively encouraged.
- Our Parent Support Advisor is available to support all pupils and families from year 9 onwards with transition.
- Our Family Worker is available to support any families who feel they need some early intervention.
- An open day is held in the summer term.
- Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process and as part of the Lancashire Parental Questionnaire.
- We welcome any suggestions from parents; in particular about how they can develop a sustaining parent forum/support group – give us a call!
- The school has a recently formed PTFA that welcomes new members.

#### **How does my child have a say in his/her education?**

- Our school has a School Council that meets regularly throughout the term. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground activities, fundraising events and recently, the appointment of our Deputy Headteacher.
- In addition to the School Council, we also have a Head Boy and Head Girl who are ambassadors for our school.
- Pupil voice is important to us and pupils are asked for feedback on curriculum initiatives and how provision can be improved.
- Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in curriculum activities/theme days/performances etc. Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is extremely valued.
- The Governing Body ensures that other agencies are involved in meeting the needs of pupils with SEN and supporting their families through reviewing policies and checking that other agencies have been involved, critically evaluating the effectiveness of the School Improvement Plan and ensuring the whole school embraces the ethos of a multi-agency approach to outstanding school provision.
- Each family signs a Home School Agreement prior to their child starting school which details clear information about roles and responsibilities on both the school and parent's part.
- Transition planning and planning pathways for the future involve consultations with students as well as parents.

#### **What help and support is available for our family?**

- Some families need extra help with form filling and this can be requested from the class teacher who will endeavour to support parents or refer them to another school professional.
- Advice and guidance to parents can also be offered on an individual level from education staff and health professionals. Parents can request additional support or advice during the Annual Review and also at any time throughout the year. Parents know to speak to the class teacher regarding any concerns and the class teacher will refer these to senior leaders or relevant professionals if necessary. As an outstanding school, we recognise that parents and school need to work in close partnership to ensure that our children and young people can achieve their true potential and so we are pro-active in providing support and advice when necessary.



- Our family worker can offer a range of parenting training for families, liaise with professionals on behalf of parents, make referrals to other services and support families at both an early intervention and targeted support level.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. A member of education staff liaises with County transport to provide a link between school and transport.
- School places a great emphasis on enabling all of our pupils to be as independent as possible. We have employed an Independent Travel Coordinator to develop this provision within the school to prepare our young people to be as independent as possible in their adult life and use public transport independently.
- We're always there as a listening ear and a chat.

### **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

- Our school prides itself on a successful induction period that makes starting school an enjoyable and calm experience for both parents and child. We understand that all children are very different with very different needs and that the people who know them best are the family. For this reason, our induction period varies slightly for each individual child. However, before a child starts school, we will:
  - ✓ Arrange a multi-agency meeting with all professionals involved ensuring we have an accurate and up to date knowledge of a child's needs and development.
  - ✓ Undertake a home visit.
  - ✓ Visit any other settings that a child may currently attend to observe the child and speak to professionals that know them well.
  - ✓ Ask parents to complete information sheets detailing contact information, permissions, medication and key information.
  - ✓ Discuss possibility of phased induction.
- Preparing our young people and their families for life beyond school and adulthood is a key focus for us. We have employed a Parent Support Advisor who attends all Annual Reviews from Year 9 onwards, providing invaluable support, advice and guidance for young people and their parents. Our Parent Support Advisor regularly liaises with parents and supports them on initial visits to higher education establishments and independent living providers and supports in completing applications. We have extremely high expectations of what our young people can achieve and work hard to instil this aspiration in our young people and their families. We have very strong links with Young People's Services and Transition Workers who attend annual reviews from Year 9 and link closely with the Parent Support Adviser.
- Our students are highly involved where possible in planning for their future pathways and making decisions about their transition.

### **Where can I find more information about my local special school?**

The school website [www.peartreeschool.co.uk](http://www.peartreeschool.co.uk) Here you will find Pear Tree's Local Offer which forms part of Lancashire's wider Local Offer.

Lancashire's Local Offer will find your local special school and link you into each school's own Local Offer.

Our School Facebook Page

Contact us to arrange a visit (details at the front of this report).

