

SEN Information Report

Petherton Park School



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Which Special Educational Needs does Petherton Park School provide support for?

- Petherton Park School is an independent day school which provides a caring and supportive learning environment for children aged 7 to 16, with social, emotional and/or mental health needs (SEMH), including those who have autism spectrum condition (ASC), and other associated needs such as ADHD.
- Petherton Park School offers a therapeutic educational model, using a trauma and attachment informed approach (PACE).
- The curriculum includes a variety of approaches centred around each student's 'Ready to Learn' behaviours.



Progress & Transition



Grow & Study



Develop & Enrich



Nurture & Stabilise

How are the individual SEMH needs of our pupils identified?

- All pupils at Petherton Park School have an Education, Health and Care Plan (EHCP), which informs their educational package. Many of our pupils also have secondary needs relating to specific learning difficulties (dyslexia, language delay, sensory processing etc.) which are assessed and monitored throughout the school year.
- Our approach to education starts with the development of positive relationships with our pupils. Through getting to know our Pupils' strengths and needs, we help them to develop their unique voice and learn the steps towards self-advocacy.
- Baseline assessments and classroom observations take place at the start of each Pupil's learning journey with us, to ascertain strengths, interests, challenges and barriers to learning.
- Every Pupil at Petherton Park School receives a therapy plan by our Integrated Therapies Team. Our in-house Speech and Language Therapist conducts dynamic and standardised assessments which inform each Pupil's provision map. This provision map provides strategies that can be used to help a Pupil with communication, self-esteem, social development and self-advocacy.
- Each Pupil's holistic individual and group progress is reviewed once a term with input from the Senior Management Team, Integrated Therapies Team and also provides an opportunity where any concerns and aspirations can be voiced and heard from the Pupil themselves.
- We foster a 'team around the child' approach. Each Pupil will be able to identify a trusted adult, and a team of several members that they would identify as their preferred adults. Although Team Members work across the school, our small scale means we are able to get to know all Pupils well. Any concerns can be passed on to the Senior Management Team or Therapies Team for further support. We uphold a strong line of communication between Parents/Carers and/or external agencies to monitor progress. We adhere to our safeguarding and anti-bullying policies to ensure each Pupil has access to a safe and inclusive school environment.
- Our Admissions, SEND and Curriculum policies include further information on identifying needs.

How do we support our Pupils with Special Educational Needs?

- Petherton Park School's approach to meeting individual needs starts with the development of positive relationships between Pupils and key workers. Pupil interactions are supported in a positive way to encourage inclusion and a love of learning.
- Petherton Park School provides Pupils with an individualised education package within a safe, caring and supportive learning environment.
- At Petherton Park School, our class sizes are small (no larger than 4 - 5 pupils per class), and each class has a team of supportive and highly trained adults. All Team Members receive training and CPD in trauma and attachment awareness approaches, communication support, autism, ADHD, sensory play, executive functioning, interoceptive awareness, etc. We strive to provide a contained and safe learning experience, where a variety of learning modalities can be explored in an inclusive environment.
- We set high expectations for our Pupils to develop their strengths and overcome barriers to learning. This is fostered through the consistent support of the team who set achievable targets, realistic expectations and the modelling of healthy boundaries. Classroom environments are adjusted to meet the sensory and learning needs and preferences of our Pupils.
- A variety of interventions are available, such as literacy support for dyslexic pupils, focused tuition and booster sessions in English and maths, project development for high achievers, FunFit, and a variety of offsite learning activities.
- The school works closely with Parents/Carers, Social Workers and Care Team Members to provide a joint approach to ensure the best possible outcomes for our Pupils. Specialist relational mentoring support is sometimes sought through external agencies, as well as specialist assessments and input (e.g. CAMHS, Educational Psychology, Occupational Therapy) when needed.
- At Petherton Park School, safeguarding is paramount to our practice, and we have a strong team to support this throughout the school.

Specialist services and expertise

Onsite at Petherton Park School:

- Speech & Language Therapy Input
- Art Therapy
- Music Therapy
- Educational Psychology Service (Phoenix L&C)
- Clinical Psychology Advice (Phoenix L&C)

External Support:

- Future Smart Careers

How do we adapt our teaching to suit the needs of the Pupils?

- At Petherton Park School, Pupils are identified as having the 'ready to learn' behaviours as identified at one of our four levels (Nurture & stabilise; Develop & Enrich; Grow & Study; Progress & Transition). Each Pupil has a pathway plan established based on their EHCP needs, academic levels and goals and aspirations. From this a learning programme, and timetable is created.
- Our 'Ready to Learn' pathway provides a broad and balanced curriculum which encourages academic, vocational, social, physical and moral development. At the core of our provision is our Therapeutic Approach, which informs our ethos and delivery.
- In general, as our class sizes are small, the needs of our Pupils can be met through quality first teaching within the classroom. Some Pupils benefit from a continuous provision model whereby they can approach and explore learning at their own pace, in the order of their choice.
- Further intervention is implemented to address gaps in maths and English. Pupils who are excelling and showing a keen interest or may be struggling in specific subjects are stretched or supported by specialist teachers. Speech and language support and creative therapy is available for Pupils who need it, and the Therapy Team provides training and guidance to our teaching teams, which in turn, informs their practice.
- We aim to provide learning experiences where Pupils can develop resilience, independence and confidence through cross-curricular activities outside of the classroom. Our Pupils enjoy a range of weekly offsite lessons and activities, which encourage participation, reciprocal communication and team building through practical activities.

Off-site learning experiences

Timetabled and one off activities, including but not limited to:

- Swimming
- Climbing
- Horse riding and care
- Gym
- Forest School
- Offsite sports
- Soft Play
- Trampolining
- Puxton Park
- Farm/Animal Park
- Café visits
- Supermarket visits
- Garden centre visits
- Horticulture
- Wake the Tiger
- Kents Caverns
- Aquarium
- Cinema
- 14-16 BTC Link Course

How do we consult with parents of children with SEND and involve them in their child's education?

- Petherton Park School aims to build positive and trusting relationships with parents and carers to provide the best possible support. We like to consult Parents / carers regularly and gather views and share strategies.
- We do this through:
 - Regular home/school communication (phone, email, communication book, face to face meeting, etc.)
 - Termly school report from teachers
 - Weekly newsletter
 - Regular progress review meetings
 - Annual EHCP review meetings
 - Termly PEP meetings for pupils in care

We share our school news and provide signposting for supportive agencies and safeguarding sites within the weekly newsletters.

How do we consult with children and young people and ensure they are actively involved in their own education?

- All Pupils have a small team whom they have the opportunity talk about any issues or concerns on a daily basis.
- Pupils are consistently encouraged to share their views around their education and activities. Regular review meetings take place where Pupils have discussions with the Senior Leadership Team to discuss what is working and what is not working for them.
- Pupil voice is regularly captured through the following modalities:
 - School Council Meetings
 - Whole School Pupil Voice Meetings
 - Opportunities to give feedback
 - EHCP reviews
 - PEP and CIC review meetings
 - Responses to weekly reports from Pupils and Parents/Carers
 - Pastoral sessions
 - Individual meeting with SLT as and when requested
 - Pupil surveys

How do we assess and review our Pupils' progress towards outcomes? What opportunities are there to work with parents and pupils as part of this assessment and review?

- At Petherton Park School, we have high expectations for the learning outcomes of our Pupils. Baseline assessments in English and maths are gathered at the beginning of the school year and monitored throughout the year.
- Progress (EHCP and academic) and engagement is tracked by the relevant key Team Members, then analysed and audited by lead members of the team regularly.
- The teaching team review the progress of Pupil work in accordance with our standard marking policy using 'formative' approaches to help Pupils to understand how to improve. Other measures of progress are tracked through BKSB Functional Skills and our engagement tracker to identify a Pupils preferred way of learning.
- Parents and Carers receive regular communication which highlight Pupil successes and achievements as well as considering their next steps, attendance and attitude to learning.
- Further to this, Parents and Carers receive a termly report which includes progress and attendance data as well as a written report for each subject.
- Parents and Carers are welcome to discuss and contribute to their child's educational programme.

How do we support Pupils with transition at the end of Year 11?

- Petherton Park School ensures that the curriculum prepares all Year 11 Pupils for the next positive steps in their lives. Pupils begin exploring careers and further education opportunities from Year 9, through the offer of an initial meeting with a Future Smart Career's Advisor. This interview is offered each year thereafter to support the process. We utilise the 14-16 link provision at Bridgwater & Taunton College to build confidence in the local offer. Throughout Year 9, 10 and 11, pupils can opt in for learning opportunities to work towards their chosen career path.
- At Petherton Park School all KS4 Pupils are offered to take part in the link provision at BTC, this provides them with the opportunity to study motor vehicle, multi-skills (construction), hospitality and catering, sport or hair and beauty in a Post 16 environment. In addition, Pupils learn many skills that assist the development of personal responsibility and preparation for their future roles in adulthood.
- Pupils are encouraged to do weekly offsite learning activities in relation to their chosen career paths. Previous placements have included construction and retail.
- Experiences of life outside school, home and care are a very important part of the education we offer, and we maintain links with external agencies such as careers advisors, colleges, police and youth services throughout the whole transition process.
- We attend the Somerset Annual Careers Fayre which brings together local colleges, training provider and businesses to provide information to Pupils (and parents/carers) on further education and potential career and training options. Pupils are encouraged and supported in attending college taster days, or bespoke 1-1 visits as appropriate. We provide support with the application processes for post 16 provisions, utilising a joined approach with all relevant professions to guide Pupils through any transition phase.

What expertise and training do our Team Members have? How do we secure additional specialist expertise?

- All teaching and support Team Members are appropriately qualified (or undergoing training) to fulfil their designated duties. Many have had many years of experience in education, especially in SEMH.
- Team Member training and professional development is given high priority across the whole school and organisation. Regular CPD for all team members reflects new developments in our specialism. Examples of CPD include trauma and attachment informed practice, autism awareness, sensory strategies, interoceptive curriculum, executive functioning, mental health, dyslexia strategies, maths and phonics.
- Regular training sessions/workshops from our Integrated Therapy Team, and recommendations from external agencies and health professionals also help to inform strategies that are implemented in order support our Pupils. This allows Team Members to help Pupils maximise their personal and academic potential.
- Other training opportunities include:
 - Teacher training
 - TA/HLTA qualifications
 - Additional qualifications/training for specific roles (leadership, safeguarding)

How do we evaluate the effectiveness of the provision made for our Pupils with SEND?

- At Petherton Park School, progress is checked through regular learning walks, team supervisions and daily debriefs. The implementation of provision follows a graduated approach (assess, plan, do, review) to ensure effectiveness.
- Academic data (core subjects), offsite enrichment activities, and academic, pastoral, and therapy interventions are monitored and tracked regularly. School data is regularly analysed by senior leaders. Feedback from Team Member, Pupils, Parents/Carers is regularly sought.
- Constructive feedback is delivered to the team on a daily basis through a variety of approaches including leadership observations, peer mentoring, reflective practice sessions and team / individual debriefing sessions. This ensures that schoolwide approaches are consistent, appropriate systems are in place to meet each Pupil's need and teaching is to the highest standard. This is also an opportunity to highlight and share best practice.

What arrangements are in place for handling complaints from parents about the provision made at school?

- Petherton Park School welcomes the views of Pupils, Parents and Carers, which helps to continuously develop and improve our school.
- All concerns and complaints will be dealt with honestly and with integrity and will be investigated swiftly, thoroughly and fairly.
- Where possible, complaints will be considered on an informal basis in order that we can resolve the situation quickly and effectively.
- If you would like to provide feedback to the school or wish to make us aware of a compliment or complaint, then you can find the link on our website.
- Alternatively, you may contact our Operations Director for Education, Darren Jackson on: djackson@plcl.org.uk
- We treat all concerns appropriately and all complaints are investigated thoroughly following our complaints policy and procedure which can be found within the Policies section of our website.

Who to contact and our contribution to the Local Offer

For further information about SEND Information at Petherton Park School, please contact the Headteacher or Deputy Headteacher on 0330 135 8200

For further information about Somerset County Council's Educational Needs and Disabilities (SEND) Local Offer, visit:

[Somerset's SEND Local Offer](#)



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