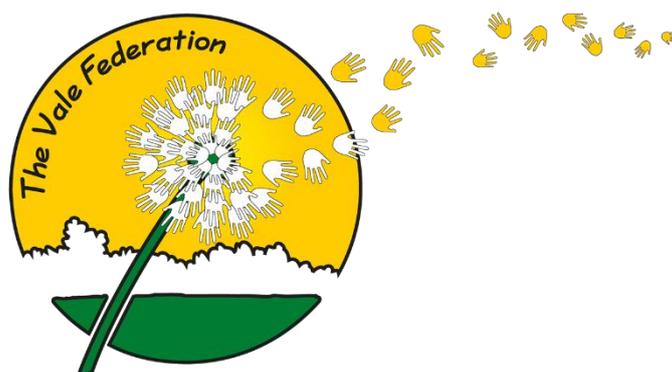


Inspire - Enable - Achieve



Booker Park School SEN Information Report

Revised July 2018

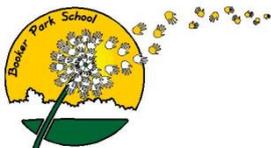
This policy was adopted on

July 2018

The policy is to be reviewed by

July 2019

SEN Information Report



What kind of SEN provision is available at Booker Park School?

Booker Park School is a primary special school for children aged between 3 and 11 years. It is a member of the Vale Federation of Special Schools, together with the secondary school Stocklake Park. Booker Park meets the needs of children with a wide range of learning difficulties, including moderate, severe, and profound and multiple. It also meets the needs of a small number of pupils who experience social, emotional and mental health difficulties. Pupils may also have physical, neurological and sensory impairments, autistic spectrum conditions, and complex medical needs.

The school is located in Aylesbury. The majority of pupils come from the Aylesbury Vale area, with some pupils coming from all across Buckinghamshire, and a very few pupils coming from neighbouring local authorities.

In the autumn term of 2018 there are approximately 235 pupils on roll.

Booker Park School is organised into three departments: Oak, Redwood, and Silver Birch.

Silver Birch department is for children from Y1 to Y6 who experience moderate and severe learning difficulties. Pupils may also have autistic spectrum conditions, speech and language difficulties, physical, neurological and sensory impairments. Silver Birch department makes up approximately 40% of the whole school.

Oak department is for children from Y1 to Y6 who experience moderate learning difficulties, communication and interaction difficulties, or social, emotional and mental health difficulties. Approximately 30% of this department also have a diagnosis of autistic spectrum condition. Oak department makes up approximately 20% of the whole school.

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| | <p>Redwood department meets the needs of a range of children from nursery to Y6. There are three early years classes within the department. The children in these classes have a wide range of learning difficulties and may also experience physical, neurological and sensory impairments, autistic spectrum conditions, and complex medical needs. There are six specialist classes in the department for children aged Y1 to Y6 who experience autistic spectrum conditions, in addition to significant learning difficulties and sensory processing difficulties. There are two specialist classes in the department for children aged Y1 to Y6 who experience sensory motor difficulties, including profound and multiple learning difficulties. Redwood department makes up approximately 40% of the whole school.</p> <p>Admission to the school is determined by Buckinghamshire Local Authority.</p> |
| <p>How will Booker Park identify and assess my child's special needs?</p> | <p>All pupils have an Education Health and Care Plan (EHCP).</p> |
| <p>How does Booker Park evaluate the effectiveness of our provision?</p> | <p>We continually monitor pupil progress in a number of ways. We track progress in maths, English, science and ICT using "Solar". We set challenging targets for pupils. We ensure our standards by moderating work in school, and with other local special schools. We scrutinise the work of pupils throughout the year to ensure that pupils' learning is challenging, relevant and accessible. We also monitor the success of other provision in school such as rebound therapy, alternative communication methods, use of technology etc.</p> <p>We have robust procedures for self evaluation of our work, including using our governors and external specialists to quality assure the work we do.</p> |
| <p>How do I know how well my child is doing at Booker Park?</p> | <p>During the autumn term and summer term you will have an opportunity to meet with your child's teacher at parents' evening. Once a year as part of the annual review you will be given a report which outlines the progress your child is making. This will also be discussed at the annual review meeting. You will additionally receive an end of year report every July.</p> |

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| | <p>You are welcome to make an appointment to discuss your child's progress with school staff at any time.</p> |
| <p>How will staff support my child and how will the curriculum be matched to my child's needs?</p> | <p>All planning is highly differentiated for each child and the support provided for each individual is outlined in the EHCP. Each child will also have individual short term targets. Where appropriate, individual children have a behaviour plan.</p> <p>School staff are supported by speech and language therapists, occupational therapists, physiotherapists, the school nurse, the community paediatrician, and CAMHS.</p> |
| <p>How do we adapt the curriculum at Booker Park?</p> | <p>At Booker Park we provide a very broad and challenging curriculum which is designed to meet the needs of all of our pupils who have a broad spectrum of need. We are committed to high standards of learning underpinned by imaginative and innovative teaching which focuses on individual learning needs.</p> <p>Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. Where relevant, the National Curriculum is followed, and delivered in a creative curriculum, topic-based approach. For our pupils who are working at very early stages of development, we also use the Barrs Court curriculum.</p> |
| <p>What additional support for learning is available?</p> | <p>We constantly review and adapt the support required for pupils with the aim of ensuring that they become as independent as possible. We work together with other professionals to do this (SaLT, OT, physiotherapy, medical professionals).</p> |
| <p>What further activities are available in addition to the curriculum activities?</p> | <p>We run a range of clubs during lunchtime that the children have input into choosing such as football, ICT, karaoke, clay modelling.</p> |
| <p>What support is there for social and emotional development at Booker Park?</p> | <p>The development of social and emotional skills is at the very core of all our work and is embedded throughout everything we do.</p> <p>All pupils have a class teacher and a team of support staff who monitor and support the pupils' well-being, attendance and behaviour. We work closely with families to support pupils. We run nurture groups for pupils in Linden department.</p> |

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| | <p>We employ an ELSA (Emotional Literacy Support Assistant) who works with identified children on an individual or small group basis.</p> <p>We have a full time school nurse. Members of class staff receive additional training in meeting individual pupils' medical needs.</p> <p>We have a clear behaviour policy, and aim to encourage appropriate behaviour through positive behaviour management. Staff are trained in General Services Association physical intervention.</p> <p>The school works hard to promote British values, encouraging mutual respect and tolerance for others.</p> |
| <p>What training is provided to develop staff expertise</p> | <p>We are committed to the training and development of our staff. Throughout the year there has been an ongoing training programme in place for relevant staff which has included the following areas:</p> <ul style="list-style-type: none"> • Signalong • PECS • Autistic Spectrum Disorder • Safe eating and drinking • Child protection and safeguarding • Health and safety • General Services Association • Paediatric manual handling • First Aid • Attachment disorder • Phonics • Talkabout • Social Use of Language Programme • SCERTS • Eye gaze • Perspectives on behaviour • Nurture network • EYFS baseline • Mobility platform |
| <p>What equipment and facilities are there to support young people with special needs?</p> | <p>Booker Park is purpose built to cater for the range of special educational needs our pupils have. The school is fully accessible to wheelchair users. On site we have:</p> |

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| | <ul style="list-style-type: none"> • A hydrotherapy pool with underwater lights and music; • Soft play room; • Designated speech and language therapy rooms, including an observational mirror room; • Designated occupational therapy rooms, including a vestibular room; • A designated physiotherapy room; • A dark room; • All classes have access to playground areas with appropriate play and sports equipment; • There is a variety of low level apparatus as well as outdoor musical and sound equipment; • There are hoists in relevant classrooms, and adapted changing facilities. • ICT rooms. |
| <p>How are families involved in the education of their children?</p> | <p>At Booker Park we aim to fully include parents and families in the process of working together. This includes:</p> <ul style="list-style-type: none"> • Initial visits to the school; • New parents information morning; • Home/school book for information exchanges and key messages; • Twice a year parent/teacher meetings; • A report at the end of the year; • Annual Review meeting and report; • Parental representation on the Governing Body; • Parent involvement in changes in school through informal and formal consultations; • Newsletters; • Provision of a "family room" which is available for parents and families to use and meet in; • An open door policy within school. To ensure privacy and confidentiality appointments can be made to discuss individual pupils; • Parents, families and friends are welcome to attend weekly assemblies, and events such as sports days, Christmas celebrations, Harvest festival. • Other agencies and visiting professionals are available to talk to and support pupils and families. |

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| | <ul style="list-style-type: none"> • We have close links with the Family Resilience service, and there are parenting courses run at the school. • An active PTA. |
| <p>How are young people consulted about their views in relation to their education?</p> | <p>All pupils in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life.</p> <p>The School Council invites pupils to contribute to and decide on aspects of school life relating to their needs. There are school prefects whose job it is to look after their fellow pupils and be positive role models to younger children.</p> <p>All pupils' views and choices are sought as part of the Annual Review process. Progress, achievements and next step targets are regularly discussed with pupils in their lessons and through monitored annotation.</p> |
| <p>What do I do if I have a concern about the provision at Booker Park?</p> | <p>We try to ensure through our positive relationships with families that complaints rarely occur. However, any complaints should be made initially to the child's teacher. If this does not solve the problem, then the head of school will be consulted, and then the Principal and the governors.</p> <p>The school has a complaints policy which outlines this process. This is available on the school website.</p> |
| <p>What specialist services can be accessed at Booker Park?</p> | <p>The school receives advice from a range of professionals in order to meet the needs of the pupils as assessed by appropriate professionals. On site we have access to:</p> <ul style="list-style-type: none"> • Speech and language therapy - we commission provision through APAC; • Occupational therapy - we commission provision through Pace; • Physiotherapy - we commission provision through Buckinghamshire Healthcare NHS Trust. • A full time school nurse, who we commission through Buckinghamshire Healthcare NHS Trust. <p>We additionally have access to support from the Visual Impairment Team, and the Hearing Impairment Team, the Educational Psychology Service, the community paediatrician, CAMHS, and Social Care.</p> |

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| <p>What are the school's arrangements for supporting pupils in transferring between phases of education?</p> | <p>When pupils join the school, there are appropriate transition arrangements made depending upon their specific needs and circumstances. These can include visits in their current session, visits to the school, photo information books about the school. Information is shared between schools/placements and any other professional involved in the transition process.</p> <p>Transitions from class to class and to a new key stage are well planned for and pupils are supported with visits and visual supports and social stories.</p> |
| <p>Where can I get further information and support?</p> | <p>Please visit our school website: www.bookerpark.com</p> <p>The school phone number is 01296 427221.</p> <p>The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) exists to support the parents and carers of children who have special needs in school or pre-school settings. They can be contacted on: 01296 383754, or by email: sendias@bucksc.gov.uk</p> |
| <p>Where can I get information about the local authority's local offer?</p> | <p>Buckinghamshire County Council, along with all other Local Authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years of age who have special educational needs. This is known as the "Local Offer".</p> <p>Buckinghamshire's Local Offer can be found at: www.bucksfamilyinfo.org/localoffer</p> |