

Prospect School SEN Report 2022-2023
A Specialist Provision for Students with Special Educational Needs



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Prospect School is a Local Authority maintained secondary special school for boys aged 11 - 16. All of our students have statements of Special Educational Need or Education Health Care Plans (EHCP) for emotional, behavioural and social difficulties. Some of these students have additional difficulties which impact on their learning, such as, Autistic Spectrum Disorders (ASD), Dyslexia and Attention Deficit and Hyperactivity Disorder (ADHD), etc.

The school is situated in Leigh Park. It is approximately 1 mile from the Waterlooville turn-off on the A3(M). There are adequate rail and bus services to/from Havant. All students have access to a curriculum based on the National Curriculum, which is suitably differentiated to meet their individual needs.

1. Teaching and Learning	
How will Prospect School staff support my child?	Students are supported by teachers and teaching assistants in small classes of no more than 10 students. The form tutor and tutor support team will have day to day responsibility, supported by the Pastoral Team, for ensuring that academic, social and emotional support is given all students. This will happen through giving them time to communicate and discuss issues that are worrying them; proactive plans to support skills development and differentiated work in lessons with staff who promote independence. Individual behaviour targets are set and revisited each term. Specific lessons are timetabled to enable students to receive extra support with their literacy and numeracy. A staff team, led by our Designated Teacher, look after children who are in care.

How will I know how my child is doing?	You will have the opportunity to meet with staff termly in a formal setting called 'Futures Days' and you will receive an annual report in writing during the year. In addition to this report, a meeting will be convened for the annual review of your child's Education Health and Care Plan. You will receive behaviour and progress calls and texts from your child's tutor team. Progress data for all students is held centrally by the Assistant Headteacher who supports teachers in analysing student progress.
How will the curriculum be matched to my child's needs?	Different year groups have very different curriculum focuses and students are allocated to the most appropriate class group by a combination of age, need and ability. Within the class, differentiated programmes are followed giving a broad and balanced curriculum. This is particularly tailored in Key Stage 4 when, via the Havant Federation and our links with local FE colleges, we have access to approximately 20 courses in any given year. All students have access to an Enrichment Activity programme.
What arrangements are made for reasonable adjustments in the curriculum and support to the students during exams?	Exam access arrangements are regularly applied for - which include readers, scribe, and extra time, access to a laptop and small exam classrooms for anxious Students. Differentiated work within the classroom. Leaders of Learning are all aware of students' levels.
2. Health (including social and emotional wellbeing)	
What support will there be for my child's overall well-being?	The Pastoral Team, including the Welfare Officer, and the Tutor Teams have responsibility for the welfare of all students. The welfare of children and young people at Prospect School is paramount for all staff.
How accessible is the school environment?	As a new build (2007) the school is fully DDA compliant. The entire school is largely on one level and all doorways are wheelchair width. There are a range of disabled toilets. However, due to the weight and location some of the electronic control doors and proximity readers, it is not possible for wheelchair users to navigate the whole site independently.
What is the schools policy on administering medication?	The school has a policy on the storing and administrating of medication, ratified and agreed by governors. Health and care plans are drawn up where necessary.
What would you do in case of a medical emergency?	The school would call 111 and contact one of the schools trained first aiders as well as the parent/ carer. A member of staff if needed, would also accompany a pupil to hospital to meet with parent/carer.
How do you ensure that staff are trained/ qualified to deal with a Students particular needs?	An ongoing, rolling programme is used to cover a vast number of training issues. Relevant staff have first aid training every 3 years. A number of staff received training in the management of Type 1 diabetes. A specialist would be invited in for specific staff training for any other issues.

<p>What support from outside does the school use to support my child?</p>	<p>The school will work with parents/ carers to identify additional support needs. Referrals to speech and language therapists will be made where appropriate. The school liaises with CAMHS staff and specific hospital specialists as and when required.</p>
<p>What specialist services and expertise are available at, or accessed by, Prospect School?</p>	<p>Prospect School accesses the Therapy team, the Occupational Therapy team and the Speech and Language Service as appropriate. We work with both Social and Caring Services and have links with named social workers and family link workers as well as our own internal team. All staff are experienced in working with a range of students with complex needs and we continually train and develop all our workforce to ensure we offer the best for all our students and their families.</p>
<p>3. Keeping children safe</p>	
<p>What training do the staff supporting children and young people with SEND have?</p>	<p>All staff have on-going training in a range of special educational needs and disabilities. All staff are trained in the use of Team Teach (behaviour management including physical intervention) and all have regular safeguarding training.</p>
<p>Where can parents find details of policies on bullying procedures?</p>	<p>Along with other policies, this can be found on the school website, however if they phone the school and request one the school will send out a hard copy or email a copy. Anti-bullying information is posted around the school. We have a high staff to student ratio/supervision around the school at all times. Anti-bullying topics are kept high on school agenda by anti-bullying questionnaires. An anti-bullying week every year with whole school participation. The topic is discussed in Student Voice meetings (school council) and in the PSHCE curriculum. All students are encouraged to talk to staff if they are concerned. Bullying is not tolerated in the school.</p>
<p>What are the arrangements for undertaking risk assessments?</p>	<p>The school is fully compliant with Hampshire EVOLVE policy/procedural system for all adventurous and potentially hazardous activities. Fully compliant with Hampshire Health and Safety requirements for other assessments. All students have an individual proactive and reactive risk assessment within a few weeks of starting the school.</p>
<p>How do you deal with ensuring that staff are trained/ qualified to deal with keeping Students safe?</p>	<p>Our staff recruitment process fully conforms to the Hampshire safer recruitment guidance and procedures for maintained schools. All new staff have child protection induction and all staff receive an annual child protection update. Four members of the SLT including the Headteacher are trained Designated Safeguarding Leads (DSL); as overseen by the ODSL (Operational Designated Safeguarding Lead). Relevant information is shared at staff meetings at the beginning and end of each day and discussed with parents/carers as appropriate.</p>

How do you ensure my son stays safe outside the classroom?	Staff are present at all arrival, departure and transition times. Risk assessments are undertaken for all school trips. Individual student risk assessments are active documents. Parental permission is sought at the beginning of each year for adventurous activities. There is a high level of staff, supervision at break and lunch times.
4. Communication with parents/carers	
Do parents have to make an appointment to meet with you or do you have an open door policy?	The school operates an open door policy when there is a more pressing need but an appointment should be made if a parent/carer requests to speak to a specific member of staff, a member of the Senior Leadership Team, or the Headteacher. Appointments should be made via the front office. All issues raised by parents/carers are dealt with as swiftly as possible, usually on the day of contact or at the latest the day after.
How will you help me to support my child's learning?	There is an outline of the curriculum on our website. We will explore with you how your child best learns and you will be an integral partner in the learning process through your attendance at meetings to discuss progress.
How can parents/carers give feedback to the school?	Questionnaires on Futures Days. Telephone questionnaires. Annual review meetings. Phone calls. E-mail, letters. Arrange an appointment to meet with staff.
5. Annual Reviews	
What arrangements are in place for review meetings for Students with SEN or Educational, Health, Care plans?	Invitations to all parties involved to review meeting held at the school annually.
How will I be involved in discussions about and planning for my child's education?	You will be invited to Annual Reviews each academic year where these plans will be discussed and decisions made. A copy of the decisions and plans agreed at the Annual Review will always be sent to you.
6. Working together (to include partnerships with outside/local agencies)	
What opportunities do you have for Students to have their say?	Student Voice meeting – ½ termly. Anti-bullying questionnaires. High ratio of staff to students on duty. Tutor time daily. Good pastoral relationships are encouraged.
How does the schools governing body get involved with meeting the needs of the students?	Governors updated at half termly formal meetings, to include discussion and appropriate challenge on attendance, behaviour, achievement, progress, etc. Governors visits to the school to further challenge and confirm progress.
7. What help and support is available for the family	

How does the school help parents/carers with travel plans to get their son to and from school?	Hampshire County Council will assess and provide transport as necessary when a child has been offered a place. This may be in the form of a taxi or bus or train pass.
What support is available for advice on how to deal with daily issues?	The Senior Leadership Team are available via phone. The tutor team is available at the beginning and end of the school day.
How will concerns be managed?	If you have concerns about your child's progress you should contact your child's tutor team either via phone call to the school office or by email to your son's tutor. Email is preferable because it ensures there is a written record of your correspondence and staff are rarely available during the day for telephone calls as they are teaching.
8. Transition from school – school/college	
How will the school prepare and support my child to join and transfer to the next stage of their education?	Staff visit students in Year 6 and attend the Annual Reviews if necessary. Parents and students visit the school and we home visit every student before they take up their place with us. There is an annual Year 7 transition programme comprising weekly visits and activities in school. Students joining mid-year are also provided with a phased induction programme, based on that most new students require time to adjust and build stamina at a new school due to their SENDs. We produce written profiles of all new students, in partnership with them and their parents/carers, which are shared with staff before they attend for the first time. All new students complete baseline tests which are used to moderate the academic information provided by their previous school. A detailed information form is requested from their previous school and students are not able to take up their places until this has been received in order that we are fully aware of their needs, strengths and sensitivities before beginning to work with us. Students leaving us are supported in choosing the appropriate next provision with Hampshire Youth Support Service and Social Care Children with Disabilities Team (where appropriate) and they will have the opportunity to attend induction days supported by Prospect staff. Detailed transition and moving on plans are prepared, drawing on the intimate knowledge which staff have of student needs and profiles.
What support is offered to students leaving school?	Work experience opportunities. Taster days at college. Careers advisor. Careers discussions at Futures Day appointments. Information shared with new school/college.
What advice/support do you offer students and their parents/carers about preparing for adulthood?	We send reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude. We aim to provide good role models of acceptable behaviour to students.

	<p>Outside agencies are used where possible.</p> <p>We offer a curriculum that includes Personal, Social, Health and Citizenship Education lessons.</p>
<p>9. Extra-curricular Activities</p>	
<p>How will my child be included in activities outside the classroom including trips?</p>	<p>Staff work hard to ensure that all activities are as accessible as possible to all students or that appropriate variations of activities are offered. Behavioural needs are not usually barriers to participation unless, despite all the measures which can be put in place, risk assessments remain too high to permit this. This is rare. There are regular after school activities such as sport, and design technology. Regular trips into the local community are arranged as well as residential trips. Some students are able to complete work experience and some have extended placements. We work closely with the Education Business Partnership and Havant Federation to create enterprise and careers opportunities which include fairs and events through the year for older students. We participate in various student voice activities and our School Voice is active and we often contribute to feedback for community projects, proposals and evaluations.</p>
<p>10. Funding</p>	
<p>How are the School's resources allocated and matched to children's SENs?</p>	<p>The school uses its entire dedicated schools grant to support and develop the resources (including staffing) to support all students. In addition, we undertake fundraising and grant applications to support this to provide the best service for all of our students.</p>
<p>How will the school decide how the pupil premium is spent?</p>	<p>The pupil premium is a sum of money allocated to improving the achievement of those students who have free school meals, have had them in the last 6 years, those with parents/carers serving in the armed forces or who are adopted or in care. It is allocated to provide additional support including; literacy and numeracy intervention sessions; additional staffing in mathematics and English; staff professional development for individual student needs and strategies; support for some educational trips; and ELSA time. The school's Pupil Premium Report is available on the school website.</p>
<p>11. Available resources / strategies</p>	
<p>Provision to facilitate/support access to the curriculum/independent learning</p> <ul style="list-style-type: none"> • High adult to pupil staffing ratios – minimum 2:10 • Visual timetables and cues • TEACCH-style strategies and interventions • Links to post 16 providers and Further Education colleges <p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • Interactive whiteboards in some classroom • Access to laptops • Individual workstations and 'pods' where appropriate • Quiet rooms and work areas 	

Strategies to support/develop literacy

- Specific 1:1 literacy intervention and support

Strategies to support/develop numeracy

- Web-based learning
- Practical and multi-sensory approaches
- Whole school mathematics

Strategies to support social/behaviour skills

- All staff are trained in TEAM TEACH de-escalation and positive handling
- Use of Social Stories
- Positive Handling Plans
- Reward and recognition systems
- ELSA
- Art Therapy
- Restorative Approach
- Student buddying and mentoring
- Citizenship recognition

Social Skills programmes

- Use of Social Stories
- Enrichment and Active Leisure Programme

Strategies to enhance self-esteem/promote emotional wellbeing

- Opportunities for participation in representative sporting events
- Rewards and achievement schemes
- Citizenship curriculum as part of PSHCE curriculum
- A range of interventions as detailed previously

Support/supervision at unstructured times of the day including personal care

- High staff supervision ratio at all times
- Breakfast Club
- Organised lunchtime activities and alternatives to general play

Strategies/programmes to support speech and language

- Individual, small group and whole class SaLT interventions

Access to medical interventions

- Personal Care Plans where appropriate
- Staff trained in administration of medication
- Staff trained first aiders

Staffing arrangements to promote access (building; curriculum; information)

- Local Authority transport and escorts
- School website
- School based minibuses and drivers
- Newsletters
- Prospective student visit schedule

Planning and Assessment

- Positive Handling Plans

- Transition Plans

Engagement with parents/carers

- Newsletters
- Welfare Officer
- Website
- Parent Governors
- Coffee mornings
- School concerts, fundraising events and open days
- Parents/carers and Leavers' Event
- Prize-giving weekly and annual celebration of achievement
- Annual Review process
- Futures day progress reports
- Text messaging service
- Frequent phone calls

Liaison/Communication with Professionals

- Educational Psychologist
- CAMHS
- Hampshire Children's Services – Social Care, Occupational Therapy
- Speech and Language Therapy

Arrangements for specialist expertise in school

- In-house TEAM TEACH instructors
- Many staff have complete the Hampshire PAATHS course
- Sports Coaching
- Counselling

Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for Students with SEN

- Achievement data analysis
- Provision mapping and intervention audit
- Pupil Premium analysis and report

Equality Act 2010. Since September 2012 the duty on schools to make reasonable adjustments has included the provision of auxiliary aids and services. This may have been considered special educational provision in the past but is now the responsibility of all schools/academies and other providers.

Further information

Please contact our Administration Officer (Ann Edwards) for further information. Ann will ensure that your questions are answered by the most appropriate person (02394 006226).

Disclaimer: Details set out in this document have been the subject of consultation with stakeholders. The list of services are not final and we will consider provision on an individual basis.