



## **Exeter House SEND Information Report**

To be read in conjunction with the SEN Policy (Sept 2020)

### **Section I**

**The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (June 2014)* and *The Special Educational Needs and Disability Regulations 2014***

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- I.1.1 [How will Exeter House identify and assess students and young people with SEN and how do I contact the SENCo?](#)
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- I.2.6 [How does Exeter House involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEN and supporting their families?](#)
- I.2.7 [What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?](#)

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## **Section I**

### **1.1 What types of SEN does Exeter House support?**

Exeter House School has experience in supporting a wide range of Special Educational Needs including:

- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Low-functioning Autism
- Complex Learning Difficulties

### **1.2 How will Exeter House identify and assess students and young people with Special Educational Needs and how do I contact the school?**

Exeter House is committed to early identification of emerging additional special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that a student is not making the expected progress, the teacher will decide whether additional and / or different provision is necessary. If you are concerned you should speak to your child's Teacher or Key Worker.

Prior to transfer to Exeter House School the Teacher of your child's new class will aim to visit their existing school/setting wherever possible and will gather information about their needs. We use teacher's assessments and any outside agency reports that may be available. On transfer to Exeter House we carry out our own assessments and baseline each student. Throughout your child's time at Exeter House their progress in the curriculum will be monitored on an ongoing basis and formally twice a year.

### **1.3 What are the arrangements for consulting parents and involving them in their child's education?**

The Code of Practice 2014 has set out the expectation that parents are involved in discussing their child's provision and reviewing their child's progress three times a year. At Exeter House this takes place both at our Structured Conversations which take place up to three times a year as well as through the Annual Review meeting. In addition to this

parents/carers are welcome to request separate meetings with their child's Teacher or Key Worker. You are encouraged to contact the School if you would like to come in and talk about your child.

At Exeter House we also use Evidence for Learning, an internet based assessment app, to share examples of learning with Parents via the termly Learning Journeys. In addition to this, during Covid, we have started to use their Activities platform to share home learning with Parents. It is also an exciting way for Parents to share examples of progress being made at home.

#### **1.4 What are the arrangements for consulting young people and involving them in their education?**

At Exeter House School we hold person centred Annual Reviews and these are at the heart of our person centred approach as a school.

Students are involved wherever possible in every stage of their learning and are central in decision making. Students are asked what works and what doesn't work and there is a focus on future aspirations to make sure that as far as possible the provision at Exeter House not only suits them but is preparing them for adulthood.

#### **1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?**

At Exeter House progress is reviewed at our structured conversations which take place up to three times a year or in separate meetings with your child's Teacher or Key Worker. You are encouraged to contact the School if you would like to come in and talk about your child in addition to these meetings.

Throughout your child's time at Exeter House the assessment of their progress in the curriculum will be ongoing and will be formally tracked twice a year.

Evidence for Learning, an internet based assessment app is used to capture examples of learning that get linked to assessment frameworks. Teachers compile these into Learning Journeys which get sent to Parents three times a year.

#### **1.6 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?**

Prior to transfer to Exeter House School the Teacher of your child's new class will aim to visit their existing school/setting wherever possible and will gather information about their needs. We use teacher assessments and any outside agency reports that may be available. We will arrange a Transition Meeting with parents/carers and relevant professionals to

discuss a child's needs and plan their transition to our school. Each transition is planned around the needs of the individual to support a positive move into Exeter House.

Staff at Exeter House work closely together to ensure that transitions from class to class and between phases happens as smoothly as possible. Throughout a student's school career each transition is considered in the context of that individual and their needs.

Due to a focus on the future from an early stage, the transition and planning for life after Exeter House School is a continual process. It may involve visits to Colleges or other providers and will be regular monitoring through Annual Review meetings. In the Annual Review of your child's Statement of Special Educational Needs or Education, Health and Care Plan you will also have a SEND Lead Worker assigned by Wiltshire Local Authority who will be working with you and your child to make sure that the transition is as smooth as possible and where necessary, the SEND Lead Worker will continue to work with you whilst your child is at their next destination.

### **1.7 What is the approach to teaching students and young people with SEN?**

First and foremost, Exeter House School Teachers are responsible for teaching all students in a way which meets their needs. There is an expectation that Quality First Teaching is the first response to meeting the needs of all students and that all are entitled to a broad and balanced differentiated curriculum that is personalised to meet their individual needs. Please see *Our Offer* document that is available on our website.

### **1.8 How are adaptations made to the curriculum and the learning environment of students and young people with SEN?**

Firstly adaptations are made through appropriate grouping of students. Within Exeter House School there are a range of classes that offer somewhat different curricular experiences according to the students within those classes. Some classes operate in a highly structured manner, with a pronounced emphasis on TEACCH methods that may suit some students with Autism. Other classes in the school have a heavier focus on a Pre-Formal Curriculum that meets the needs of students with Profound and Multiple or Complex Learning Difficulties. In other classes there are mixed groupings of students with an emphasis on either a curriculum based on the Early Years Foundation Stage or one based on the Equals semi-formal curriculum, which is a broad and balanced curriculum carefully designed for students with Special Educational Needs. Older students attending the Exeter House Vocational Centre will follow a more vocational curriculum leading towards a variety of ASDAN and other qualifications. More information about our curriculum is available on our website.

Teaching assistants are trained in a variety of types of SEN and how to meet the needs of those learners and are available in all classes to ensure that a child is able to fully participate in the lesson and to develop independent skills.

The learning environment has been adapted to suit learners with disabilities that require the use of mobility equipment. We have a lift, wide corridors and access to specialist equipment. Rooms are identified with sounds buttons and are secured with key fobs in some locations around the school for safety reasons.

### **1.9 What is the expertise and training of staff to support students and young people with SEN?**

Staff at Exeter House have a wide range of experience and training in supporting students with SEND. A number of our staff have worked in this field for many years. We have Specialist Leaders who support colleagues within their area of expertise. These specialist areas are Communication, Behaviour, Autism, and Sensory Needs. The school also employs a full time and a part time Occupational Therapist to support Sensory Processing needs and the development of independence skills.

Training for all staff is scheduled weekly and covers a broad range of topics including, but not limited to, teaching students with Autism, TEACCH approaches, Sensory Integration approaches, Intensive Interaction, Literacy and Numeracy teaching, medical training for specific needs, and general approaches for teaching students with severe learning difficulties.

More bespoke training, that relates to individual teachers specific roles, is available at teachers' request.

### **1.10 How is the effectiveness of provision evaluated?**

The progress students make towards the outcomes they need is measured twice a year through curriculum area assessments. Progress towards other outcomes, social skills or specific interventions is monitored on an ongoing basis and is discussed during Structured Conversations. The effectiveness of provision is also measured through Annual Review outcomes which are evaluated during the Annual Review process.

Exeter House School uses teaching approaches which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Exeter House has an Educational Psychologist based at Wiltshire Council who makes recommendations for certain types of provision and monitors progress with the students they review. In addition we are regularly supported by other outside agencies and specialist teachers such as Sensory Integration, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Hearing Impairment and Visual Impairment advisors.

### **1.11 How are students and young people enabled to engage in activities available to students and young people in school who do not have SEN?**

All students at Exeter House School have a Statement of Special Educational Needs or an Education, Health and Care Plan. We do work closely with our neighbouring schools and with Wiltshire College to allow our students to engage in activities with young people who do not have SEN. We also participate in performing arts projects with other local schools.

### **1.12 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of students and young people with SEN and measures to prevent bullying.**

Exeter House School has a strong Pastoral Support system in place which includes the support of a Pastoral Team that meets regularly to ensure excellent pastoral support for our students.

Students, who can sometimes feel vulnerable and are in need of a base that feels safe and secure at unstructured times such as break and lunch times are reassured with high levels of supervision at all times by familiar staff. During these times students are able to find a member of staff to talk through their day or to discuss any issues that may be worrying them.

As part of its curriculum offer all students will participate in a PHSE programme that is adapted to suit their individual needs. The school also employs two ELSAs, one based at the Vocational Centre and one at the main site. Teachers can seek support from the ELSAs or refer students for ELSA sessions. These can be individual or small group sessions. For students whose emotional needs are more complex the school can make a referral to the Family Counselling Trust who can offer a range of therapies including play therapy, art therapy or counselling. We can also refer a student to CAMHS if it is felt that would be appropriate. CAMHS run a clinic at the school on a regular basis where they meet with parents, staff and if appropriate students on their case load. The school is also able to informally discuss other students with the CAMHS team to seek guidance on next steps.

Also, please see our Bullying Policy.

### **1.13 How does Exeter House involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEN and supporting their families?**

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where

further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

#### **1.14 What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?**

Any parent/carer dissatisfied with any aspect of their child's provision should first seek to discuss it with their child's Teacher or Head of Department. We hope that we will be able to resolve any issues informally through open and honest discussion. However, if concerns remain the parent/carer can request that the matter is dealt formally through our complaints procedure.

Please see our SRET Complaints Policy for more information. A copy of this is available on the SRET website. (A link to all SRET policies can be found on the Exeter House Website)

### **Section 2.**

#### **2.1 What is the additional support for learning that is available to students with special educational needs?**

There is a wide range of additional support including:

- High levels of Teaching Assistant support in all classes,
- Specialist teaching in small groups,
- Specialist Pathway for students with Complex Autism
- Specialist Pathway for students with Complex or Profound and Multiple Learning Disabilities.
- Separate provision for 14 – 19 year old learners.
- Targeted research based interventions for Autism, literacy and numeracy.
- Speech and language strategies and support from external Speech and Language Therapist.
- External Occupational therapy and Physiotherapy advice and support for physical needs.
- In house Occupational Therapy support for Sensory Integration needs and the development of Functional Skills
- Social skills groups
- Forest School education aimed at improving self-esteem and social skills.
- Access to Music Therapy
- Access to Riding Therapy
- Access to Rebound Therapy
- Access to specialist ELSA (Emotional Literacy Support Assistant)
- Access to Alternative and Augmented Communication (AAC) strategies
- Total communication environment

Much more detailed information on all the additional support that is available can be seen in our *Our Offer*.

## **2.2 How are equipment and facilities secured to support students and young people with special educational needs?**

Through discussion with parents and the students themselves wherever possible, Exeter House will use their best endeavours to secure appropriate equipment to support students. Exeter House has a limited supply of specialist equipment which is distributed according to the needs of the students and includes items such as mobility equipment, communication aids and supportive equipment. Larger and more specialist equipment is generally secured through outside agencies or the AAC Clinic for high tech communication aids (please see the Communication Policy).

Where it would be useful for a student to have specialist equipment of their own in school we aim to support this wherever possible. Parents should ensure they have their own adequate insurance in place for this equipment in the case of loss or damage, as the school cannot be held responsible in these instances.

## **2.3 What are the contact details for support services for the parents of students with special educational needs?**

Some of the useful sites and contact details are listed here:

The SEND Code of Practice 0-25 years June 2014 lists the following:

Contact a Family: [www.cafamily.orh.uk](http://www.cafamily.orh.uk)

National Network or Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Students' Education Advisory Service: (CEAS) [www.gov.uk/studentss-education-advosiry-service](http://www.gov.uk/studentss-education-advosiry-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership [www.natsip.prg.uk](http://www.natsip.prg.uk)

Specifically for post 16

Disabled Students Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Others:

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

[http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

Wiltshire Parent Partnership Services:

<http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership>

This website includes many useful links to other places and a great deal of information and support guidance.

## **2.4 Wiltshire Local Authority is required to publish a Local Offer – this can be found at [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)**

The requirement for Wiltshire Local Authority providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

## **Section 3**

### **3.1 Advice:**

Exeter House School has a Family Support Advisor, who is able to help parents find appropriate advice and support.

### **3.2 Do you have a Parent Support Group?**

Currently Exeter House has a number of Parent Support Groups. Please contact our Family Support Advisor, George, for more information. (At present these are unable to meet in person due to Covid restrictions)

### **3.3 Is there a safe haven for my child?**

Exeter House School aims to provide a safe haven for students at all times. Students are encouraged to share any difficulties they may be having with their teacher or teaching assistants so that personalised solutions may be created.

## **Section 4**

### **Additional questions to contribute to Wiltshire Local Authority's Local Offer**

#### **4.1 What training do staff receive on supporting students with SEND? How is this evaluated / updated?**

All teaching staff receive training regarding SEN throughout the year.

Over the year 2020-21 there is SEN training planned throughout the year for both teaching staff and Teaching Assistants.

#### **4.2 What support will there be for my child's overall wellbeing?**

All students have access to a Teacher and a Keyworker. A key aspect of these roles is to ensure the wellbeing of students at all times. Any concerns should be raised with parents through the Home School Diary, an informal meeting/telephone call or one of the Structured Conversation Meetings.

#### **4.3 What type and how many complaints did you receive last year? How were they resolved?**

We received no complaints last year through our formal complaint procedure.

#### **4.4 What percentage of the school has SEND needs?**

All students at Exeter House School have a Statement of Special Educational Needs or an Education, Health and Care Plan.

#### **4.5 How many students are in each year group?**

This varies across the school, and we have no set intake for individual year groups. We are currently funded for 152 students and by Jan 2021 will have 152 on role.

#### **4.6 How many students with statements were in each year group last year?**

All students at Exeter House School have a Statement of Special Educational Needs or an Education, Health and Care Plan.

#### **4.7 How accessible is the setting environment?**

Our setting is highly accessible for all students, regardless of need.

#### **4.8 Can my child's school dinner requirements be accommodated if they have a special diet?**

Yes we can accommodate any student's dietary requirements as long as we are made aware of this so we can plan on a daily basis.

#### **4.9 What social / out of school opportunities are there?**

The school would usually be able to offer Drama and Dance clubs after school, however these are not currently running due to Covid restrictions.

The PTA also usually organise family discos during the year that students can attend with their families.

As part of our educational provision classes access local community facilities such as local parks and shops on a regular basis. Trips are also organised to a variety of places at key times in the school year. Our older students also have the opportunity to participate in an Outdoor Pursuits based residential visit.

#### **4.10 How will the school keep me informed about issues / problems with my child at school?**

All issues or problems will be raised with you as soon as we have a concern. Teachers or Key Workers will use the Home School Diary, email or a telephone call in the first instance to share information.

#### **4.11 How will I know what the school's expectations are for my child's progress?**

In your child's Structured Conversation meetings three times a year, we will be checking on progress towards outcomes and setting targets together.

#### **4.12 Who should I talk to if I have a concern about my child in school?**

Initially if there is a concern please contact your child's Teacher or Key Worker.

#### **4.13 How will my child's voice be heard?**

All students will contribute to meetings wherever possible and be involved in discussion about the type of provision that would be most suitable.

At Exeter House School we hold person centred Annual Reviews and these are at the heart of our person centred approach as a school.

Students are involved wherever possible in every stage of their learning and are central in decision making. Students are asked what works and what doesn't work and there is a focus on future aspirations to make sure that as far as possible the provision at Exeter House not only suits them but is preparing them for adulthood.

The school also has a Student Council which involves representatives from across the school.

#### **4.14 What are the opening times?**

School starts at 8.45 am and finishes at 2.45 pm.

#### **4.15 What are the facilities like? What do you have? What kind of lessons will I have?**

Exeter House School is a large, bright and modern school with an extensive campus including a range of specialist classrooms for Food technology, a newly refurbished library, sports facilities including specialist modified equipment and a small gym. There are also excellent facilities for Hydrotherapy, Sensory Integration, Soft Play and Intensive Interaction. There are interactive whiteboards in every classroom as well as access to specialist technological equipment such as iPads, an Eye-gaze and the sound-beam. Outside we have a number of play areas, some of these are directly off of our classrooms and others are shared spaces. In our shared spaces we have a wide range of fixed play equipment that has been specifically chosen to support the physical and sensory needs of our students.

#### **4.16 Are the staff friendly?**

Staff are carefully recruited and we pride ourselves on being a very friendly and welcoming school. All staff are referred to by their first names.

#### **4.17 How would we get to school? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.**

This would all depend on where you live and your child's needs. The vast majority of students arrive on Local Authority arranged transport and others are brought in by parents / friends.

#### **4.18 Is there a uniform and what is it like?**

Exeter House has a very practical uniform of a school sweatshirt with the school logo. There are green sweatshirts for Primary and Navy for Secondary. Students at our Vocational Centre do not need to wear uniform. More information about school uniform will be provided to you before you join the school.

#### **4.19 What do they do about bullying? How is bullying dealt with?**

Bullying is treated extremely seriously and is dealt with by your child's class Teacher. Please see our Bullying Policy for more information.

#### **4.20 Could I meet students who go to the school and speak to them about what the school is really like?**

We always enjoy meeting students who would like to come to the school and their families. The best way to arrange a visit is to contact the school office on 01722 334168 and make sure you say that you would like to meet students as part of a tour! Please bear in mind that we have to adhere to current Covid guidelines which may affect the nature of your visit.

#### **4.21 Does it have a good Ofsted?**

Exeter House School was rated as 'Good' in its most recent Ofsted Report which can be found on our website.

Reviewed by: Alison Murley (Head of School)

Date: September 2020