


Questions	School Response
<p><b>1</b> How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?</p> 	<ul style="list-style-type: none"> <li>• All pupils attending the academy have a Statement of Special Educational Needs or an Education Health and Care Plan which identifies the school as the most appropriate provision for the pupil. This also identifies the pupil's primary and where appropriate additional needs and the annual review of the SEN statement/ EHC plan ensures that they reflect the pupil's current needs. The primary need of pupils attending Mary Rose is severe learning difficulties(SLD) or profound and multiple learning difficulties (PMLD), a significant number also have Autism (ASD)</li> <li>• The progress of all pupils is monitored termly by class/subject teachers and the senior leadership team so that if a pupil needs support in making expected progress in a particular area of learning the school can identify the need for additional support. An intervention plan is drawn up to ensure that staff and parents are aware of the area of need to be focussed on. This is monitored regularly to ensure it makes a difference.</li> <li>• This will then be discussed with parents/carers at individual pupil progress meetings and, if appropriate, with the pupil concerned</li> </ul>
<p><b>2</b> How will the school staff support my child /young person?</p>	<ul style="list-style-type: none"> <li>• Every child starting at our school will have a statement or an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to</li> </ul>



meeting these needs.

- Every child has a class teacher who co-ordinates the plan and oversees the implementation of the plan or statement. The class teacher, in consultation with parents at the Annual Review meeting will set targets for your child and these will be outlined in the report which is shared with all the staff who are working with your child and with you as the parent/carer as well as with the child, where appropriate.

**3** How will the curriculum be matched to my child's/young person's needs?



- Your child will follow a curriculum which is adapted to their needs and their learning will be differentiated to enable them to make progress. We focus on the development of the 'whole child' and link our curriculum directly to our school vision and aims
- Throughout the school pupils are grouped according to their needs and abilities. The level of support will depend on your child's needs, as identified in their statement or ECHP
- A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum.
- Pupils identified as our most able are offered an appropriately challenging curriculum and where appropriate may attend some sessions at nearby special or mainstream schools
- In the upper part of the school the curriculum is adapted to ensure opportunities to develop independent living, life skills and community learning as well as the more 'academic' subjects. All the learning programmes are accredited.

**4** How will both you and I know how my child/young person is doing and how will you help me to support my

- We will discuss progression routes for your child during consultation evenings and annual review meetings in school. Progress against targets and resources to meet need are reported back to the local authority for their consideration.
- We offer an open door policy and if at any point you wish to discuss a pupil's progress

**child's/young person's learning?**



an appointment can be made to meet with the class teacher or a member of the Senior Leadership team. Staff in school can offer advice and practical ways that you can help your child at home.

**5 What support will there be for my child's/young person's overall well-being?**



- We are committed to multi-agency working to ensure that the needs of the whole child are met
- Where appropriate pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate
- Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the school as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training
- Each class team ensures that the pastoral needs of pupils from across the school are met.

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

- Specialist Services are assessed, provided and managed by Health through their local provider. These services can be specified in the statement or EHCP or may form part of the core offer to the school.  
These services include: Speech & Language Therapy, Occupational Therapy, Physiotherapy and school nursing
- In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: Social workers, CAMHS, Portage



workers, Primary Mental health Worker, Pathways Adviser, County Transition Team (social services) – we also have a transition support worker, a sensory integration specialist and an attached Educational Psychologist

**7** **What training are the staff supporting children and young people with SEND had or are having?**



- All our staff receive training and support to meet your child's education and health needs.
- Teaching staff, teaching assistants and middle leaders have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes a range of specialist training, such as sensory integration, the use of PECS, TEACCH, Makaton.
- All staff receive Team Teach training in order to develop their positive behaviour management skills. Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate.
- We employ our own moving and handling trainer on site who provides personalised training and timely support for staff working with our pupils.

**8** **How will my child/young person be included in activities outside the classroom including school trips?**

- Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of our children as learners
- We run after school activities three times a week, these include sports activities, swimming, arts and crafts, cookery, sensory experiences/massage etc..
- We also afford pupils the opportunity to take part in a wide range of residential activities appropriate to their individual SEN need
- All visits and activities are risk assessed to ensure they are appropriate for individual pupils
- Parents /carers take an active part in discussions around residential visits and these



- are discussed both formally at parent meetings/annual review meetings.
- Our curriculum in the 6<sup>th</sup> Form and secondary departments promote the transition of skills into the community.
  - Our KS5 department has strong links with post 19 providers including Portsmouth College and Day Care Services.
  - Strong swimmers in the secondary department may access the local leisure centre for swimming.
  - We encourage outdoor learning both on and offsite. We are accredited as a Beach School and we take advantage of our close proximity to the sea.

**9 How accessible is the school environment?**



- The building is fully wheelchair accessible with wide corridors. There are a full range of toilet and changing facilities all of which are fully accessible: in addition our hydrotherapy pool is maintained at a temperature to facilitate hydro therapy.
- There is a soft play area and a sensory theatre
- There is a wide range of specialist practical rooms for music, art, food studies and PE

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

- Admissions to the school are determined by the local authority and it is their responsibility to ensure that the provision meets the needs of your child as identified in the statement or ECHP. Parents are encouraged to visit the school as part of this process.
- Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school. .
- Each class prepares a 'transition booklet' for new pupils joining the class at the start of the year so that the pupil and family have some idea of what to expect when they start in their new class



- Transition planning is a vital part of the annual review process from year 9 onwards. Parents and pupils meet their careers advisor regularly and all students have the opportunity through year 13 and 14 to visit their chosen college: some year 11,12,13 and 14 students benefit from college links in order that pupils can familiarise themselves with the settings.

**11 How are the school's resources allocated and matched to children's/young people's special educational needs?**



- The school is resourced by the DfE and the Local Authority to provide small class sizes and levels of staffing to meet your child needs as identified in the statement or EHCP.
- The use of additional money through pupil premium, Primary Sports funding etc.. is targeted at these specific groups and the impact of this on pupil achievement is reported.

**12 How is the decision made about what type and how much support my child/young person will receive?**

- The pupils' Statement of SEN/ EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority



**13 How are parents involved in the school?  
How can I be involved?**



- We believe that a pupil's education is a partnership between parents and teachers, therefore we are committed to developing strong communication with parents and carers and communicate regularly
- Parents and carers are invited to all review meetings and a number of parents' evenings each year.
- There is a Friends Association as well as parent representation on the Governing Body
- Family and friends are regularly invited to join in special school days, attend performances, special assemblies and a range of social functions

**14 Who can I contact for further information?**

For parents the first point of contact is your child's tutor.  
If you need more general information about the school contact the school leader in the specific areas:

Whole School: Jo Petch, Head of School  
EYFS & Primary: Annie Williams, Jane Dutton, Lisa Bolton  
Secondary: Mel Walton, Jo Summers  
6<sup>th</sup> Form: Hannah Richardson, Paul Hoggett  
Provision for autism: Sally Rogers

If you are considering your child joining the school the first person to talk to is Collette Boughton, PA to Alison Beane, Executive Headteacher who meets all prospective parents and introduces them to our academy.