



# SEN Information Report

<b>Review Cycle</b>	<b>Annual</b>	
<b>Owned By</b>	<b>Head Teacher</b>	
<b>Document History / Action</b>	<b>Who</b>	<b>Date</b>
Initial	A.Burbage	Dec 2014
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# SEN Information Report

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SEN Governor:

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Dedicated SEN time: *as required*

Local Offer Contribution: <http://www.palmerstonschool.co.uk/>

## Our Approach as a School:

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Palmerston is a special school that caters for pupils with severe or profound and multiple learning difficulties. Many of our pupils also have autistic spectrum disorder, challenging behaviour, medical needs or sensory impairments.

The curriculum is needs and ability led with additional time and priority given to communication and learning to be independent. Pupils are placed in classes according to age/key stage but will be taught in 1 of 3 curriculum areas: Formal, Semi-Formal and Pre-formal curriculum. Some individuals may require a very individualized approach to their learning and bespoke timetables can be constructed to meet their needs. Although there are no specific classes for pupils with ASD, the curriculum, timetable and expertise ensure that these pupils make outstanding progress and that their needs are well met.

All pupils are assessed using PIVATS, CASPA and Quest through Evidence for Learning. The work is planned to ensure that the pupils can succeed but are stretched to learn “a little bit more” during lessons.

Progress and information is provided to parents via the Annual Review process and less formally via home to school diaries and individual contact with parents.

In Key Stage 4 and 16+ the pupils work towards external accreditation including:

Entry level awards

ASDAN awards

Duke of Edinburgh

QUEST

The exact combination will depend on the pupils level of functioning and interests.

## SEN Needs:

Palmerston admits pupils via the local authority. Almost all pupils come in to school as a result of being assessed as having severe or profound learning difficulties and have an Education Health Care Plan. Very occasionally pupils may be admitted for a period of assessment.

## Co-producing with children, young people and their parents

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We are very committed to providing an excellent education for our young people and an outstanding service to their families.

Families are consulted about their own child's education at Annual Reviews and by discussions around Individual Education Plans. Parents and carers can contact the school at any time to raise issues or to discuss their views and preferences. The school also provides informal events during which parents may speak to staff and also consults parents on their views regarding provision and priorities for improving the school on an annual basis.

Our pupils are a valuable source of information and ideas for improving our provision. There is an active School Council who meet regularly to discuss issues and to engage in dialogue with the leadership of the school. Individual pupils are also encouraged to express their views and are supported to make their views known to people or groups who can effect change.

The School Improvement Plan is refreshed every year and stakeholders are always encouraged to provide information and feedback to inform priorities and action planning.

## **Staff development and Qualifications**

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We are committed to developing the ongoing expertise of our staff. There are regular whole school training events, an annual training day for all SLD schools in Merseyside and individuals have additional training to match their areas of responsibility.

We have current expertise in our school in the following areas:

Developing a sensory curriculum

Autistic Spectrum Disorder

Behavioural support

Developmental Curriculum

Moving and handling

Communication including specialist assessments, PECS and augmentative/assistive communication

Work-based learning

Creative curriculum

## **Staff deployment**

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Classes generally are comprised of 6-9 pupils with a teacher and at least 2 support staff. Additional support staff may be available to meet individual needs at times in the day and a few pupils have additional staffing resource allocated specifically to them (dependent on external funding)

There are additional teachers who do not have class based responsibility who also contribute towards learning in the school.

## School External Partnerships and Transition Plans

We are a Teaching School and lead an alliance of mainstream and other special schools. The Merseyside group of schools for pupils with severe learning difficulties provides a means of support and moderating standards.

The school works closely with a range of partners and will assist parents/carers in accessing support from agencies such as:

Children and Adolescent Mental Health Specialist Services

Social Care

Careers Advice

Fusion (play and leisure)

Visual and hearing impairment service

The school has a nurse on site and has regular visits from physiotherapy services. We can also access Speech and language therapy, medical advice and other support on request.

## Complaints

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*Our complaints procedure is available on our website or on request from the school*

## Further development

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Our strategic plans for developing and enhancing SEN provision in our school and evaluation of the previous years plan are available on the schools website or on request from the school.

**Relevant school policies underpinning this SEN Information Report include:**

SEN policy

Equal Opportunities policy

Communication policy

Behaviour Policy

Curriculum Map

All available on request or via the website

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005