



SEND Information Report



The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school's prospectus and additional information available on the school's website such as the SEN Policy, the Equality Scheme and Accessibility Plan. If you have any further questions or would like to seek clarification with regard to the content of this document then please don't hesitate to contact the school.

How to contact us:

Jacqui Warne (Executive Headteacher)

Ellen Tinkham School
Hollow Lane
Pinhoe
Exeter
EX1 3RW

Phone: 01392 467168

Email: admin@ellentinkham.devon.sch.uk Website: <http://ellentinkham.devon.sch.uk>

What is important to us:

Our mission states:

Everyone will be the best they can be

No-one is excluded

Everyone has a voice



We are committed to putting the children at the heart of everything we do, through our holistic approach to education. We know that children learn best when they are in an environment that is responsive to their needs. Our school is able to meet these needs, providing a positive and stimulating experience unique to each individual that also ensures their full educational entitlement.

Ellen Tinkham School aims to create and maintain a learning community in which:

- ✚ We are committed to high achievement, effective teaching and learning, and good relationships.
- ✚ We listen to each other, celebrate each other's strengths, acknowledge weaknesses, and foster a climate of kindness and co-operation.
- ✚ Our pupils are empowered and given opportunities to participate in a more inclusive school, and in the wider community.
- ✚ Staff present a broad and balanced curriculum which promotes pupils' holistic development and enhances their self-esteem.
- ✚ All staff support and manage pupils effectively and with caring and achieve high standards of work, discipline and courtesy.

We offer this service to:

Children and young adults from the age of 3 - 19 who are in receipt of an Education, Health and Care Plan (or a Statement of Special Educational Needs).

How and when we do it:

The school day runs from 9:10 - 3:30 Monday to Friday. We also offer additional educational opportunities on some evenings. We host holiday club providers during the school holidays.

How will Ellen Tinkham provide support?

At Ellen Tinkham we see each pupil as an individual. We are very proud of our school and constantly strive towards providing a stimulating and challenging environment for all our pupils to “be the best that they can be”. Our approach is very clear – the voice of each pupil and their family is key. We support this ethos and provide opportunities for families and professionals to engage and provide meaningful outcomes for our students through ‘Learn to Live’ Learn to Live is an effective and efficient method for hearing the voice of children, young people and their families in order to inform the decisions about them as individuals and as a school. It is based on a set of rights supported by practical tools and processes.

When children first arrive at school we spend time getting to know them. We work holistically with therapists and other agencies to ensure the needs of the young person are met.

Identifying additional support

As a special school all the pupils who attend Ellen Tinkham have special educational needs and therefore have significant additional adult support. The support is matched to each individual’s needs. If a pupil is deemed to require additional support on a temporary basis this will be provided. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.

How is the curriculum matched to individual needs?

At the heart of Ellen Tinkham School is our commitment to putting the children at the core of everything we do, through our holistic approach to education.

We know children learn best when they are in an environment that is responsive to their needs. Our school is able to meet these needs, providing a positive and stimulating experience that is unique to each individual as well as fulfilling their full educational entitlement.

All of our pupils are disapplied from national tests, but do receive the full range of National Curriculum subjects and content. The school has developed highly specialised units of work to make sure all lessons are appropriate for our pupils. The most important aspect of this is ensuring that all pupils can communicate; that they each have their right to be listened to, to make choices, and to be respected and supported. Descriptions of the curricula can be found by visiting the Prospectus or Key Information area on the school website.



How will both parents and school know how well each pupil is doing?

We are continually gathering information on the achievements pupils are making. We do this informally and share information with parents about their child achievements through informal telephone calls made by the teacher, the home-school diary, termly formal meetings and Person Centred Annual Reviews. In addition, parents are encouraged to make informal visits and contact with the school about issues as they arise. The school believes that parents have a right to be viewed as partners in the education of their child by being given access to all of those involved in their child's learning environment.

Parents' Evenings take place in 2nd full week of each term after school. Parents are invited to attend at their own preferred time. During this meeting – (15 minutes), all concerns they may have are dealt with. Home/School agreement targets are written with parents and, where possible, students. Parents may then take away a copy of these programmes for reference and to help with some areas at home. Home visits can be arranged in exceptional circumstances. At the end of term, parents may be asked to help in the evaluation of the programmes.

Accurate assessment is essential to securing and measuring pupil progress. We set ambitious yet realistic individual targets tailored to pupils learning need, style and baseline assessments. Wherever possible these link to the Home/School agreement targets and annual review action plan. We use our analysis of pupil achievement to identify areas of difficulty within our school or in cohorts of pupils, to indicate interventions or a change in provision or assessment techniques on a termly basis. Information regarding how successful we have been in enabling all of our pupils to make progress is communicated to the pupils and their families, all staff and the Governing Body, as well as informing the School Development and Innovation Plan. Robust Monitoring of teaching ensures that we are providing challenge for all pupils.

End of year Assessments are completed in March each year. Moderation is undertaken on a half termly basis at class team level, phase level, whole school or across the Learn to Live Federation. The analysis of data is one of the tools used to plan for school improvement targets.

We welcome the advice and guidance given to us by other professionals, and school staff should meet as often as is necessary to keep informed about other programmes and assessments provided by, for example, careers, medical, therapy and sensory service staff. An educational psychologist's services are provided to the school, and arrangements can be made through the Behaviour Support Lead for assessment and advice.

All those professionals with relevant information are invited to submit reports and attend each child's Person Centred Annual Review.

Person Centred Annual Reviews take place once a year. Families are encouraged to invite family, friends and professionals to attend the Annual Review, to discuss what they like and admire about their child, what's working, what's not working, and formulate an action plan.

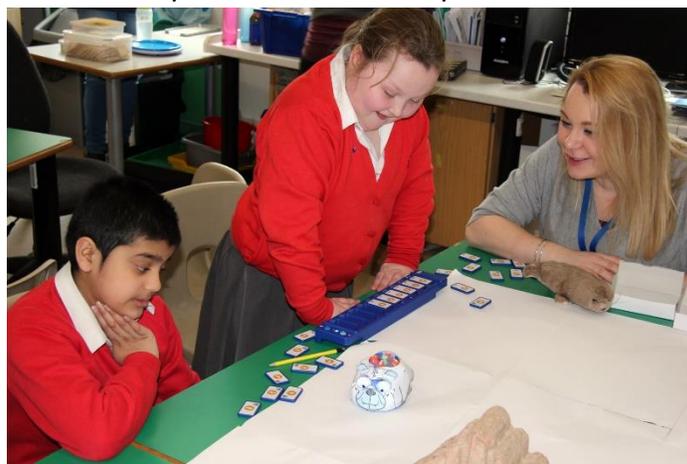


Support for well-being

Everything we do in school looks to promote the well-being of all the pupils. Ellen Tinkham Pupil Voice is our School Council which embodies one of the most important foundations of our school – putting the child first. The Student Council provides the children and young people with a forum within which to discuss the school and feedback to the Senior Leadership Team and Governors, in order to influence the school and its development.

We have a very strong culture of mutual respect and respect for the wider school environment and have well developed systems in place to support pupils who are experiencing emotional and/or behavioural difficulties, whether this be on a temporary or longer term basis. This is addressed systematically through the PSHE part of the curriculum, but also incidentally through the way both staff and pupils conduct themselves at school.

The advocacy team at Ellen Tinkham works in many different ways across the school, adopting a flexible approach to both individual and group sessions. The aim of the advocacy team is to ensure that the voice of the students is being heard and responded to daily, as well as in bigger changes. We support students to have a voice in decisions which affect them and to have an impact on their own lives. We work together regularly to ensure we understand our students' needs, seeking additional, external support where necessary, to support them to have an impact on their own lives through communication. This will ensure their voice is heard, they can have a say in their own futures and they will be the best they can be.



Specialist services

At Ellen Tinkham we have access to Speech and Language Therapy services, Occupational Therapists, Physiotherapists, a Music therapist, an Aroma therapist and a Play Therapist who work across our school sites to provide personalised learning programmes for pupils as necessary.

The school has a Specialist Community Public Health Nurse and a Nursing Assistant. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils with complex nursing needs. We also have visiting specialists such as the Orthoptist who looks after the childrens' eyes. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at the school.

We provide our own after school and holiday provision but also link with other providers.

We work closely with any agencies involved with our pupils so that a multi-agency approach can further our work.

Training

All staff at the school have a continual programme of training, which is focused on supporting the pupils. All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally.

Trips

Trips and activities are planned to be accessible for all. We differentiate the activities and trips pupils attend according to their individual needs.

Accessibility

Both of Ellen Tinkham School buildings are fully accessible. We also look to enable the environment to be supportive of pupils communication and sensory needs.



Transitions

A Transition is seen as any change from one situation to the next for a young person, and our aim is for each Transition to be well prepared for, and to ensure that the student and their voice is central to every transitional decision made. Transitions are very important and are carefully managed to support children and young people and their families. Each pupil at the school has a transition passport which is developed by the class team and shared with the next teacher.

There are three key transition points at Ellen Tinkham, Entry to school; transfer from KS4 - KS5 and moving to the college site and leaving school. At all times the approach taken is matched to individual need. Transitions commonly involve, visits, multi-agency meetings involving parents and social stories.

Resources

As a special school the resources we have available to us are all focused on pupils with special educational needs.

Who to contact

If you require general information about the school, then most things can be found on our website - <http://ellentinkham.devon.sch.uk>

If you require further information then please contact the school directly on either 01392 467168 or via admin@ellentinkham.devon.sch.uk

If your concern is about the safety of a child, then you should contact the school's designated Child Protection and Safeguarding Officer (Maggie Blaber – Dupty Headteacher) or in her absence Jacqui Warne (Executive Headteacher) or Carolyn Purslow (Deputy Headteacher) both of whom are trained to a Safeguarding Lead level.

If you would like to book a visit to see the school then please contact the school to arrange a mutually convenient time.

For all other information relating to SEN please see Devon's Local Offer:
<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

