



Evergreen School SEN Information Report

September 2020

The SEN information report is a new duty on schools under section 69 of the Children and Families Act 2014. We hope that the following report answers any questions you may have about the school, but if you require any further detail or clarification, please do not hesitate to contact us.

Question	Answer
<p>What type of school is Evergreen?</p>	<p>Evergreen school is a local authority maintained all age generic special educational needs school for children aged 3-19. The number on roll is 268.</p> <p>Evergreen School has two sites in Warwick. The Deansway site (on the Woodloes estate) predominantly caters for primary age pupils and the Brittain Lane site (off Myton Road) predominantly caters for secondary aged pupils, however this is not exclusive. Evergreen School was formed when Ridgeway School and Round Oak School merged on 1st September 2020. Facilities include a fully accessible swimming and hydrotherapy pool, two sensory rooms with up-to-date immersive technology, a soft play room, 2 multi-purpose halls, a medical room on each site, a food technology room on each site, a forest school area on each site, a games court as well as extensive ICT and outdoor equipment.</p> <p>Evergreen School has 29 classes across both sites and caters for children who have moderate, severe or profound and multiple learning difficulties. Many of our pupils have Autism and/or complex needs.</p> <p>All children who attend Evergreen school have an Education Health Care Plan (EHCP).</p> <p>Class sizes are smaller than mainstream schools with approximately 10 children per class. This may be higher or lower depending on the needs of the children.</p>
<p>How does your education setting know if children need extra help and what do I do if I think my child has special education needs?</p>	<p>All children who attend Evergreen School are identified to have Special Educational Needs. Your child's needs should be clearly identified in their EHCP.</p> <p>If your child is a pupil at Evergreen and you have any questions or concerns about their needs, please don't hesitate to contact the school office who will be able to direct you to the appropriate person.</p> <p>Our SEN policy is on the school website and our admissions are managed by the Special Educational Needs and Disabilities Review and Assessment Team (SENDAR)</p>

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We are legally obliged to monitor pupil progress against the targets and outcomes which are set out in their EHCP. To achieve this, we use a system called MAPP to monitor each child's progress. MAPP breaks down each target into four key areas (prompting, fluency, maintenance and generalisation).</p> <p>We will also carry out a review meeting of the EHCP at least every 12 months; this is the opportunity to meet, discuss and update anything within the document.</p> <p>We hold parents evenings and events throughout the year to give all parents the opportunity to discuss their child's progress. During the summer term, an end of year report is sent home, summarising your child's progress throughout the year We use Class DOJO, the school website and home/school diaries to communicate what your child has been learning and may include ideas for supporting your child's learning. We will always work with our families to make communication between home and school as easy as possible.</p> <p>Some pupils have multi-agency support meetings that are held at the school.</p> <p>Every week there is a celebration assembly in which pupils in school celebrate their achievements. We also have a sensory achievement assembly for our pupils that may struggle to access brighter lights and louder noises.</p> <p>Each pupil has an individualised curriculum based on brand new curriculum framework (Roots, Branches, Leaves). These are interchangeable dependant on the needs of the pupil and progress is monitored using MAPP. Assessment records, records of progress and learning journals are kept to support evidence of progress. Decisions on access to national pupil tests e.g. Phonics screening check and SATS are taken on an individual basis, depending on a pupil's current working level and ability to access the tests.</p> <p>Governors and the Local Authority are involved in monitoring pupil progress.</p>
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<p>How will the school staff support my child?</p>	<p>Evergreen employs a total of 185 members of staff who support the children across the school day, including teachers, teaching assistants, a nurse, family support worker and midday supervisors.</p> <p>Each class is led by a teacher who is supported by a Teaching Assistant Level 3 and Teaching Assistants Level 2. All of the class staff use their experience and knowledge to provide a fully inclusive and creative learning experience; excellent teamwork is at the heart of the school's ethos and success.</p> <p>Our classes are organised into learning groups. The groups are based on learning styles, learning environments and peer groups more than on age or ability.</p> <p>The school employs two Family Support Workers who delivers additional support for pupils and their families including parent/carer workshops, early help assessment, signposting and home visits.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Children at Evergreen School follow a curriculum that best matches their learning needs.</p> <p>The curriculum is tailored further by the class teachers who deliver learning opportunities personalised to the children's interests. More information about our new curriculum can be found on our website</p> <p>Children also access sensory experiences and therapeutic provisions dependent on their needs including hydrotherapy, play therapy, sensory occupational therapy and rebound therapy. Our curriculum includes a wide range of learning experiences; we access the local community to teach life and social skills and we have a range of visitors from the community supporting the school. Visits and trips are incorporated throughout the school year and are an important aspect of the curriculum.</p>
<p>How is the decision made about what type of and how much support my child will receive?</p>	<p>There are high staff to pupil ratios in all of our classes at Evergreen. The school decides on the most appropriate class grouping for each child and the staffing ratio will be based on the needs of all the children in each class. This may occasionally be changed in response to changing needs or mid-year admissions.</p>

	<p>Pupils with additional or complex medical or therapeutic needs will be supported with a higher staffing ratio to ensure appropriate levels of care.</p> <p>Children with complex needs may also be supported in smaller or 1:1 settings for some of their learning experiences.</p> <p>Pupils who have free school meals, are in Local Authority care, who have been adopted, or have Special Guardianship receive additional funding called the Pupil Premium Grant. Objectives are set for the use of pupil premium funding that would benefit the child's academic, social or emotional needs.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Evergreen prides itself on the nurturing and positive relationships that staff have with pupils. Staff model appropriate behaviour and positive attitudes at all times.</p> <p>Children are encouraged to be as independent as possible and we promote joint working with families to build consistency between home and school.</p> <p>The school employs a Sensory Occupational Therapist and a play therapist and they are able to work with children who require more specific support. We also employ two family support workers and a school nurse is based at each site.</p> <p>The importance of pupils' spiritual, moral, social and cultural (SMSC) development flows throughout the school as well as the promotion of fundamental British values. This is tracked on Gridmaker.</p> <p>Health and well-being are embedded in all aspects of the school day including healthy eating, regular exercise, outdoor learning and a wide variety of therapeutic provisions. Positive mental health is a key part of the school ethos, both for staff and pupils. This is overseen by the health and well-being committee</p>

	<p>Staff are skilled in active listening and raising pupil's self-esteem. Staff know the children very well and provide support to individuals as well as identifying and referring pupils who need an early help assessment.</p> <p>Our behaviour policy and anti-bullying strategy are available on the school website.</p>
<p>What training is provided for staffing supporting children with SEND?</p>	<p>All staff receive a comprehensive induction training covering key areas such as safeguarding and child protection, moving and handling, behaviour management: Team Teach, dysphagia, medical awareness, health and safety and communication skills including Makaton.</p> <p>We have regular whole school and small group staff training sessions running throughout the school year. These are delivered both internal and external providers.</p> <p>Some staff have received specific training on mental health and well-being, Autism Spectrum Condition (ASC) (including PECS, TEACCH), Sherbourne Movement Development, attachment disorders, anxiety and precision teach.</p> <p>Specific medical training is delivered by our school nurse or health colleagues if necessary, for administering tube feeds and emergency medication.</p> <p>We work with a number of therapists who train and support staff in delivering therapeutic provision. These include:</p> <ul style="list-style-type: none"> • Health funded Speech and Language Therapists • Health funded Physiotherapists • School funded Sensory Occupational Therapist: 2 days a week • School funded Play Therapist: 1.5 days a week • School funded Educational Psychologist <p>All therapists assess children's needs and set therapy programmes which are shared with staff and parents/carers. This will also include any training requirements. Physiotherapists and Occupational Therapists will also carry out home visits during school holidays if required.</p>

	<p>A number of school staff are trained to deliver rebound therapy.</p> <p>A number of staff are trained in Paediatric first aid.</p> <p>A number of staff are trained Aquatic Therapy rescue trained.</p> <p>One teacher is training to become a qualified teacher of the visually impaired (QTVI).</p> <p>One teacher has completed a Masters in Autism.</p>
<p>How accessible is your education setting (indoors and outdoors)?</p>	<p>Both sites are purpose built buildings designed with accessibility in mind. Each site has a first floor with offices, meeting rooms, a family room and storage, and the Brittain Lane site has a number of learning spaces including Art and DT rooms. They are fully accessible with a lift.</p> <ul style="list-style-type: none"> • Evergreen is wheelchair accessible and has accessible toilets • There are ceiling hoists in the soft play room, a number of classrooms, the swimming pool and changing rooms to the pool. • Portable hoists are in use for classrooms and rebound therapy. • Each site has a sensory room, soft play area and hydrotherapy/swimming pool. • The site has disabled parking facilities. • The school's outdoor play areas have covered safety surfaces. • Equipment such as specialist chairs and some physiotherapy equipment is purchased through the school budget depending on need. • Wheelchair services hold wheelchair clinics in school and parents are invited to attend these. • Software is available that will support communication skills e.g. Communicate in Print • Communication aids such as switches are available throughout the school and discussion with parents about specific communication aids will take place if they have been recommended. • Pupils have access to eye gaze technology if required and staff are fully trained in using this technology. <p>Further information can be found in the school's accessibility policy on the school website.</p>
<p>How are parents/ carers/ pupils currently involved in your school?</p>	<p>The involvement of parents/carers/family members and pupils is central to our success at Evergreen. Working together greatly increases the chances of success for our pupils and</p>

<p>How can I get involved and who can I contact for further information?</p>	<p>so we have an open door policy and welcome feedback from parents at any time. The school's family support workers are available for any family member that may wish to discuss an issue, or just want to have a chat.</p> <p>If you'd like to meet with someone or visit the school, please don't hesitate to call the school office.</p> <p>Parents/carers are involved through formal channels such as:</p> <ul style="list-style-type: none"> • Annual reviews and parents evenings • An annual questionnaire • Parent Governors • Home/school communication books • Volunteering in school • Parent/carer workshops • Class DOJO • Friends of Evergreen School <p>There are also a number of less formal ways such as:</p> <ul style="list-style-type: none"> • Coffee mornings • Supporting at school events and with fundraising • School concerts, plays, sports days and assemblies. <p>Pupils are also involved:</p> <ul style="list-style-type: none"> • At annual reviews and as part of transition planning • The School Council help to make decisions about school issues • In assessing their work in class
<p>What steps should I take if I have concerns about the school's SEND provision?</p>	<p>Parents/carers are encouraged to contact the school about any concerns they may have. We are committed to providing a diverse and rich learning experience for every child and resolve any issues at the earliest possible stage.</p>

	<p>In the unlikely event that concerns may not have been resolved please contact the Chair of Governors.</p> <p>A copy of the school's complaints policy is on the school website.</p>
<p>How will the school prepare and support my child to join the school and transfer to secondary school?</p>	<p>We understand that for some children/young people, change and transition is particularly challenging but also that this can be stressful for parents/carers. Please see a summary of the process below:</p> <p><u>Starting at Evergreen</u></p> <ul style="list-style-type: none"> • Once a place has been confirmed, staff will visit the child's previous setting/school, complete a home visit if appropriate and if possible attend the Annual Review. • Some of our children have a phased induction period to ensure they have time to settle into their new setting. • Liaison with other professionals will then ensure any relevant training is arranged. • Transition visits will take place and a transition book may be used. <p><u>Transition between sites</u></p> <ul style="list-style-type: none"> • One of the main benefits of the merge is a much smoother transition between age phases, pupils are now not leaving one school and joining another at secondary phase. They can be supported in by familiar adults as they transition and the new curriculum ensures much clearer pathways from 3 through to 19. <p><u>Leaving Evergreen</u></p> <ul style="list-style-type: none"> • Destination planning is an integral part of our leaves curriculum which focuses on accreditation, life skills and work experience • Many of our young people will move on to college and we also offer supported internships (the school is part of the employability programme with National Grid)
<p>Where can I get further information about services for my child?</p>	<p>The information in this report forms part of Warwickshire's Local Offer which can be accessed on the Warwickshire website at www.warwickshire.gov.uk/sendlocaloffer</p>