



## Downs View SEN Information Report

### Section 1

*What kinds of Special Educational needs does Downs View make provision for?*

Downs View Woodingdean is a maintained special school that caters for 155 pupils, aged 2–16, with severe or profound and multiple learning difficulties or complex needs.

Downs View Link College is a college for students aged 16 – 19 based next to Varndean College.

Downs View Life Skills College is for students aged 19 - 25 based in Patcham.

### Section 2

*How would Downs View identify and assess my child's special educational needs?*

All pupils attending Downs View have an Education Health and Care Plan (EHCP), which identifies Downs View 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 Education Health Care Plan ensures that they reflect the pupil's current needs. Progress is monitored termly by staff and the senior leadership team (SLT). The school works closely with therapists and external agencies to identify and support the holistic needs of every child.

### Section 3

*a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?*

We have a robust system of reviewing our provision each term using a range of tools, including The Ofsted Framework, School Self-Evaluation and the School Improvement Plan.

This includes looking at:

1. Pupil achievement
2. Behaviour and safety
3. Leadership and Management
4. Quality of Teaching
5. Curriculum
6. Spiritual, Moral, Social and Cultural

Governors are involved in this process and receive termly reports.

Any interventions such as pupil premium are identified and tracked to ensure the impact is effective.

<p><i>b) How do you know how well your child is doing at school?</i></p>	<p>Teachers communicate with parents/carers daily through the home school diary, via email or by regular telephone calls. In addition parents/carers are welcome in school at any time. A formal review of the EHCP takes place annually and consists of a report compiled by the class teacher in consultation with other professionals such as physiotherapists and speech and language therapists. Once parents/carers have been given an opportunity to read the report, they meet together with school staff, and any invited additional professionals involved with their child, to review the existing EHCP, contribute their own observations and discuss priority areas and educational aims. In this way, the report becomes a joint approach to the development of the individual pupil. In addition to the Annual Review, teachers prepare a list of individual learning plan targets for each pupil each term. These are sent home during the first three weeks of each term and evaluated at the end of each term. There are also termly progress meetings with the opportunity to meet individually with the class teacher.</p>
<p><i>c) How will the staff support my child?</i></p>	<p>Each class has a full time equivalent teacher and at least two learning support assistants, sometimes more. Children may be taught one to one, in small groups or as a whole class depending upon the activity. School staff are supported by speech and language therapists, physiotherapists, occupational therapists, a school nurse and an educational psychologist.</p>
<p><i>d) How will the curriculum be matched to my child's needs?</i></p>	<p>Your child will follow the National Curriculum which is adapted to their needs and their learning. It will be differentiated to enable them to make progress.</p>
<p><i>e) How do you adapt the curriculum?</i></p>	<p>The curriculum has been reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest and engagement whilst covering all areas required enabling pupils to progress. Pupils in the secondary department and college will have the opportunity to access a wide range of opportunities to develop as young people. These may include independent living, life skills and community learning as well as the more 'academic' subjects, dependant on ability and individual needs. The school follows ASDAN accredited courses that are appropriate to individuals. All planning is highly differentiated within each class. Both colleges accredit work through NOCN.</p>

<p><i>f) How is the decision made about the level of support my child receives?</i></p>	<p>Your child will initially have their needs identified through their EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be need. For example one to one support.</p>
<p><i>g) How will my child be included in activities outside the school curriculum including trips?</i></p>	<p>During their time at Downs View every child will have the opportunity to access trips including residential experiences if parents wish. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences than what could be provided on the school site alone, as well as promoting the independence of our children as learners. Such activities include swimming and leisure opportunities, horse riding and trips into the local community.</p> <p>All visits and activities are risk assessed to ensure they are appropriate for individual pupils.</p> <p>We work in partnership with Extratime after school club which provides after school provision.</p>
<p><i>h) What support is there for my child's overall wellbeing?</i></p>	<p>We have a robust safeguarding policy and protocol in place. Our pupil's health and well-being is paramount. Personal care is conducted discreetly and with dignity, fostering independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We work closely with Social Services and in particular the disabilities team. We also work closely with our educational psychologists who support with individual case work and staff training.</p>
<p><b>Sections 4 &amp; 5</b></p>	
<p><i>What training is provided for staff supporting children and young people with SEN?</i></p>	<p>All our staff receive training and support to meet your child's educational, social and health needs. Teaching staff, teaching assistants and MDSAs have an extensive induction. They also access targeted programmes of continuing professional development to develop their skills which typically includes a range of specialist training, such as speech and language therapy, the use of Picture Exchange Communication System, Treatment and Education of Autistic and Related Children (TEACCH), Attention Autism and Makaton as well as individual learning styles and programmes. All staff receive PROACT-SCIP training in order to develop their positive behaviour management skills, moving and handling, and first aid. Eating and drinking and medical training is delivered to staff as appropriate.</p>

<b>Section 6</b>	
<i>How accessible is Downs View School?</i>	Our school is fully accessible with dedicated disabled parking bays. The building is fully wheelchair accessible with wide corridors. There is a full range of toilet and changing facilities, all of which are accessible. There is a hydrotherapy pool, soft play area, sensory spaces and an outside sensory track.
<b>Sections 7 &amp; 8</b>	
<i>How are Parents/Carers involved in the school? How can you get involved and who should you contact?</i>	One of the foundations of partnership between parents/carers and professionals lies in the recognition of how much they have in common and how much they can learn from each other. We take seriously the needs of every pupil and acknowledge that only by working in partnership with parents/carers can we achieve our aim. Children achieve more when the school and parents/carers work together and therefore parents/carers are always welcome in school. There are no restrictions on parental access, providing the interests of the pupils are not adversely affected. We have an active parent/carer group, The Friends of Downs View that provide social activities for parents / carers as well as fundraising. There are 3 weekly newsletters.
<i>How do Parents and children get involved in their education?</i>	At Downs View we recognise the importance of our pupils being involved in their learning from an early age and this is encouraged through regular discussion and pupil friendly individual targets.
<b>Section 9</b>	
<i>What do I do if I have a concern about the school provision?</i>	In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors. Ultimately parents have recourse to the Secretary of State if the situation still can't be resolved.
<b>Section 10 &amp; 11</b>	
<i>What specialist services and expertise are available at or accessed by the school?</i>	We work closely with the following to support your child's needs. <ul style="list-style-type: none"> <li>• All therapy services including physiotherapy, occupational therapy and speech and language therapy.</li> <li>• Specialist services including hearing impairment, visual impairment.</li> <li>• The educational psychology services.</li> <li>• Music therapy.</li> <li>• A dietician.</li> <li>• Social Services Child Disability Team.</li> </ul>

	<p>Your child will need an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team:  <a href="https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities">https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities</a>  <a href="mailto:sen.team@brighton-hove.gov.uk">sen.team@brighton-hove.gov.uk</a></p>
<b>Section 12</b>	
<p><i>How do you prepare my child for joining your school or transferring to another school?</i></p>	<p>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/carers 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. Transition planning is a vital part of the Annual Review process from Year 9 onwards and we support pupils in deciding on the best college provision for them. We have a partnership with Brighton Met College so students in Year 11 can access bridge courses.</p>
<b>Section 13</b>	
<p><i>When can I get further information about services for my child?</i></p>	<p>The information in this report forms a part of the Brighton &amp; Hove local offer which can be accessed on our school website or at : <a href="https://brighton-hove.local-offer.org/">https://brighton-hove.local-offer.org/</a></p>