



SEND Information Report

St Piers School & College

2018-19

WHAT OUR SERVICE PROVIDES

St Piers School and St Piers College provide education, health and residential services for children and young adults aged between five and 25 who have special educational needs and disabilities, which often include complex conditions, including epilepsy. The School and College are part of the national charity Young Epilepsy, which offers a range of services across education, health, care, training, ground breaking research and the sharing of information and research findings both nationally and internationally.

What makes us different is the approach we offer students in meeting a broad range of education, care and health needs. Our trans-disciplinary team delivers a holistic service. Our medical and therapy staff are based on the campus so we can be very flexible in the care we provide and the young person's needs can be met immediately, if needed.

Our educational experts are supported by our on-site team which includes speech and language therapists, occupational therapists, physiotherapists and play specialists. Our world-renowned neurologists, medical registrars, psychologists and nursing team complement the education and care team to ensure we build a bespoke 'team around the child and young person'. We can provide the inclusive support a young person might require without the need to access multiple services in the community. This has the benefit of removing what is often a major cause of anxiety for both students and their families.

Our service is tailored to each individual student. We ensure that the level of support the student requires is always available, but our aim is always to work with each individual to ensure they reach their maximum potential and lead as independent a life as possible.

We work with a large number of employers and local mainstream colleges to encourage independence and develop employability skills for the future. This is something that particularly benefits St Piers College students.

Our students have the opportunity to reside on the campus or attend as day students. To cater for the ever-changing needs of children and young adults, we offer flexible residential packages from 39 to 52 weeks including a Monday to Friday term-time option as well as full time residential care. We also offer a short break service for students who require care in the holidays, week days or weekends.

Our waking hours learning approach means students continue their learning when the school or college day has ended.

We also provide a range of services aimed at helping the 112,000 children and young people across the UK, living with epilepsy. We are a major provider of epilepsy training for education and health professionals. We also operate a helpline service for anyone requiring information about epilepsy and produce a range of informative books on the subject.

1. How does St Piers School and College know if children and young adults need extra help?

Students that use our services have a range of degrees of cognition and learning difficulties including:

- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Moderate Learning Difficulties

Across these, we have students with epilepsy and a range of categories of needs including:

- Autism Spectrum Conditions [ASC]
- Speech, Language and Communication Needs [SLCN]
- Social, Emotional and Mental Health Difficulties [SEMH]
- Specific Learning Difficulties [SpLD]
- Visual Impairments [VI]
- Hearing Impairments [HI]
- Multi-Sensory Impairments [MSI]
- Physical Disabilities [PD]

We also have students with Downs Syndrome, ADHD, ADD, and a vast array of other associated medical and neurological conditions.

Each child/young adult is fully assessed prior to admission by our experienced and highly trained trans-disciplinary team to ensure we can meet their needs and that all needs are catered for. Each member of the team will have detailed knowledge of each student. The team works closely with parents/carers and with each other.

2. How will School / College staff support each individual?

Support is provided to students by our trans-disciplinary team. The team delivers a holistic service that meets the young person's education, care and health needs. Our medical and therapy staff are based on the campus so we can be very flexible in the care we provide and the young person's needs can be met immediately.

With a high ratio of staff to students, and classes typically between 5 and 8 students, all staff have comprehensive training, focussing on the specialist knowledge necessary to support the complex needs of our students.

St Piers School and St Piers College have a combined Education Governing Body. It features parents/carers, educational staff, plus representatives from the business world to ensure that future employability of students is always given due consideration.

St Piers School and St Piers College constantly monitor students' progress to ensure they are progressing and also to make sure the provision offered meets their needs.

The Annual Review process reviews the EHCP and relative achievement information, including Learning Outcomes, Preparation for Adulthood information/progress and destination planning. Assessment is carefully recorded and analysed. Governors monitor progress through KPIs and a range of achievement and quality assurance throughout each academic year.

3. How will the curriculum be matched to each young person's needs?

Each student's needs and abilities are assessed by our trans-disciplinary team. We create an individually tailored programme of education and provide 'waking hours' learning wherein learning opportunities are planned both during the day and in the residential setting. Every student has targets which are constantly monitored, assessed and reviewed.

In the College an individualised curriculum is set for each student which combines functional skills [Literacy, Numeracy and ICT], employability skills, vocational and life skills. All students have periods of work experience. These are planned carefully to take into account the interests and aspirations of students as well as their assessed aptitudes and abilities. Progress in achieving targets is monitored carefully throughout the year assessment carefully recorded analysed and reported on at regular intervals.

In the School, students have learning plans which are monitored closely by the Class Teachers and leadership team. These are reviewed regularly and as and when targets are achieved during the year.

4. How will parents/carers and St Piers know how each young person is doing and how will St Piers help parents/carers to support their son's/daughter's learning?

The progress of all students is monitored closely, both against personal targets and relevant national data collected from other specialist schools and colleges. We have a formal system of reviews in place to ensure the young person is progressing and developing in line with their individual learning plan and learning outcomes. We will always immediately revise the plan if the student's needs change to ensure that the targets are realistic and meaningful but challenging and aspirational.

Parents/carers are always consulted and made aware of progress, problems that might emerge and of how they can help their son/daughter to continue to learn. Throughout the year there is a programme of meetings about students, their plans and progress to which parents are invited. The Annual Review meeting is the main, a formal meeting to review progress. Parents, carers and Local Authority officials are invited to these meetings. On an ongoing basis, House Managers and Teachers maintain close contact with parents throughout.

Regular reports [formal and informal] on progress are produced and shared with parents and carers.

Education doesn't stop at the end of the school or college day and so we welcome engagement, input and support from parents/carers and plan activities which will extend learning into all settings.

All students in the school have a 'day book' that outlines what progress has been made during the day and what home learning is required. Wherever appropriate, parents/carers would be encouraged to oversee and get involved with home learning.

5. What support will there be for each young person's overall well-being and mental health?

Considerable support is available for each young person. Our education specialists will do all they can to help the young person reach their full potential. In addition to this our therapy, health and medical specialists will meet any medical or health needs the young person has while our care staff will provide pastoral care. This includes providing a listening ear and emotional support.

Young Epilepsy has a world-class medical centre providing 24 hour medical care. The organisation is unique because our therapists and trans-disciplinary team are based on site so we can bring support and care to the child instead of having to take them off site. A local GP visits weekly.

There are also Student Councils in both St Piers School and St Piers College ensuring the student voices are heard and action is taken accordingly. This process is carefully monitored by Governors and Trustees to ensure that students are fully involved in decision making.

Young Epilepsy has an excellent Safeguarding Team and processes for ensuring that the safety of all students is maintained as an absolute priority. There are excellent reporting and monitoring systems that are rigorously applied.

6. What specialist services and expertise are available at, or accessed by, the School/College?

Our trans-disciplinary team delivers a holistic service. Our medical and therapy staff are based on the campus so we can be very flexible in the care packages we provide and the young person's needs can be met immediately if necessary. Young Epilepsy provides a broad range of specialist care services including:

- World renowned consultant neurologists
- child and adolescent psychologists
- medical registrars
- research fellows [joint with Great Ormond Street Hospital]
- epilepsy nurse specialists and other nursing staff
- psychologists
- physiotherapists
- occupational therapists [including Sensory Integration specialists]
- speech and language therapists

- play therapists
- yoga therapist

7. What training are the staff supporting children and young adults with SEND having?

All staff who have contact with children and young adults undergo a robust induction programme during their first six months in post. This is followed by further mandatory, regulatory and person-centred training throughout their time with St Piers/Young Epilepsy. These are delivered by subject matter experts from our own staff as well as our nursing and therapy teams. This ensure we are sharing expertise across the organisation and that all training is relevant to the specific requirements of our students.

Person centred training courses include:

- Understanding Epilepsy and Autism
- Intensive Interaction
- Signalong and Total Communication
- Epilepsy First Aid
- Positive Behaviour Support

In addition to this, staff who work within the residential houses are funded to complete their Common Induction Standards and the Level 3 Diploma in Health and Social Care. House Managers are required to undertake the Level 5 Qualification.

All teachers and lecturers are qualified/trained to at least National Standards. In addition to this, training and updating is constantly being addressed to make sure that the latest teaching methods are introduced and used to the benefit of our students.

8. How are students included in activities outside the classroom?

As special educational needs establishments, St Piers School and St Piers College have considerable expertise in arranging activities for students out of the classroom. A range of activities are available depending on the young person's personal interests and abilities. These include swimming, horse riding, visiting National Trust Sites, outings to Theatres, Cinemas and museums etc. and visiting activity centres.

On site we have a range of unique facilities including a Hydrotherapy Pool, a Horticulture Training Centre and fully working Farm with a range of farm animals.

We offer a broad range of after-hours activities including sporting activities and clubs, as well as social events.

There is a strong emphasis on employability at St Piers. As such there is a broad and growing range of work placement opportunities for all students in the College and in the School Sixth Form.

All students are fully supported in all activities on or off the campus. All students can access all activities held on and off site, with specially adapted equipment being used when necessary and additional support workers when required.

Parents and carers are fully informed with regard to all trips and other activities.

9. How accessible is the setting / school / college environment?

St Piers offers day and residential care to individuals with a variety of complex needs and disabilities. Areas used by students of St Piers School and St Piers College have full disabled access with wheelchair ramps, electric doors, hoists and any other equipment they may require. We are continually upgrading our facilities to ensure we offer full disabled access.

Students also have access to a wide range of specialist equipment including Speak and Spell, touch screen technology, iPads, iPods, tablet computers and fully equipped sensory rooms, imaginarium, specialist OT rooms, and creative learning spaces, to meet all access needs and staff are trained in their use.

We have indoor and outdoor gyms, a low ropes course and a vast array of specialist sports and fitness equipment plus a hydrotherapy suite and boating lake. Disabled lavatories and changing facilities are available across our site.

Both St Piers School and St Piers College have specialist provision for students that are on the autistic spectrum. This includes lecturers who are specially trained to understand and teach students with the condition.

We have procedures in place for communicating with parents and carers whose first language is not English. If a member of staff fluent in the required language is not available we can access a translator service.

10. How will the School / College prepare and support students to join the School / College, transfer to a new school / college or the next stage of education and life?

We are aware that change can be challenging for students and their families and transition is therefore carefully managed at all times. This includes ensuring the student has made a series of visits to the new setting. Staff may transfer between settings with the student or the receiving staff will have had opportunities to get to know them in their current setting and receive training to support their individual needs. Our experience demonstrates that with the right support and intervention the following changes can be managed successfully:

- Students new to the School and College
- Students changing classes for the new academic year
- Students undertaking key stage progressions
- Students leaving the School or College
- Student accessing external activities and work placements etc.
- Students attending specialist provision at local colleges
- Students new to residential care

- Students progressing from St Piers School to St Piers College.

The day that a student starts at St Piers, the planning programme for their transition to their next placements begins. Residential students develop their independent skills through waking hours learning. In the student's final year in particular, we work closely with the Local Authority Transitions Team and the next provider to ensure a smooth and effective transition.

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

There is a thorough system of assessments to ensure resources are allocated and matched to meet the young person's needs [see below for details of the assessment]. What makes St Piers unique is the trans-disciplinary outcomes approach that we use.

An individual's needs are assessed by education, medical and residential care specialists and by a range of therapists. The various teams work together to provide a level of care tailored to the student to ensure they reach their full potential and have all the relevant resources in place.

12. How is the decision made about what type and how much support a child/young adult will receive?

Initial contact should be made to the Education Liaison Service team, who will manage the referral process for anyone wishing to use our education, health and care services.

The team gather information so we can understand a young person's needs. Our trans-disciplinary team assess the documentation following which an informal meeting will be arranged.

When a residential placement is sought, we invite the young person for an assessment which involves attending the School or College.

When a day place is sought, the young person is invited to attend a two day assessment. This involves attending lessons and undertaking activities with students of a similar ability.

The young person is also assessed by our therapy and medical teams. This allows us to fully understand all their needs and how we could support and develop the young person.

Following the assessment, the family will be advised of the decision. If appropriate, a funding request would then be made to the local authority. Each young will receive a comprehensive assessment from our trans-disciplinary team to assess their needs prior to starting at the School or College and these are assessed regularly to ensure the child/young person is receiving the support they require.

13. How are parents/carers involved in the School / College?

In the majority of cases, parents/carers are directly involved in deciding what care will be provided for the student. The medical and behavioural conditions our students have are unique to each individual and so we value input from parent/carers as they can often explain what care their child requires. We believe that it is essential to have good relationships in place with them.

For day students at St Piers School, a 'day book' relays to parents/carers what progress the student has made and what has happened that day. It also enables parents and carers to understand the levels they are working to. Home learning is undertaken by day and residential students and this will also be detailed in the day book.

St Piers School and St Piers College have a formal system of annual reviews. These reviews assess progress and parents/carers are fully involved in this process. We also hold parents' evenings where educational progress can be assessed and any queries dealt with.

Parents are represented on the Governing Body. We would always encourage their involvement and appreciate the fact they are engaged with St Piers School and St Piers College.