



Updated: 16.09.24

FIVEWAYS SCHOOL SEND INFORMATION REPORT

SEND: Special Educational Needs and Disabilities

Type of School: Severe, Profound and Multiple Learning Difficulties

Cohort: Boys and Girls 4 – 19yrs

Fiveways is a specialist Communication and Interaction school designated to providing education for pupils with Severe and Profound Learning Difficulties. This includes pupils who have additional medical, autism, physical and sensory needs. All pupils have an Education, Health and Care Plan (EHCP). Fiveways School serves South Somerset and the adjacent areas, which currently means we accept pupils from neighbouring Local Authorities.

Admissions to the school come directly via the Somerset Local Authority Casework Team and a decision on placement will be done so through close and joint working between the Local Authority and the school, with the Statutory panel of the LA or Special Needs Tribunal making the final decision on placement.

Our guiding principle is;

“What does a good life look like for me now and in the future?”

Aims of the school are:

- To create a happy and secure learning environment rich in stimulation and challenge
- To ensure all members of the school community can grow in self-esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, giving them more control over their lives.

Our aims reflect what parents, carers and families say, for example:

- “... to grow, learn and experience the joys of life” “Have fun”



- “Having a full, happy life with new experiences and making friends and being as independent as possible”
- “...to communicate my needs and give me a voice” “enhancement of communication skills” “...being able to communicate”
- “Safe, inclusive and happy” “To learn that change is something not to be scared of” “To be relaxed and positive in various environments”
- Being in the community, able to go out for necessities and recreation exercise

A. How is special educational needs and disability supported at Fiveways School:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child’s difficulties with learning/SEND</p>	<p>Head Teacher (Swavek Nowakiewicz) and/or in his absence the Deputy Head Teacher (Samantha Ensor)</p> <p>Teachers (see staff list – website & brochure)</p> <p>Senior Teaching Assistants and Teaching Assistants (see staff list – website & brochure)</p> <p>School Nurse</p>	<p>The Head Teacher will be the first point of contact, welcoming new parents, and managing the admission process. Parents are very welcome to look around the school and experience its happy purposeful atmosphere. At this early stage our interest is to ensure that there is a good ‘fit’ between school and prospective pupil.</p> <p>Teachers provide the central focus for an understanding of the learning needs of your child. We adopt a partnership with parents, working together to help the child make the best progress possible during their time at our school. The teacher is responsible for planning and overseeing your child’s educational programme. Teachers additionally specialise in particular aspects of education, offering another layer of expertise (e.g. Behaviour / Emotional literacy)</p> <p>Teaching Assistants are a vital part of the ‘team’ approach to the education adopted at Fiveways. They develop a deep and insightful understanding of needs, working alongside the teacher, in support of our child focused approach.</p> <p>Our nurse offers the focus for all medical aspect and liaises with external medical services (including Physiotherapist / Occupational therapists / Orthotics /</p>



	<p>Communication and Interaction Team (Claire Theobald)</p> <p>Parent and Family Support Advisor (Kayleigh Dorricott)</p> <p>SENCO (Kirstie Kerr)</p> <p>Assistant SENCO (Sarah Markham)</p> <p>SEND Governor (Tracey Richards)</p> <p>Chairman of Governors (Malcolm Gulliver)</p>	<p>Enteral feeding /Paediatricians / School Nurse Health teams and other medical specialists).</p> <p>We believe that the development of communication is a vital part of unlocking the potential of all pupils attending Fiveways. Our Communication and Interaction specialist and assistant, enable a specialist understanding of this aspect of their needs.</p> <p>Our Parent and Family Support Advisor (PFSA) works alongside staff in support of parents and families.</p> <p>The SENCO works to ensure the strategic development of the SEND policy, and to coordinate with teachers on specific provision to ensure that the needs of all pupils with SEND needs are met.</p> <p>The Assistant SENCO works under the direction of the SENCO, as part of the professional team to support SEND provision for pupils at Fiveways School and ensures adherence to statutory guidance</p> <p>The SEND governor works with the SENCO to monitor the quality and effectiveness of SEND provision, and to work with the SENCO to determine the strategic development of the policy and provision within school.</p> <p>More Info ➔</p> <ul style="list-style-type: none">① Parent and Carer Partnership Policy and Code of Practice① SEND policy① Supporting Pupils with Medical Needs Policy
--	---	--



B. How could my child get help in school?





Teaching is tailored to the individual in every way. Our very committed staff care about the pupils in their charge and the education process is built upon the quality of these relationships. In this way the educational experience is personalised to the strengths and needs of the individual – with an emphasis on preparation for adulthood.

	Types of support provided through the school	What would this mean for your child
<p>What are the different types of support available within school</p>	Class teaching	Class teachers are at the heart of the pastoral structure. Teachers know their pupils very well, quickly developing a positive working relationship with them. Teaching starts with a clear understanding of where the pupil is now, which forms the basis for planned and structured activities; with ample opportunity to take advantage of ‘the moment’. Sometimes learning is at its most powerful when it is based in the spontaneity of the moment.
	Somerset Graduated Response Tool	Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/
	Curriculum offer	At Fiveways School the curriculum is both inclusive and ambitious.





	<p>Communication support</p> <p>Bespoke programmes of support</p> <p>Individual Support</p> <p>Inclusive group activity</p> <p>Group work</p> <p>Whole school activity</p>	<p>Our curriculum ensures pupils receive experiences & opportunities to develop their knowledge, acquire new skills & attributes in ways that ensure learning is relevant. The curriculum promotes pupils holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts.</p> <p>Pupils' communication needs are also carefully assessed and they may receive direct therapy or support in SLT managed 'communication groups'.</p> <p>Individual programmes are tailored to support individual needs. These include:</p> <ul style="list-style-type: none">• MOVE programme: addressing many aspects of physical need in functional ways, working with physiotherapist and complemented by horse-riding / on our mechanical horse and RDA• TEACCH, Intensive Interaction and other programmes supporting pupils with complex Autism Spectrum Conditions• Multi-sensory Hydrotherapy e.g. the Halliwick Swimming approach• SEMH approaches e.g. Theraplay, music therapy <p>Pupils may receive individual support for literacy and numeracy, or other curriculum areas as part of their personalised curriculum.</p> <p>Inclusive opportunities are tailored to match the needs of the individual</p> <p>Pupils work in a wide range of groups, helping them to develop social skills, and to use skills learn in one to one situations.</p> <p>Daily assemblies offer opportunities to foster a sense of whole school community. Pupils know each other well and develop a sense of mutual respect, and enjoy each other's successes. Themed and enrichment days and</p>
--	--	--






		<p>other whole school events provide further opportunities to foster a strong feeling of belonging to a whole school community.</p> <p style="text-align: center;">More Info </p> <p> Curriculum policy</p>
<p>Funding</p>		<p>When a place at Fiveways School is agreed by the Local Authority an agreed level of High Needs funding is also allocated dependant of the needs of the individual child. The school is then responsible, through the Governing body, for setting a budget that uses the total allocation to meet the needs of pupils across the school. This is reviewed regularly through the Annual Review process. Every year the school and the LA meet to go through an audit of need to ensure appropriate funding levels.</p> <p style="text-align: center;">More Info </p> <p> Admissions page of Fiveways School website</p>
<p>How will the teaching be adapted for my child's needs</p>		<p>At Fiveways School we believe in a whole school learning community with commitment to excellence in teaching and learning, achievement and all fostered within a secure and nurturing environment. Personalised teaching and learning is essential in helping pupils to achieve the best possible progress and outcomes.</p> <p>Teaching staff are skilled in enabling pupils to access learning and succeed by using structure, responsive approaches, adapting levels of support and challenge and deployment of staff.</p>
<p>How will we measure progress of your child in school</p>		<p>Progress is measured in a range of ways, both formally and informally, endeavouring to take account of, and recognising the significance of 'small steps' progress for some pupils. These include:</p> <ul style="list-style-type: none"> • Personalised Learning Goals • Evidence for Learning (EfL) • Pre key-stage standards • Engagement Model • Early Years Foundation Stage Profile • Specialist areas of activity e.g. mobility or communication • Multi-professional reports (Physiotherapy, Speech and Language Therapy) • Record of Achievement and Experience



	<ul style="list-style-type: none"> • Accreditation routes from Key Stage 3 onwards • Comments in the School-Home link books <p>More Info </p> <ul style="list-style-type: none"> ① Teaching and Learning policy
<p>What support do we have for you as a parent</p>	<p>The overall aim of the Parent and Family Support Advisor (PFSA) role is to respond to early indications that children and families could benefit from additional support.</p> <p>These include;</p> <ul style="list-style-type: none"> • To support parents and carers. • To strengthen communication between school and home. • To improve pupil attendance and achievement . • To ensure parents and carers are aware of outside agencies offering help and advice. • To encourage parents and carers to take an active part in their child’s education and the running of their school. <p>More Info </p> <ul style="list-style-type: none"> ① Parent and Family Support Advisor (PFSA) information page on Fiveways School website ① Parent Carer Partnership Policy and Code of Practice
<p>Record of support</p>	<p>At the Annual Review meeting the nature of support is described in the documentation sent to the Local Authority, a copy of which is also sent to parents.</p> <p>This can include Early Help Assessments (EHA), Team Around the Family (TAF) meetings or other sources of support.</p>
<p>How can I let the school know if I am concerned about my child’s progress in school?</p>	<p>Concerns: Informal</p> <p>If you have concerns about your child’s progress you should speak directly to their teacher / tutor. If you are worried about speaking to any of these people you should contact the school’s Parent & Family Support Advisor (Kayleigh Dorricott PFSA) who can act as an advocate for you and present any concerns you may have.</p> <p>Complaints procedure:</p> <ul style="list-style-type: none"> ① Stage one – informal complaint heard by the Head Teacher, or a member of senior leadership team. ① Stage two – formal complaint heard by the Head teacher or a member of senior leadership team.



	<p> Stage three – complaint heard by the Governing Body’s complaints panel.</p> <p>More Info </p> <p> Parental Grievance and Complaints Policy and Procedure</p>
<p>How will the school advise me of any concerns about my child’s learning & progress at school</p>	<p>At Fiveways we are committed to open and honest communication with our parents and families to ensure the best possible outcomes for our pupils.</p> <p>If we have any concerns about a child’s learning we would request an informal conversation in the first instance, either in person or phone call.</p> <p>Through working with families, further concerns may lead to offering the involvement of the Parent and Family Support Advisor or training opportunities and courses for parents.</p> <p>Annual Review meetings are also an opportunity to discuss any concerns or queries, through working with families and other agencies to ensure joint planning for best outcomes.</p>
<p>How will we support your child when they transitioning between years or when they leave.</p>	<p>We are very conscious of the importance of managing change effectively. In summary the following are key transition points:</p> <p>Arrival in school</p> <p>Parents are welcome to visit, ask questions and experience a tour of the school</p> <p>Once a place has been agreed, parents will be invited to a ‘School Entry Planning’ meeting, at which we will have detailed discussion about your child’s strengths and needs, and agree those things we need to do, to ensure a smooth entry into school.</p> <p>We will host “transition mornings” as an opportunity for new pupils to visit their new class and meet their teacher and class team.</p> <p>Within the first term of a pupil starting, parents will be invited to a ‘Settling In’ meeting to review the outcomes of the ‘School Entry Planning’ meeting and share key information from baseline assessments and initial progress.</p> <p>Moving up classes</p> <p>There is a clear structure of age progression through the classes and pupils look forward to ‘moving up’ to their next class. We carefully plan these transitions and enable pupils to spend some time in their new class during the summer term. Parents are invited to an Open Evening at the end of the summer term to celebrate their children achievements and see meet staff in the next class.</p> <p>Leaving School</p>



	<ul style="list-style-type: none">• For pupils in Year 9 and above, the Annual Reviews are called 'Person Centred Planning' (PCR) meetings. These meetings facilitate and support decision-making that puts the young person at the centre of the process.• We work with pupils and families to identify suitable opportunities for provision after school and then plan for and organise the type of transition that best meets their individual needs. • Emma France is our careers advisor, who is able to offer independent careers advice to our pupils to support them to consider and plan their options for the future.
<p>How do we work with other agencies?</p>	<p>Partnership working is crucial to achieve best outcomes through joint working, so we have developed strong relationships with a wide range of agencies and organisations. Some of these services and providers will be made available to pupils and their families through the completion of an Early Help Assessment (EHA), supported by our PFSA.</p> <p>We work with parents, families and a wide range of professionals including;</p> <ul style="list-style-type: none">• Support supporters, Family Intervention Workers and Social workers• NHS staff including GPs, physiotherapists, occupational therapists, orthotists, speech and language therapists• SENDIAS• Educational Psychology Services• Childrens Autism Outreach Team (CAOT)• Yeovil College• SENSE (the Collaborative of Special Schools across Somerset), developing the quality of Teaching and Learning: All other special schools across Somerset• SW SEND regional Strategy group• SEND Networks• The Somerset Partnership Teaching School provides a focus for SEND training, support and development for schools across the area and regionally. We are very proud of this wider role.