



## **SEN Information Report**

**Reviewed December 2022**

## SEN Information Report

The Government has requested all Local Authorities in the UK publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer. Plymouth City Council's Local Offer is available at: [www.plymouthonlinedirectory.com/plymouthlocaloffer](http://www.plymouthonlinedirectory.com/plymouthlocaloffer).

As part of this, the Government has requested all schools publish their own SEN Information Report (Regulation 51) outlining their offer.

<b>1. The kinds of special educational needs for which provision is made at the school.</b>
Cann Bridge School is a local authority maintained special school for children and young people aged 3 to 19 years. Located in Estover, Plymouth, pupils travel from Plymouth, Devon and Cornwall to learn, with capacity for 92 pupils (PAN). The school is designated as one for children and young people with complex cognition and learning needs. All pupils have an Education, Health and Care Plan (EHCP) for Cognition and Learning, and this is either a Severe Learning Difficulty (SLD) or a Profound and Multiple Learning Difficulty (PMLD). The majority of pupils also have additional specific learning difficulties (SpLD) associated with Downs Syndrome, Autistic Spectrum Condition, speech and language difficulties, physical disabilities or a complex medical condition. Pupils learn and progress at levels below age-related expectations. The curriculum is designed with high aspirations for all, whilst being able to be differentiated and tailored to meet individual pupils needs.
<b>2. School's policies for the identification and assessment of pupils with special educational needs.</b>
As a special school and in line with the school's Admissions Policy, all pupils have an Education Health & Care Plan (EHCP). EHCPs are reviewed annually with parent/carers, teachers, professionals and the pupil, discussing the pupil's progress and changing strengths and areas of need, whilst setting new actions and short and long-term targets/outcomes.
<b>3. Information about the school's policies for making provision for pupils with special educational needs, including—</b>
<b>(a) how the school evaluates the effectiveness of its provision for such pupils;</b>
The school has robust monitoring in place to evaluate its effectiveness through a variety of processes: <ul style="list-style-type: none"><li>• Senior Leaders regularly carry out learning walks, which identify and inform ongoing school development and pedagogy development, including continued professional development (individually or as a whole school)</li><li>• The School Evaluation Framework (SEF) and School Development Plan (SDP) are informed by appropriate stakeholders, ensuring that the school continuously strives to be the best that it can.</li><li>• Pupil, parent/carer and staff surveys are carried out annually to ensure stakeholder feedback informs ongoing developments.</li><li>• Governors monitor the developments through their scheduled monitoring cycle.</li><li>• The school has a School Improvement Partner (SIP) to confirm priorities and provide external scrutiny and challenge.</li></ul>
<b>(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</b>
Assessment and reviewing of pupil progress is ongoing. <ul style="list-style-type: none"><li>• A formal review of the EHCP is held once a year to discuss the pupils progress, their current areas of special needs and to agree yearly targets. Any additional needs are discussed as part of the review and, if appropriate, alternative or additional resources required are suggested to the placing authority. Interim reviews can be held at any time if needs have significantly changed and parents can request a review should they wish. The school annually reports on the progress pupils make against their EHCP long- and short-term targets during the annual review of the EHCP.</li><li>• Senior Leaders coordinate termly Pupil Progress Reviews with teachers to discuss individual pupil progress.</li><li>• Ongoing assessment is used to inform and support teaching and the pupils next steps and provides a summative overview of pupil progress. The results of ongoing assessments are formalised into an</li></ul>

assessment tool. This is a data base of developmental milestones and the information is used to ensure that all pupils learning can always be linked to cognitive and physical development.

- Assessment, behaviour, safeguarding, attendance data is gathered and analysed by Senior Leaders.
- Ongoing two-way communication with parent/carers through Home-School Books, sharing daily/weekly successes and achievements.
- Parent/Carers Evenings are offered three times a year as virtual or in-person to discuss the pupils progress. Parents and carers are also welcome to contact school for a review of their child's progress at any time.
- Pupils will also be assessed by other professionals from time to time and on request if it is felt necessary.

**(c) the school's approach to teaching pupils with special educational needs;**

Pupils at Cann Bridge follow our Pathway to Independence Curriculum, accessing their learning through four interlinked frameworks which have been specifically developed for pupils at Cann Bridge; Foundation, Discovery, Perceptive and Proficiency. Our curriculum is developed and overseen by our four Curriculum Teams; Communication, Language & Literacy, Understanding of the World, Health & Well-being, Creativity & the Arts.

The school curriculum is designed around the National Curriculum and adapted to meet the needs of the pupils and to provide a broad range of learning opportunities and experiences. The learning objectives are specific to each pupil to ensure that precise assessment can be made to develop further learning. The aim of the curriculum is to equip pupils with the skills and knowledge they will need to be as independent as possible in adult life. Each pupil's progress is individual to them, designed to meet their developmental needs in an ongoing way and to support their transitions through each Phase at Cann Bridge School and Post Bridge College.

In Phase 1, the Foundation Framework aims to provide a secure foundation through learning and development opportunities which are planned around and tailored to the needs and interests of the child and is based on the Early Years Curriculum. Pupil progress is reviewed regularly and observations provide a baseline to identify the starting framework in Phase 2.

In Phase 2, there are two frameworks, Discovery and Perceptive. The Discovery Framework supports our pre-formal pupils to develop their interest in the world and to build their skills towards being as independent as possible in all areas, pupils are assessed against the Engagement Model. The Perceptive Framework is designed to lead our semi-formal and formal pupils towards increased levels of independence in their learning, their relationships, their work skills and their ability to make appropriate life choices. Both frameworks work parallel to each other allowing the curriculum offer to be personalised and tailored to meet individual pupil needs and next steps.

In Phase 3, the Proficiency Framework is designed to support pupils to use the skills and knowledge they have gained in order to develop and transfer their life skills in the wider community, further increasing their levels of independence in preparation for life after school, underpinned by nationally recognised qualifications.

Our curriculum is personalised considering pupils EHCP Outcomes, individual needs including appropriate therapies. Pupils have the opportunity to generalise and transfer their learnt skills in other settings, such as other schools, the local community and wider afield. An increased focus on learning in the local community leads young people to develop a network of known places and relationships which enable them to be more integrated into society when they leave school.

For further information click to read the Pathway to Independence Curriculum Policy in full on our website.

**(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;**

<p>Teaching and learning takes place in purpose-built accessible classrooms designed to allow whole group, small group and 1:1 teaching throughout the day, with all classrooms having dedicated withdrawal spaces, including outside spaces which allow for calm contemplation and quiet time, whilst also allowing learning opportunities outside of the traditional classroom environment. Cann Bridge School provides a number of specialist facilities as part of the offer to pupils with SEND, these may not be accessed by all the pupils at all times, and some pupils may never require them. Further information about premises and facilities can be found on our website.</p> <p>Our philosophy is that all classes have a Total Communication approach that aims to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids and cues, depending on the particular needs and abilities of our pupils to support our pupils to develop their receptive and expressive language. This in turn supports our philosophy that all behaviour is communication and not just behaviour itself. In this way we can try to interpret what the pupil is saying from their actions as well as from more formal communication and is incorporated into individual Positive Behaviour Support Plans.</p>
<p>(e) additional support for learning that is available to pupils with special educational needs;</p>
<p>The class teacher is responsible for planning for the educational, health and care support for all the children in their class and is responsible for the overall assessment of their progress. The class size will be around eight pupils per class but this does increase or decrease a little depending on the level of needs in the class; the aim is to never exceed ten pupils in a class. Each class has a teacher and teaching assistants (TAs) and this provides the core team around the pupil. All classes have very high staffing ratios so that each teacher is able to quickly identify any requirements for additional support on an on-going basis throughout the year. They discuss any needs arising with senior leaders and families. Currently the staffing ratio at the school is on average one teacher to eight pupils and one TA to every 1.5 pupils. For each pupil a member of the core team is identified as the Learning Champion or 'key worker'.</p>
<p>(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and</p>
<p>As a special school, the activities planned consider all pupils special educational needs and ensures that activities are accessible and inclusive to our pupils needs and wherever possible, as part of preparing for adulthood, pupils access their local community including shared spaces on the Tor Bridge Partnership site.</p> <p>Cann Bridge is a member of the Plymouth School Sports Partnership giving our pupils access to a range of competitions and events, our Holiday Club is open to mainstream siblings and pupils in our sixth form can access volunteering opportunities.</p>
<p>(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>
<p>This is led by the Health &amp; Wellbeing Curriculum Team. We have a number of Mental Health First Aiders and Emotional Literacy Support Assistants (ELSA) trained staff. Personal, social and health education is very important and valued at Cann Bridge School and an emphasis is placed upon all children becoming as independent as possible, as both a pupil and a young person. We use the SoSAFE! programme to support young people to develop an understanding of healthy relationships and to know how to manage these appropriately. Our personal and social skills development curriculum is designed to focus on what is important for our young people to learn throughout life and is integrated into young people's learning experiences.</p>
<p><b>Policies</b></p>
<p>The school has a range of policies; a number are published on the website. These are to inform the reader about how the school carries out a large range of functions and also how it delivers services and how issues can be raised and are dealt with by the school. If you have questions about the school policies please contact the school and we will ensure that the enquiry is dealt with by the appropriate person.</p>
<p><b>4. The name and contact details of the SEN co-ordinator.</b></p>
<p>As a special school, we do not have a named SENCO.</p>

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an on-going basis. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Parent/carers can make contact in-person, via the home-school book, telephone or email.

For matters not directly relating to your child's progress, parents/carers are invited to contact our Family and Pupil Support Advisor (FaLSA) who is able to provide advice and support to parents/carers on a range of issues such as personal support, transport, transition, attendance etc. As a school, we also facilitate Team Around Me / my Family, Children in Need and Personal Education Plan meetings and reviews.

Our website is regularly updated and parent/carers can view our electronic newsletters on the website or see the latest news on our school Facebook or Twitter pages. Our policies and other information, such as term dates and safeguarding information is also available on our website.

If you require any further information, please contact the school directly  
[www.cannbridgeschool.co.uk/contacts](http://www.cannbridgeschool.co.uk/contacts).

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All staff, both teachers and support staff receive comprehensive and on-going training in meeting all the needs of our pupils. The school has 5 Professional Development Days (INSET) per year to maximize the skills of the staff in all statutory areas such as child protection and safeguarding as well as for medical competency skills and specific knowledge to meet the needs of young people in school.

There is a comprehensive induction programme in place as well as a planned probation period with scheduled meetings with the new member of staff's line manager. This covers all areas of their role from safeguarding, health and safety, to mandatory training such as manual handling and provision of intimate care support. Staff are not permitted to undertake specialist duties until they have been fully trained and passed as competent. Inductions programmes are tailored to meet the various needs of different people joining our school.

Our core CPD offer includes:

- Makaton - All staff are supported in the use of Makaton with Lead TAs and Teachers completing a two-day Makaton course.
- PECS - All teachers complete the Picture Exchange Communication System (PECS) training.
- TEACCH – Teachers working with pupils with autism complete this training.
- CPI - All staff complete CPI Safety Intervention Training for the prevention of physical aggression, which compliments the philosophy that all behaviour is a form of communication
- Safeguarding – with regular updates on Keeping Children Safe in Education (KCSiE)
- Attention Autism and Intensive Interaction
- Trauma Informed - Approaches to support those who have suffered trauma including staff trained as Trauma Informed and Mental Health Practitioners.

School nurses, employed by the Community Paediatric Nursing Team, support annual staff training to develop medical competencies to support all medical needs. The school ensures that a number of TAs in the Phase 1 have paediatric first aid training and TAs in Phase 2 and 3 have first aid training; this training is also offered to teachers at the school. For identified pupils needs, staff are also trained in medication administration to ensure the safe handling and giving of medication in school and whilst on trips out of school. The school benefits from having its own trainers in first aid and manual handling. 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.

<p>We have access through external professional agencies to Speech &amp; Language Therapy services, Occupational Therapists and Physiotherapists who work across our school to provide personalised learning programmes. We also have visiting specialists such as the Orthoptist. Pupils who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI).</p>
<p><b>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b></p>
<p>Our equipment and facilities available have been designed for pupils with special educational needs and disabilities;</p> <ul style="list-style-type: none"> <li>• the school building is fully accessible</li> <li>• we enable the environment to be supportive of pupils' communication and sensory needs</li> <li>• we use our school budget to provide the majority of resources and facilities that are needed</li> <li>• some specific resources come via other agencies i.e. equipment such as standing or walking frames and this is guided by professional input</li> <li>• fundraising and charitable donations</li> </ul> <p>Cann Bridge School is a fully accessible building, built on two levels with access to a lift. The building is well lit, acoustically balanced and has specialist rooms including a medical, a physiotherapy and a Speech and Language room. We use transition boards around the school which include auditory, tactile and visual prompts to support pupil's navigation. The school's learning spaces include a hydrotherapy pool, light and dark sensory room, immersive room and soft play space. We have a wide range of outdoor learning spaces including a horticulture space. Our sports and adventure playground also facilitate adventurous and energetic play to develop stamina, imagination, resilience, social skills including turn-taking and sharing.</p> <p>Cann Bridge School is on the Tor Bridge Partnership site and has close links with Tor Bridge High, Tor Bridge Primary and Plym Bridge Nursery School &amp; Children's Centre. We share a range of facilities and have access to specialist facilities such as the sports hall, gym, theatre, food technology rooms, science garden, Forest School space and canteen.</p>
<p><b>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</b></p>
<p>Parent/carers have a right to be viewed as partners in the education of their child and therefore we operate an 'open door' policy.</p> <p>Our arrangements include the following:</p> <ul style="list-style-type: none"> <li>• initial visits to school</li> <li>• introductory meetings</li> <li>• regular newsletters</li> <li>• parent workshops and training</li> <li>• coffee mornings</li> <li>• Parent Governor opportunities</li> <li>• parent involvement in consultations</li> <li>• home/school book correspondence</li> <li>• parent/carers evenings</li> <li>• EHCP annual report to families</li> <li>• Annual Review of EHCP</li> <li>• Parental questionnaires/surveys</li> <li>• Careers Information, Advice and Guidance meeting with the CSW Group</li> <li>• Facilitating Children in Need meetings, Personal Education Plan reviews, Team Around Me, Team Around the Family and Early Help Assessment Tool meeting.</li> </ul>
<p><b>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</b></p>
<p>All pupils are treated with dignity and respect. We embrace a person-centred approach to our curriculum for every pupil.</p>

- initial visits to school
- a robust transitions programme and home visit
- pupil voice
- School Council
- Annual Review of EHCP
- Pupil questionnaires/surveys
- Careers Information, Advice and Guidance meeting with the CSW Group.

All pupils have an identified Learning Champion or 'key worker' who will support the pupil to have their voice heard or advocate on their behalf.

**9.** Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you have any concerns about your child's progress or welfare, please in the first instance speak with your child's teacher. Our Comments, Compliments and Complaints Policy can be found on our school website. We will take time to understand the concerns shared with us and work to find a resolution.

Pupils may raise a concern with their Learning Champion, their Teacher or any adult with whom they may have a good relationship. Senior Leaders are visible and known to pupils.

**10.** How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Governors are aware of the wide range of staff working together within the school to support our pupils and their families. Some staff are employed directly by the school; others have different lines of management as can be seen below. Cann Bridge School works closely with visiting professionals to provide consistency in approaches. There is monitoring of practice to ensure pupils' needs are met.

All classroom and administrative staff are employed directly by the school. School-based Nurses, Learning Disability Nurses, Physiotherapists, Speech & Language Therapists, Occupational Therapists and CAMHS staff are NHS employees. Advisory Teachers and Educational Psychologists are employees of Plymouth City Council. They provide staff training and advice on individual needs.

Transport to school is provided by the local authority, not the school. Transport staff are employed by transport companies commissioned by the local authority. Passenger Assistants are employed by the local authority to meet the needs of children using the service.

During EHCP Annual Reviews there may be representation from the local authority SEND Team to formally support the review of pupil's progress, current special needs and provision. Support from Plymouth Parent Information Advice and Support (PIAS) and other related services in other local authorities is also encouraged and information is provided to families to access these services on the website. People from these teams may attend meetings with parents/carers and also advocate on their behalf.

At times it may be necessary to consult with outside agencies to receive specialised expertise. Sometimes these agencies are contacted directly or in more complex cases we might use a TAM (Team Around Me) approach if relating to one child's SEND needs within the family, or an EHAT (Early Help Assessment Tool) approach with the whole family's needs at the centre. The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare officers)
- Hearing and visually impaired specialist support teachers
- Speech & Language Service
- Occupational Therapy
- Child Development Centre (paediatricians, psychologists, therapists and other medical staff)

- School Nurse
- Social Workers
- Virtual School for Looked-After Children and Previously Looked-After Children
- Local Authority Designated Officer (LADO)

**11.** The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

At Cann Bridge School, we have a Family and Pupil Support Advisor (FaLSA) who acts as a liaison between school staff, families and all other agencies including social services, educational psychologists, the nursing team, CSW Group. For more information, please see our website.

**Plymouth Information, Advice and Support for SEND (PIAS)** - provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area. For more information go to [www.plymouthias.org.uk](http://www.plymouthias.org.uk).

**Plymouth Parent Carer Voice (PPCV)** - brings together parents and carers, friends and families of children and young people with special educational needs and disabilities (SEND) in Plymouth and the surrounding area to give them the voice in the services that they use. For more information go to [www.plymouthpcv.co.uk](http://www.plymouthpcv.co.uk).

**Plymouth Highbury Trust** - Provides a comprehensive advocacy service for parents with a learning disability including child protection and care proceedings. For more information go to [www.plymouthhighburytrust.org.uk/advocacy](http://www.plymouthhighburytrust.org.uk/advocacy).

**12.** The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Phase Leads and individual class teachers play a vital role to support children and young people to transition-in and -out of Cann Bridge School. This includes transitions throughout the school day and annually when transitioning between classes. Families and pupils are also supported by our Family and Pupil Support Advisor (FaLSA).

**Once a place at Cann Bridge has been confirmed:**

- Parents and carers are invited to tour the school.
- Pupils are invited to visit the school as often as necessary, this is typically through a series of visits, initially supported by a member of staff from their outgoing setting. This is dependent on the point of entry and the child's needs. The number of times the child will visit varies but generally we have found a shorter transition to be most successful.
- New parent/carers of the school are invited to meet key staff, find out useful information and meet existing parents.
- Staff liaise closely with the previous educational setting to ensure a detailed handover of information and will spend some time observing the child in their current setting (if appropriate/applicable).
- Parent/carers are invited to share information with the school through a home visit.
- Pupils receive a transition social story booklet to help them prepare.

**Whilst at Cann Bridge School:**

Classes are carefully selected and all staff are involved in the transition process each year. We believe it is important for children to develop relationships with a number of adults and so we do not allocate specific staff to work with identified pupils. Where children's needs are very complex, we will assign a team of people to understand the child's needs to ensure continuity. At the end of each school year, before the new classes start, we send home photographs of the adults in each class team so parents can recognise who is working with their child.

**Leaving Cann Bridge School:**

- Pupils are prepared for an upcoming transition by class staff.



- Staff meet with new schools/colleges/settings to hand over information such as their Communication Passport and My Plan.
- Pupils are supported to attend transition sessions at their new schools/college/setting.

Plymouth City Council have developed an Enhanced Transition Framework, which we use to guide our practice: [www.plymouth.gov.uk/plymouth-enhanced-transition](http://www.plymouth.gov.uk/plymouth-enhanced-transition).

For those leaving at the end of Year 11 or during Post Bridge College, pupils and their families will also have access to impartial careers information, advice and guidance meeting delivered by the CSW Group. Full details of this offer are available on our website.

**13.** Information on where the local authority's local offer is published.

Plymouth City Council's Local Offer is available at: [www.plymouthonlinedirectory.com/plymouthlocaloffer](http://www.plymouthonlinedirectory.com/plymouthlocaloffer).

Our SEN Policy can be found on our website.