

SEND Information Report 2018 - 19



How will the Satellites provide support?

At the Satellites we see each pupil as an individual. When children first arrive at school we spend time getting to know them. We talk to all the other professionals who know them and parents. We agree with therapists the ways we feel we can best support the individual and discuss this with parents.

Identifying additional support

All the pupils who attend the Satellites have special educational needs and therefore have greater adult support than they would typically receive in a mainstream school. The support is matched to each individual's needs. If a pupil is deemed to require additional support on a temporary basis this will be provided. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.

How is the curriculum matched to individual needs?

The Satellites have a base curriculum for each age group, which provides a framework to address each individual's needs. Descriptions of the curriculum can be found on the school website.

How will both parents and school know how well each pupil is doing?

We are continually gathering information on the achievements pupils are making. We do this informally and share information with parents through phone calls, e-mails and face to face conversations. Three times a year we collect formal information, using assessments matched to our curriculum. This is discussed with parents at parents' evenings and reviews of Education Health and Care plans. At these meetings the assessment information is used to inform the setting of new targets.

Support for well-being

Everything we do in school looks to promote the well-being of all the pupils. We are presently exploring ways to map the support and look to find ways of measuring progress in this area.

Specialist services

At the Satellites we have access to speech and language therapists and an occupational therapist. We also work very closely with Social Care. We link with after school and holiday club providers and sign post parents to these services. We will work closely with any agencies involved with our pupils so that a multi-agency approach can further our work.

Training

All staff at the school have a continual programme of training which is focused on supporting the pupils. The Satellite Provision is part of a Multi Academy Trust which also includes The Bridge School which is a Teaching School. This offers a number of courses relevant to the pupils in our school. Our staff can access these courses.

Trips

Trips and activities are planned to be accessible for all. We differentiate the activities and trips pupils attend according to their individual needs.

Accessibility

The Satellites permanent sites will be fully accessible. The temporary accommodation is on the whole accessible. We also look to enable the environment to be supportive of pupil's communication and sensory needs.

Transitions

Transitions are very important and are carefully managed to support children and young people and their families. There are two key transition points at Satellites, entry to school and leaving school. At all times the approach taken is matched to individual need. Transitions commonly involve, visits, multi-agency meetings involving parents and social stories (if helpful).

Resources

As a special school the resources we have available to us are all focused on the pupils individual needs.

Who to contact

| | |
|------------------------|-------------------------------------|
| CEO | penny.barratt@thebridgelondon.co.uk |
| Head of The Satellites | rosie.whur@thebridgelondon.co.uk |
| | 020 7700 5386 |

Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email penny.barratt@thebridgelondon.co.uk or phone 020 7619 1000

Next Review Date: September 2020