



PURBECK VIEW SCHOOL SEN INFORMATION REPORT, SUMMER 2021

Introduction.

This document sets out the key information regarding the provision and opportunities made for students at Purbeck View School with Special Educational Needs and Disabilities. The policies referred to in this report can be found on the school website

[Purbeck View School | Autism Schools | Cambian Education](#)
cambiangroup.com

The SEN Information Report is updated annually to reflect changes and plans within the school's provision.

Our mission statement.

At Purbeck View school we aim to provide a friendly, co-ordinated and stress-free environment where each individual has the emotional and physical space to learn, grow, develop and achieve their personal best both academically and socially.

What kinds of Special Educational needs does Purbeck View School make provision for?

Purbeck View School is an independent 38 and 52-week mixed-gender residential school, welcoming students aged 7-19 years old with a diagnosis of Autism Spectrum Disorder. We can also support co-existing conditions of Autism, learning difficulties and complex needs. Day provision is available for students who live close by.

All students attending Purbeck View have an Education, Health and Care Plan (EHCP) and admissions are within the admissions policy on the website.

At Purbeck View school, the students' diagnosis of ASD means that their needs will be complex and significant in the area of Communication and Interaction, as described in the SEN Code of Practice. The student may also have associated needs in the other areas of Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs.

What are the school's policies for the identification and assessment of students attending the school?

All students attending Purbeck View school will have an EHCP confirming a diagnosis of ASD. Each student will have a 12 week initial assessment period, in which our multi-disciplinary team will assess students using formal assessments from their disciplines. Assessments will include Speech and Language Therapy, Occupational Therapy and Psychology. The conclusions from such assessments will be presented and in collaboration with the Local Authority's SEN team, amendments made to the EHCP. Further amendments to the EHCP can be recommended at the annual review.

The education, therapy and residential teams meet termly for a student check in, from such discussions, actions may trigger further assessments.

The diagnosis of a new condition is a lengthy and detailed process. With the personalised approach to each students' needs, we are able to implement strategies to support a student based on their current presentation.

What is the provision for students at Purbeck View school and how is it evaluated?

All students attending Purbeck View will have an EHCP. Associated policies on provision are accessible on our website and include the Curriculum policy, Assessment policy and Teaching and Learning policy.

Our vision is

- To provide a safe, happy, nurturing environment for our young people.
- To work to secure a future of possibility and fulfilment, inclusion and opportunity for everyone who is a part of the Purbeck View Community.



To achieve our vision we aim to

- Implement a waking curriculum in which students are offered education programmes of study and leisure activities which address their individual social, communication, personal and academic needs. Equal importance is given to classroom based, vocational, leisure, and community activities and all staff play an equally important role in the students’ development.
- Ensure that all the National Curriculum/ statutory curriculum guidance is delivered to all students.
- Recognise the digital world our students live in and ensure IT is an essential medium to access and enhance the curriculum and communication. E-safety is seen as an integral component of this work.
- Create a happy and secure learning environment where all students’ needs are met and where achievements and success are recognised and praised.
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the pupils/students spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Help students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.

- Develop in pupils/students personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values.
- Foster relationships with parents, other professionals and members of the local community.

Staffing levels are enhanced so that students are taught in classes of up to 6 with a teacher and an appropriate number of support staff to meet the needs of the group. Our onsite therapists also work alongside colleagues in the classroom to develop and deliver specialist programmes. A number of external agencies also support in the school, for example an independent careers advisor, NYAS advocate, transition co-ordinator.

We have a School Development and Improvement Plan in which we focus on key areas of intent. Its quality and effectiveness are considered by our Regional Education Lead and the school's Governance board whom meet termly. The evaluation of the SDP allows us to highlight progress and achievements and areas to address.

We have robust data and progress analysis systems to look at all forms of progress from students including progress against IEPs created from EHCP outcomes as well as academic progress. Any interventions and additional funding such as pupil premium are identified and tracked to ensure the impact is effective. As well as internal monitoring, Virtual schools also scrutinise this information in PEP meetings for our LAC. A report on the spending of Pupil Premium is published annually.

[What training do staff have in relation to the need of students at Purbeck View school?](#)

Our classes are led by a qualified teacher, at present, one colleague with an honours degree and relevant experience is completing her QTS. Our tutors must also have a relevant teaching qualification. Teachers undertake relevant specialist training to meet the needs of their students, this includes TEACCH, Makaton, PECS, Intensive Interaction, Attachment and additional training in specific conditions.

At Purbeck View, we support the development of our teachers and leaders. This year one member of staff has completed the national SENCO award and another is working on NPQSL.

Our support staff also have a range of expertise. Ongoing professional development is key to ensuring staff are skilled and confident in working with our students and all staff have a CPD programme discussed in supervisions. Staff may also do additional courses such as First Aid and minibus training to complement their roles.

We have both a Highly Skilled SLT and OT onsite along with a Makaton trainer. We are also able to call on specialists within the company and local services to deliver training, for example medical actions. Staff also have access to an online training system, Myrus, for statutory modules, allowing face to face training for key areas.

The 5 Inset days per year are used by the Education team to deliver mandatory safeguarding and MAPA training and to address training needs as identified in the School Development Plan. This year this has included teachers completing a Phonics training programme. Our colleagues in residential have bespoke training programmes developed by the Care leadership team delivered during the year.

We have an induction programme for all staff so that they understand the philosophy and vision of the school. This will include sessions with our therapists to detail their disciplines and a 2 day course on our positive approach to behaviour, MAPA.

How will equipment and facilities be provided to support students at Purbeck View School?

Purbeck View school has been redesigned with specialist rooms. The therapy suite and sensory room offer the specialist equipment featured in our students' sensory diets but many classrooms have specialist equipment such as Zuma chairs, trampettes, easy access to swings, fidget toys etc.. to help self regulation. Other specialist rooms include the Sports Hall, the Enterprise Hub, a Living Skills kitchen, an Art room and a Learning Resource Centre. Our Sixth form classes are housed together. We also have minibuses to facilitate our access to the community. Classrooms are designed to meet the specific needs of students, for example sound proofing for HI students.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

What are the arrangements for consulting parents of students at Purbeck View school and involving them in the education of their child?

At Purbeck View, we aim to work as a partnership with parents. As a residential school with many parents living a distance from our school, we try to work with parents through

- Pre admission meetings
- Initial Assessment meetings
- Weekly newsletter for each individual student
- Phone calls and emails
- Annual review meeting and report

- PEP meeting (if appropriate)
- Parental representation in termly Governance.

One of our school's development plan is to strengthen the relationship with parents.

We also try to arrange events where family and students can come together. This has been difficult through the Covid pandemic and we are continuing to review events under current government guidance. In previous years such family events have included the Christmas concert, Sports day, a Summer prom and Leavers assembly.

Cambian have a family liaison office to support parents.

What are the arrangements for consulting young people at Purbeck View school about, and involving them in, their education?

Our students are treated with respect and dignity and our staff are trained and supported in ways to gain their voice in decision making. Examples of the ways in which we capture student voice include

- Our ongoing student voice document which records students' comments, experiences and reactions supported by photographs. This document is used in Annual Reviews and PEPs to illustrate Student's Voice and in transition planning meetings.
- Student debriefs. All our students receive a personalised debrief for significant incidents and experiences in the classroom.
- Student Council.
- Student questionnaires

Each student has a personalised curriculum offer to enable them to reach their potential and participate fully in learning.

What are the arrangements made by the Governance for dealing with complaints from parents and carers in relation to the provision at Purbeck View School?

Our complaints policy is available on our website.

How does the Leadership team involve others in meeting the needs of students at Purbeck View school and in supporting families?

In addition to our onsite therapists, we also work with relevant agencies to support students, this includes

- Virtual schools
- Local Authority SEN departments
- Hearing Impairment service
- Social Care
- CAMHS
- Independent Careers advisor

We also are able to direct parents to the relevant support groups in their areas, for example, SENDIASS and the Local Authority's Parent Carer Associations.

What are the school's arrangements for supporting students in transferring between phases of education or preparing for adulthood?

Once a student has been accepted at Purbeck View school, we hold pre admission meetings with parents and all agencies to prepare a smooth transition for a student. Each transition plan is personalised to the needs of the student. On admission, we complete a 12 week initial assessment in which the education and therapy staff assess the students' needs in depth and prepare programmes on how best to meet the outcomes of the EHCP. A report is prepared and a meeting will confirm placement and discuss the results of the work completed.

As the students move through the school, transitions are carefully planned to ensure consistency in approach but also ensure that students have a familiar member of staff who moves with them. Each student will have a personalised transition, this will include the timescale, social story etc..

From Year 9, transitional reviews are part of the Annual Review. These plans form the focus for future steps to be taken and planned into the students' bespoke curriculum. All our students complete vocational activities and work experience in Post 16.

Purbeck View school has a dedicated Transitions coordinator to support parents with post 19 options.

Where can I get further information about services for my child?

The local offer is a document prepared by the Local Authority of local services available for children with Special Educational Needs. The link to Dorset Special Offer is

[About our Local Offer - Dorset Council](#)