

Mowbray is a North Yorkshire County Council (NYCC) School for children with Special Educational Needs and Disabilities (SEND). The official designation is for children with moderate learning difficulties; however, this does not reflect our complex pupil population which includes children with the following Special Educational Needs;

- Moderate learning difficulties
- Autistic Spectrum Condition
- Social Emotional & Mental Health
- Speech Language Communication Needs
- Severe Learning Difficulties
- Physical and sensory needs
- Visual Impairment
- Hearing impairment

Our age range is from 3 years to 16 years, our main site is in Bedale and we have a satellite site in Ripon for Primary aged pupils. Combined number of pupils on roll is 308. We educate children predominantly from North Yorkshire, however we have pupils from other local authorities (OLA) including Stockton on Tees; Redcar & Cleveland and Darlington.

How we identify children with SEND and assessing their needs

All children who attend Mowbray School have already been identified prior to starting as having SEND and have an Education Health Care Plan (EHCP), this assessment has usually been undertaken as a condition of admission, on rare occasions we are asked to provide an assessed place for a child.

All pupils within their first few weeks of admission are baselined by school staff and throughout their schooling are assessed by relevant staff as to the progress they make. We have specialist staff who assist in this, as identified later in this report.

Arrangements for consulting and involving parents of children with SEND

There are many ways in which we meet and involve parents in their child's education, these include;

- Virtual meetings- via Teams or Skype
- Termly parent's evenings
- Annual review meetings
- Individual demand led meetings.

Other agency meetings

Home school planners, Class Dojo and other forms of personal communication.

Training courses delivered to parents by staff in school, eg CYGNET and Emotional First Aid

Correspondence home

School employs two staff who are Family Liaison Officers to assist parents/carers, one works with primary aged pupils and the other with secondary aged pupils.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

The school has a holistic approach to assessing and reviewing the progress of pupils and use various systems to do this, which include;

Progress is analysed through recording pupil progress directly into an app called Evidence Me and then we assess pupils progress against age related expectations.

Education Health Care Plan learning outcomes are central to setting annual targets at Annual Reviews with parents and health professionals for pupils to achieve through the year.

Engagement profile

Speech and Language Therapy assessments

COPPS & LASS Cognitive profiling

Youth in Mind survey

Arrangements for supporting pupils moving between phases of education and Preparing for Adulthood.

When pupils join the school, they should, where possible be phased in, we try provide opportunities for them to spend some time with the proposed class, children and staff, prior to starting full time at Mowbray. These arrangements are flexible in terms of the duration of the transition to ensure that the individual needs of the child and their family are met.

For pupils who are currently attending school and are transferring from Key Stage 2 to Key Stage 3 at the end of Year 6, arrangements made to experience life in the secondary department during the second half of the summer term. During Covid restrictions transition arrangements were virtual and videos about school are still available via our website to view <https://mowbrayschool.co.uk/>. School staff will liaise closely with parents, feeder schools and health professionals to ensure that we have all the information we need in order to help a child transfer into school.

For children joining the Early Years class, the teacher will make a home visit prior to admission.

The approach to teaching children and young people with SEND

All children are placed in appropriate class groups, by Key Stage and grouped into the following pathways, formal learners, formal pastoral learners and semi-formal learners, which reflects their style of learning. As a school we have identified **that the key skill** to be taught in all areas of the curriculum, is that of **Communication** and this is the golden thread which runs throughout all aspects of teaching and learning in school. Information about this can be found by following this link <https://mowbrayschool.co.uk/curriculum/>

Teachers teach and lead the work of the class and we use Higher Level Teaching Assistants to support learning and lead learning under the direction of teachers.

We have a very comprehensive CPD (Continual Professional Development) program and opportunities for staff to ensure they can practice at the highest level.

Specialist staff are deployed according to their specialism and strengths.

How adaptations are made to the curriculum and the learning environment of pupils with SEN.

Our curriculum is specifically designed to meet the diverse needs of all of our pupils and include extracurricular activities. It has a distinct focus on Preparation for Adulthood (PfA), which is central to all our teaching and learning, core aspects of life are;

- Independence
- Good Health
- Employment
- Friends, Relationships and Community

Where appropriate we also extend pupils learning through a variety of supportive educational visits.

The school is unique in having its own on site 5.5 acre farm, which significantly enhances our curriculum, qualifications taught and learning opportunities for our pupils regardless of their SEN.

The school website provides detailed information about our curriculum and other learning opportunities <https://www.mowbrayschool.co.uk/>

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.

School staff have high expertise in the aspects of SEND relating to our pupil population and ongoing staff training keeps staff up to date with current research and practices. Specific staff have expertise and qualifications in;

All curricular subjects

Attachment awareness

Emotion coaching

ASC

All staff are Makaton trained and school has an accredited Regional Tutor

Dyslexia

Reading intervention and support

COPS & LASS

Behaviour regulation

The Thrive program

Healthy Schools awards (Gold, Silver and Bronze) and Healthy lifestyles, recognising our work with pupils in this field.

SCERTS (Social Communication, Emotional Regulation and Transactional Support)

Attention autism

SECURICARE (Physical Intervention) instructors

Language & communication specialists

Physical Education teachers.

Outdoor Education and learning instructors

Duke of Edinburgh instructors

Forest School instructors

Farming

Compass Buzz trained staff, both in Primary & Secondary department

Rebound Therapy

The school holds various national accolades and awards, which reflect staff expertise;

National Autistic Society (NAS) 'Advanced Accreditation' November 2020, this is the highest level of award.

2019- ARC-Alex Timpson attachment award national winner.

Attachment and Trauma aware School

Optimus The Wellbeing Award for Schools- A National Standard for Positive Mental Health and Emotional Wellbeing-November 2018

Ican Primary Talk Enhanced School.

International ECO schools award

SSAT Research Quality Mark- Extender level

Youth Sport Trust- Silver Partner School

Sports Mark- Gold award

Rebound Therapy centre of excellence

Investors in Pupils

School Farm Network- runner up in Farm Leadership June 2017

Evaluating the effectiveness of the provision made for children and young people with SEND

The school has effective self-evaluation systems, which ensure that we know clearly how well we are performing and how well pupils are progressing, this is shared with a variety of improvement partners for validation. This includes NYCC advisers; annual peer review through Challenge Partners and the accreditation process through the National Autistic Society. School priorities are detailed on our Strategic Improvement Plan.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.

All pupils who attend Mowbray School have SEND.

Pupils in KS4 when appropriate and possible, access alternative provisions and work experience placements.

Support for improving emotional and social development

The ethos of the school underpins all our work Success through Understanding Respect Endeavour (SURE), this sets the tone for what we do. Pupil achievements and attainment are directly linked to their overall wellbeing, developing resilience and confidence to overcome difficulties which they may well face, both now and in the future.

The school sets targets for all our pupils at EHCP Annual Review with parents, which are central to pupils learning throughout the year.

The school uses Emotion Coaching as a strategy that is part of Quality First teaching. Thrive is an approach that we use increasingly across the school to support children to understand themselves and regulate their emotions and behaviour.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

The nature of our pupil population means that we cannot work in isolation from other agencies. The Health service base Speech & Language Therapists in school.

School additionally employs a Speech & Language Therapist 3 days per week and individual intervention support from a HLTA 3 days per week.

Occupational and Physio Therapists work with pupils and staff to deliver programs.

Visual and hearing support staff from the LA work with staff and pupils where needed.

The school employs our own Parent Liaison Officers to work with parents and families, linked with attendance, pupil well-being, behaviour, family support, family engagement and pupil progress, this is funded through the pupil premium.

The school has several pupils who access support from CAMHS

Children's Social care, Compass Reach and the NYCC Early Help service work closely with school staff.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

We aim to work closely with parents and carers so that all children can play and learn happily at school. We view all complaints in a positive way, as it helps the school improve its practices.

However, sometimes problems do occur and the best person to talk to first is usually your child's class/form or subject teacher.

If you are still worried or concerned, the Head of school will be happy to talk to you at a mutually convenient time. Please contact the school office (01677 422446) to make an appointment to talk to the Head of school or write to the Head of School explaining your complaint and what you would like to happen now. This is part of a full procedure which all schools have in place and has been approved by the Governing Body. If the Head of School cannot resolve the issue or the complaint is about the Head of School, you should then contact the Executive Headteacher. If this process cannot resolve the matter, you should then write to the Chair of Governors, Mrs Caroline Potter.

The school's contribution to the local offer and where the LAs local offer is published

This can be found by following web links

<https://www.northyorks.gov.uk/send-local-offer>

[Map showing location of schools in North Yorkshire](#)

<http://www.northyorks.gov.uk/article/26374/Browse-school-information-for-your-area>

<http://www.mowbrayschool.co.uk>