



## St Ann's School : School Information Report : September 2019

<b>School</b>	St Ann's School, Springfield Road Hanwell, W7 3JP
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<b>School website</b>	www.stannsschool.co.uk
<b>Needs catered for</b>	SLD, PMLD, or a dual diagnosis of ASD/SLD or ASD/PMLD. Total roll 103
<b>Age range</b>	11-19 years (Years 7-14 )
<b>Admissions</b>	Entry to the school is for children and young people with Education Health and Care Plans who meet the criteria described below. Admission is coordinated by the Local Authority SEN Assessment Team (SENAS) at Carmelita House, 21-22 The Mall, Ealing, London, W5 2PJ.
<b>ENTRY CRITERIA</b>	
<b>Cognition and learning</b>	Ability is within the complex profound to severe learning difficulties range. The majority of students (95%) are functioning within the P1 to P5 range (chronological age equivalent 0 months to 2 years) throughout their secondary education and into adult life. Students require highly specialist and personalised teaching strategies and resources in order to support their learning through making small steps of incremental progress.
<b>Communication and interaction</b>	Severe speech and language disorders resulting in very limited or no verbal communication. Students may use a simplified formal communication system eg Makaton signing, Makaton symbols, PECS, PODD, switches, a communication aid, or objects of reference, or they may communicate through using facial expressions, gestures, body language, vocalisations, Intensive Interaction and behavioural means, to make their needs known to familiar and trusted adults.
<b>Social and emotional health and well-being</b>	Students may be extremely vulnerable and socially isolated, lacking confidence and experiencing low self esteem. Students may exhibit high levels of anxiety associated with their learning difficulties which may intensify at the onset of puberty. Students may demonstrate a range of very challenging behaviour requiring high staffing levels and specialist interventions, including input from staff who are highly trained in positive behaviour management. Students may also require psychology/psychiatry input and access to low stimulation, individual teaching and learning spaces.
<b>Physical, sensory, medical.</b>	A significant proportion of students have highly complex medical needs including life limiting conditions, and/or a range of severe physical disabilities and /or highly complex mental health needs. Students may have a visual or hearing disability or a combination of both. Students may have highly complex sensory processing and sensory integration needs.

## **What is St Ann's School and who is it for?**

St Ann's is a Local Authority maintained secondary special school for students aged 11 to 19, Years 7 to 14 inclusive, with life-long complex profound to severe learning difficulties. 50% of students have an additional diagnosis of Autistic Spectrum Disorder. There are three distinct cohorts of students those with complex Severe Learning Difficulties (SLD) those with Profound and Multiple Learning Difficulties (PMLD) and those with Autistic Spectrum Disorder (ASD) in addition to profound to severe learning difficulties.

Since September 2016 students have been grouped slightly differently to reflect the increasing complexity of need within the school population. There are ten Informal curriculum classes for students broadly functioning between P1 and P4 and three Semi-formal curriculum classes for students broadly functioning between P4 and P7.

St. Ann's Informal curriculum is designed for students functioning at very early developmental levels. It is based on an interactive and multi-sensory approach, which emphasises the importance of communication, play, interaction and sensory stimulation on learners' development. The Informal curriculum consists of 5 main areas:

1. My Communication,
2. My Cognition
3. My Physical and Sensory skills
4. My Self Care and Independence
5. My World

The Semi-formal curriculum is a life skills based curriculum and includes areas such as, functional skills [including literacy and numeracy], daily living skills, work related learning, healthy lifestyles, technology and the world around me.

Both the Informal and Semi- formal curricula are delivered either through Themes or the externally accredited EQUALS Moving On programmes of study [dependent upon the student's age]. St Ann's rich creative curriculum remains an integral part of both the Informal and Semi-formal curricular offer.

The 2019/2020 class groupings therefore again reflect a mixing of Special Educational Need, although the cognitive ability of students within any one class group will be very similar. Some classes cater solely for students with ASD or PMLD, some classes have a mix of ASD and PMLD students and some classes have a mix of ASD and SLD students.

Very careful consideration has been given to the composition of each class group to ensure that specialist provision can be better matched to specific student need, to optimise learning opportunities and to maintain health and safety requirements.

Two highly specialist ASD classes (Telstar and Galaxy) cater for students with exceptionally high behavioural and learning needs.

Please refer to the chart of class groups for the academic year 2019/2020 on the following page

## Composition of each class group by Special Educational Need : September 2019

Current roll : 103 students

Class Group	Number of students with ASD	Number of students with PMLD	Number of students with SLD	Total number of students in class
Ariel	0	8	0	8
Titan	0	8	0	8
Jupiter	2	6	0	8
Sun	7	0	0	7
Moon	1	6	0	7
Earth	4	3	0	7
Neptune	5	3	0	8
Saturn	1	6	0	7
Telstar	9	0	0	9
Galaxy	5	0	1	6
Mars	5	0	4	9
Venus	6	0	4	10
Mercury	7	0	2	9

Informal Curriculum classes	
Semi-formal Curriculum classes	

### Who are you and what are your skills?

St Ann's has a well-qualified and highly experienced staff team that specialises in meeting the teaching and learning needs of secondary aged students with SLD, PMLD, ASD, particularly as they pass through puberty, and into the teenage years in preparation for the opportunities and challenges of their future adult lives.

The school makes significant investment in meeting the training needs of all staff so that staff are continuously updating their knowledge to promote pupil progress. The staff team has expertise in many areas including, positive behaviour management, Intensive Interaction, Makaton, Picture Exchange Communication System (PECS), PODD, TEACCH, Team Teach, Rebound Therapy, Hydrotherapy, Visual and Hearing impairment, multi-sensory approaches to learning, meeting the needs of students with complex medical conditions, postural management and moving and handling.

In order to maximise outcomes for each young person St Ann's staff work closely with parents/carers and an extensive multidisciplinary team. Students can receive input through speech and language therapy, physiotherapy, occupational therapy, music therapy, interactive poetry, drama therapy, rebound therapy, school nursing, learning disability nursing, psychiatry, educational psychology, clinical psychology, educational social work and the children's and adult's social work teams.

### What can my child access at your school?

St Ann's consists of a well maintained Victorian building (West Building) and a purpose built East Building completed in 2003.

The school is well resourced to meet the individual needs of each young person. Specialist facilities include a hydro pool, a sensory theatre, a calm room (Space Station), a life skills room, an art room, a music room, a large hall and separate canteen, extensive personal care facilities, and a sensory garden. All classes are equipped with Clevertouch plasma screens, PC's, Chrome Books and iPads. Many classes have specific areas within the classroom to

assist in sensory modulation self-regulation work. St Ann's also has an extensive playground and green field facilities with robust and attractive play/leisure equipment. The school has an on-site allotment and also benefits from three school owned mini-buses for community visits.

A major building project on the school field is currently underway (July 2019-April 2020) to create bespoke Telstar/Galaxy accommodation for fifteen students with extremely complex behavioural and learning needs. The current Telstar accommodation consists of two adapted, adjoining portacabins, which were completed in November 2015. During summer 2020 these will be converted to a staff room and training facilities so that another room in the West Building is freed up to become a classroom, possibly with tracking and a hoist and en suite changing facilities.

Previously during the summer holidays 2018, extensive refurbishment work was carried out in the West Building to create a new medical room, new personal care areas, a new equipment storage area in the hall, additional tracking and hoists and storage areas in classrooms and a new door from Sun classrooms to the front playground.

St Ann's capitalises on the many and varied learning opportunities within the local Hanwell/Ealing community eg through using sports, leisure and shopping facilities. Older students access PMLD and ASD/SLD Link Courses at Local FE colleges and a range of personalised work experience opportunities. All Post 16 students leave St Ann's having gained external accreditation through the EQUALS Moving On programmes of study.

#### **EXIT CRITERIA**

The student has achieved his/her short and long term objectives and is able to cope in a larger and more challenging environment such as a school for students with severe to moderate learning difficulties with a higher number of students on roll and a lower staff /student ratio.

The student has achieved P7 or P8, and continues to make incremental progress, and is no longer presenting with the complexity of need requiring intensive integrated support.

The student has achieved P7 or P8 and the National Progression Guidance tables place that young person in the upper quartile (ie top 25% of similar young people) when considering his/her progress from the end of Key Stage 2 (Year 6) to the end of Key Stage 3 (Year 9), or the end of Key Stage 3 (Year 9) to the end of Key Stage 4 (Year 11)

The student is motivated to learn, can generalise skills, is becoming more independent and can learn alongside his/her peers with a lower staff/student ratio.

The student has a consistent and effective method of communication.

The student can manage his/her self care needs with minimal adult assistance.

The student can self manage his/her behavioural needs with minimal adult assistance.

An extensive, carefully planned, and incrementally challenging transition programme, has been completed and the young person is appropriately prepared for a successful transfer.

The young person has been consulted and as far as he/she is able, agrees with their family and professionals that transfer to other provision is a positive move and in his/her best interests

The young person's needs have significantly increased in terms of their complexity, since their enrolment at St Ann's, or the last Annual Review, creating additional barriers to learning, and now requires highly specialist provision in another setting.

#### **PROVISION**

How will you help my child transition into and out from your school?

St Ann's School has clear entry and exit criteria, in line with the Ealing Local Offer, to assess the initial suitability of potential students, and the continuing suitability of St Ann's provision to meet individual's special educational needs, once they are placed at the school. All referrals for places are received through Ealing's SEN Assessment team. An individualised carefully planned transition programme is set up whatever the route of entry to the school.

- The majority of students enrol in Year 7 having previously attended a primary SLD/PMLD/ASD special school either within Ealing or a neighbouring borough. Throughout Year 6, staff from both schools meet to discuss each Year 6 pupil, St Ann's staff visit the primary school to observe each young person and in the summer term a supported programme of pupil visits to St Ann's takes place. Year 6 Parents/Carers coffee mornings are held at St Ann's throughout the year so that by September both pupils and their families are more familiar with St Ann's and more confident about this significant transition from primary to secondary provision.
- Other students across all year groups are admitted to St Ann's from other schools within the UK, Europe and further afield, if St Ann's provision is appropriate and a place is available. Once papers are received from the LA, and if a place is available, the young person and their family are invited to visit the school so that further initial assessment can take place. If all parties consider that the student's needs can be met at St Ann's a starting date and a transition programme will be agreed. This may be a schedule of incremental attendance over a few weeks, immediate full time attendance or anything in between.
- Following referrals from the LA, a small number of overseas students are also admitted each year, who have never previously received education. Once a place is offered, the multi-disciplinary team works closely with the young person and their family to create a transition programme (as above) which best meets the student's individual needs.

Following enrolment at St Ann's, each student's progress is monitored and reported on regularly throughout the year and then formally discussed during the Annual Review meeting. The Annual Review meeting can be brought forward if parents and professionals feel this is appropriate. An Emergency Annual Review can also be scheduled.

If it is felt that the young person's needs have changed and that St Ann's is no longer the most appropriate provision, this will be discussed during the Emergency Annual Review meeting or the early Annual Review meeting, and the LA will be advised that a change of placement is recommended.

Following consideration at SENAS Panel and discussion between the student's parents/carers and the LA, an alternative placement will be identified and a transition programme will be set up to ensure that the young person has a successful introduction to their new setting.

The majority of St Ann's students remain on roll until the end of Year 14 (age 19) having completed one or two years of attending a local specialist FE College Link course, one day a week, supported by St Ann's staff. This is an extremely effective transition process, by the end of which, students are comfortable with, and confident about, embarking on the next stage of their education.

### **What do you teach my child?**

St Ann's has a specialist curriculum which seeks to prepare each student for adult life through highly personalised learning programmes. St Ann's vision is to 'Enjoy and Achieve' and the multi-professional team works together to deliver a dynamic curriculum, responsive to changing needs, which motivates and inspires students, so that through engagement and enjoyment of learning, each individual can make outstanding progress.

St Ann's Curriculum is planned to develop each students' skills in these key areas:

- Cognition and learning

- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical development

They are delivered through cross curricula learning, individual learning intentions and appropriate programmes of studies.

The curriculum is designed to build upon and generalise previously acquired skills, whilst developing further skills to promote each student's life skills and independence, at an appropriate level. Embedded across all learning experiences is a strong focus on personal, social and emotional development.

For further details please see the curriculum area of the school website.

### **How will the curriculum be adapted to support my child?**

Each student is placed in the class group which best supports his/her needs and has a frequently reviewed personalised learning programme which includes therapeutic input as appropriate. St Ann's students experience significant barriers to learning and are supported to achieve in a variety of ways including:

- Specialist communication strategies
- Positive behaviour support plans
- Sensory Integration strategies
- Assistive technology
- Visual and sensory aids
- Specialist software/hardware
- Specialist equipment
- Daily postural management and mobilising programmes
- Getting Ready to Learn programmes
- Relationships and Sex Education (RSE) input
- A range of community based learning opportunities

### **How will you monitor and review the impact of the provision and my child's progress?**

St Ann's has a wide range of assessment tools to inform on-going teaching and learning strategies, to capture progress and to identify when students are making less than expected progress so that interventions can be put in place.

- Students are assessed on an annual basis using P Level milestones. At the end of Key Stage 3 (Year 9) and at the end of Key Stage 4 (Year 11) National Progression Guidance tables (data sets) are used to compare the progress of each student against the progress of other young people of the same age and with a similar cognitive profile.
- Students are assessed against their personalised targets (Learning Intentions) on a termly basis using MAPP (Mapping and Assessing Personal Progress) which is a continuum of skill development tool, used by the class team across all areas of the curriculum and in every lesson. This tool can also be used to capture home learning.
- P level and MAPP assessment judgements are rigorously moderated, both within school and externally, in collaboration with other similar schools

- Student progress and achievement is reported to parents/carers through the Annual Review meeting, through Open Evenings (October and July) and through termly MAPP reports.
- Teachers also capture small steps of progress through the use of the Evidence for Learning App, Routes for Learning, annotated photographs, videos, learning journals, (containing Theme photographic assessments and EQUALS Moving On assessments) and where appropriate student's own views on how they have done (self assessment) and student's own views on how another student has done (peer assessment).

### **How do you prepare children for adulthood?**

From the moment a student enrolls at St Ann's the relentless focus is always on how best to prepare each individual young person for a rewarding and high quality adult life. Through nurturing each student and equipping students with a range of skills appropriate to their developmental level, St Ann's graduates at age 19, are happy, confident young people, with high self esteem, who are able to communicate their needs, make choices and impact on the world around them.

Students have an extensive range of opportunities throughout their time at St Ann's to develop their communication, social interaction, self help, self occupancy and 'keeping safe' skills both within school and within the local and wider community.

St Ann's Senior Education Social Worker along with other members of the multidisciplinary team, ensures that upon leaving St Ann's, no students are NEETs (Not in Education, Employment and Training). All have a package of support consisting of specialist FE College provision, and social care provision appropriate to their needs.

St Ann's strives to track Leaver students to the age of 25 years and provide on-going support to receiving institutions/services and families as requested.

### **How will you develop my child's social skills?**

As a Unicef Level 2 (Gold) Rights Respecting School, over time all students have some understanding of their personal rights and the rights of others eg the right to be 'listened to' and to make choices. This is key to supporting the development of social skills. Initially some students may not be able to interact with anyone, then only with familiar staff, then with a wider range of staff, then in the same space as other students and then, possibly, with their peers. Wherever the young person is on this continuum, through staff modelling, focussed teaching, stimulating learning opportunities and a wide range of contexts, all students are supported to make progress with their social skills so that they can become active participants in their own futures.

The teaching of social skills is embedded into everyday learning opportunities. Staff capitalise on all student led social interactions, and through innovative curriculum design and exciting contexts for learning, students are motivated to reach out, communicate and incrementally improve their social skills.

### **How do I know you are doing all of this?**

- Through visiting school both formally eg for scheduled meetings and informally eg picking up your young person for an appointment to experience the everyday, consistent ethos of the school, first hand.
- Through signing the Home School agreement and seeing it in action with respect to your own young person
- Through visiting our website
- Through reading our Ofsted report and other key reports eg Rights Respecting School Level 2 Assessment report and St Ann's Safeguarding Audit Report
- Through termly MAPP assessment reports, Learning Journals and End of Year Reports.

- Through reading letters/flyers text messages from school
- Through communicating through the Home School diary, by telephone or email
- Through talking to the class teacher and class team
- Through talking with any member of staff including the wider multi-disciplinary team
- Through talking with the Chair of the Governing Body, Parent Governors or other members of St Ann's Governing Body.
- Through reading the Annual Governance Statement
- Through attending Annual Review meetings and Open Evenings
- Through attending Family Links sessions, coffee mornings, whole school celebrations and Super Learning Days

### **How will my child be part of the wider school?**

St Ann's ensures that students have access to the wider school and community through:

- Assemblies, whole school celebrations, Super Learning Days etc
- Participation in St Ann's contribution to the annual West London SEN Inclusive Arts Festival
- Whole school performances and workshops delivered by visiting artists eg Live Music Now, London Children's Ballet, Friendly Bombs Theatre Group.
- Special school-based awards eg through weekly Well Done Meetings and the Jack Petchey Award
- Access to sporting competitions and events as part of the Willow Tree School Sports Partnership
- Regular opportunities for community based learning eg visiting local shops, cafes, sports centres, parks and the library
- Regular educational visits eg to places of worship, museums, theatres, Kew Gardens, the Wetlands etc
- Supported FE College Link courses for Post 16 students
- Providing Post 16 work experience opportunities as appropriate including local businesses and when available, Foxes Hotel and FE College residential work experience taster sessions in Somerset
- Maintaining partnerships with a wide range of after school respite providers
- St Ann's summer scheme (generally five days at the beginning of the summer holiday) which can also be attended by siblings of St Ann's students

## **PARENTS**

### **How do you communicate with parents?**

- St Ann's has a strong commitment to working with and supporting families to achieve the best possible outcomes for their young person.
- St Ann's operates an open door policy and will always endeavour to meet with parents/carers as and when necessary
- Regular home/school diaries
- Via Passenger Assistants as appropriate
- Telephone calls with language support as necessary
- Letters/text/email as appropriate
- Website



- Annual Reviews and Open Evenings (October and July) with translation input as appropriate
- Informally whilst parents/carers are visiting school eg for coffee mornings, whole school celebrations, appointments with other members of multi-professional team

#### **How will pupils/young people and parents contribute to the processes, planning and assessment?**

- St Ann's is proud to be a UNICEF Rights Respecting Level 2 (Gold) school. Students' rights and involvement are consistently promoted throughout all aspects of school life.
- The School Council (Student Voice) meets weekly, ascertains the views of the classes they represent and assists the school in effecting positive change. They also undertake some junior leadership roles eg participating in teacher recruitment interviews.
- All students receive encouragement and immediate praise in response to their learning activities. Some students, in line with their cognitive ability, are able to comment on their own learning and that of their peers (Assessment for Learning) and with support can identify the next steps in their own learning.
- Regular meetings are held with Parents/Carers to discuss future targets and student progress eg Open Evenings and the Annual Review meeting. Assessment reports are sent home on a termly basis and parents/carers are invited to make comments and provide additional information eg on home learning to further support the assessment process.

#### **What support is available to parents?**

- A highly skilled and experienced staff team that is committed to working with parents/carers to reduce barriers to learning and promote the well-being of each young person.
- A school funded full time Senior Education Social worker who can provide advice on benefits, housing, respite, transport, charitable grants and liaise with the Children with Disabilities Team, and the Community Team for People with Learning Disabilities.
- Access to two full time nurses and two health care assistants regarding nursing care plans
- Access to the wider multi-disciplinary team eg Speech and Language Therapist, Physiotherapists, Occupational Therapists, Music therapist.
- Strong links with Intensive Short Breaks and the Early Intervention Team in Ealing which provide support and training for parents in the home.
- Strong links with the Positive Behaviour Support Forum (Community Team for Adults with Learning Disabilities).
- Close liaison with Respite Care providers. Many young people access their respite provision directly from school via their designated transport
- Well established ten week Family Links courses, generally in the Spring/Summer terms. Lead by an Assistant Headteacher and Senior Teaching Assistant
- Coffee mornings eg Relationships and Sex Education, Positive Behaviour Management, and e-safety
- St Ann's Summer Scheme runs for five days at the beginning of the summer holiday and when possible offers an After School Club (one after school session each week) during the summer term)

**Where further information about the school can be obtained (section 64 of Act)**

Link to school website [www.stannscshool.co.uk](http://www.stannscshool.co.uk)