

12. How we support students' health and general well-being – including their safety, attendance and positive behaviour

The school takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal, Health, Social and Emotional Education) curriculum.

We encourage students to develop confidence and resilience through day-to-day teaching.

We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.

We have a zero tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons. We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached. For pupils who need additional emotional support, it may be useful for them to access one of our pastoral interventions, such as counselling.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff, for example, the school's Behaviour Support and Pastoral Assistants, the DSDs or a member of the Learning Support Team.

When a student returns to school after a fixed-term exclusion, we meet the parents and pupil together and agree a support plan to help her or him settle back into school and make good progress in learning.

We encourage and support students with SEND to take on whole school responsibilities and we track their whole school participation using SIMs.

We have an up-to-date policy on how we manage medical needs.

When a student with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

We have close links with the NHS schools' nursing team and they are available to complete health checks, investigate concerns from pupils, parents/carers and staff, and will liaise with other medical staff regarding provision and health management of all our pupils.

We support all students to attend school regularly, for example, through providing an enjoyable and stimulating curriculum and through home support where this is needed. We have a fulltime attendance officer who helps support pupils in getting to school punctually.

We provide specialist support and up to date training for staff on safeguarding, keeping students safe and meeting their emotional needs.

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

A. Break and lunchtimes are supervised by a combination of teachers, teaching and pastoral assistants and members from our senior leadership team. We keep a close eye on everything that is happening

at lunch and break times and intervene if any student is feeling stressed or sad. All members on duty wear high-visibility vests and are therefore easily seen at these times and they make sure that break times are safe and enjoyable for all students. The Learning Support Department also ensures that students with EHCPs or identified with complex SEN can access our break and lunchtime clubs, which are supervised by members of the SEN team.

Q. My child has medical needs and requires support for Personal Care. How does the school organise this?

A. We will meet with you to speak about your child's medical needs and its' management. The school will organise training for all members of staff involved. This could be delivered by the school nurse, our speech and language therapist or by an expert from outside the school, for example, a link nurse. We will write a Health Care Plan with you and share it with all the relevant staff that will be part of caring for your child.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor important evidence for success – we act where we are not successful.

These are the things that we look at and analyse to make sure we are meeting the needs of our students with SEND:

- Their academic standards and good progress
- Their attendance and punctuality figures, making sure that they remain consistently high
- Their parents'/ carers' views, getting and acting on feedback
- Their involvement in activities, visits and clubs; making sure that we keep track of these on our systems
- Taking responsibility and being actively involved in our school community
- Their destinations and smooth transitions
- Their behaviour, making sure that we keep track of all the positive behaviours they display, reducing their exclusions.

We also want to understand the experience of students with SEND so we are always looking at the best ways to get information regarding

- Students' sense of inclusion
- Positive attitudes to self, peers and school
- Their personal resilience and confidence as learners
- Confidence and trust in the school of parents