



Eden Academy Trust Local Offer 2020/21

The Eden Academy Trust is a family of seven schools.

This document outlines the individual nature and designation of each of the schools and provides more detail about the provision available.



Grangewood School
A learning community



Hexham Priory School
Never underestimate a child's ability



Moorcroft School
Learning for life



**Pentland
Field School**

RNIB

Sunshine
House

LOCAL Offer



ALEXANDRA SCHOOL

A member of the Eden Academy Trust family of schools

Introduction to the School

Alexandra School is a primary school that specialises in supporting children aged 4-11 with more significant moderate learning difficulties than can be catered for in mainstream schools, sometimes with associated behavioural, emotional, social, communication, physical or sensory needs. For the most part, Alexandra School serves the Harrow community and as such, reflects the ethnic diversity of the local population. Alexandra School is a member of the Eden Academy Trust, a family of seven schools that specialise in meeting the educational needs of children and young people with a range of learning difficulties.

Headteacher: Perdy Buchanan-Barrow

Eden Academy Trust CEO: Susan Douglas

Alexandra School, Alexandra Avenue, South Harrow HA2 9DX

Website: www.alexandra-school.co.uk

Email: office@alexandra-school.co.uk

Telephone: 0208 864 2739

What is the purpose of The Local offer?

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

How does a child get a place at Alexandra School?

Parents are welcome to contact the school to arrange to visit when they will have the opportunity to view the school and to talk with a member of the School Leadership Team about the provision available at the School.

New admissions to our school will have an Education Health Care Plan. All referrals for a place at any of the Eden Academy Trust schools will come from the local authority in which the family lives.

Prior to any child being offered a place at the school we will endeavour to visit them either at home, in their pre-school setting or at their current school. Where practical, parents will be offered the opportunity for their child to visit the school prior to their admission.

What type of placement is available at the School?

In our experience, children make best progress when they are placed full-time at the school. This enables them to become fully included in the curriculum and other learning experiences offered by the school. In particular circumstances, a part-time placement may be offered, but this would normally be with a view to increasing to full-time placement when possible.

We would consider an assessment placement, at the request of a local authority.

How much support will my child receive

All pupils are taught in small class groups with the average class size being nine pupils. Every class in addition to a teacher has an average of 2 qualified and experienced Teaching Assistants. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.

Speech and Language Therapy, Occupational Therapy and Physiotherapy are planned and delivered by qualified therapists, in line with the child's EHC plan.

The class teacher will ensure that all staff working with your child enjoy a positive relationship with him / her. Staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child.

If a child's needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that appropriate support is available to them.

How accessible is the School?

All the rooms that children would normally need to access are on one level. There is only one set of stairs, leading to some rooms that are mainly for adult use, but these stairs do have a stair lift to ensure accessibility. The classrooms are well-equipped and of an appropriate size for the numbers of children. The classrooms for younger children all have outdoor learning spaces.

The school is well-equipped for outdoor play and learning, with three playgrounds, a vegetable garden, a multi-use games area (for football, basketball etc.), a wooden trim trail, a wildlife area containing a forest school environment and a field. The site is both safe and secure.

The school has a school minibus. This increases the pupils' access to off-site provision and educational experiences, e.g. swimming, school camp, educational visits.

What resources are available at the School?

Every classroom has an interactive white board and at least two computers. There is also an ICT suite, with enough computers for a whole class.

We have two school halls: the PE hall which is used for gymnastics and other PE lessons, and the dining hall which is used for some PE sessions (in particular dance, yoga and trampoline), assemblies and lunch provision.

The school has a food technology room, which is used not just for food technology lessons, but also to develop the children's life skills and to provide a venue for parent workshops on food and healthy eating. There is a well-equipped music room, used for curriculum music lessons, singing sessions and choir.

The school has a Nurture Room, which is used by classes, small groups and individuals, for activities such as drama therapy, play therapy, circle time, yoga, mindfulness and sensory exploration.

There is a dedicated meeting space for parents, known as the Family Space, where we hold parent and family sessions.

How do children travel to the School?

A large number of our pupils are eligible for free home to school transport which is provided by the local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transports in addition to a driver also have an escort who is employed to support the child throughout their journey.

Those children that live nearer to the school are not eligible for home to school transport, so are brought to school by a parent or carer.

Further details regarding home to school transport including eligibility can be obtained from your local authority SEN department.

What specialist services are available at the School?

A number of professionals work in school each week to support our pupils' health and education, these include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists

A range of other experts visit school and these include:

- Educational Psychologist
- Play Therapist

- Drama Therapist
- School Nurse
- VI teacher or HI teacher
- Sports Coaches
- Music Tutor
- Harrow Horizons Therapist
- Staff from the Child and Adolescent Mental Health Service

What will my child learn at the School?

Our curriculum is based upon the Early Years Framework and the National Curriculum.

Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development, differentiated to take account of their individual needs and abilities.

The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths for which they are taught in small groups.

All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and life skills.

Specialist approaches are used to support pupils' learning and these include:

- Alternative communication systems
- Access to personal or adapted ICT equipment
- Use of visual timetables, social stories, work stations, particularly for pupils on the autistic spectrum
- Learning mentors and other experienced staff to support children with social, emotional and behavioural difficulties.

How will I know what progress my child is making at the School?

At Alexandra School we have:

- An open door policy - parents are welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly by phone, email and Fronter (our password protected school community website)
- Individual "Learning Journey" and target documents for each child, forming the Individual Education Plan. These are shared with parents in person and via Fronter in the Autumn term, then updated termly.
- An e-portfolio of annotated and levelled work samples for each child which parents can access via Fronter
- Meetings with relevant staff at least once a term.
- The EHC plan will be reviewed annually at a formal meeting where progress is reported on and a report is written and shared with parents.

- The Learning Journey is reviewed at the end of the year to record end-of-year attainment and a more detailed review of progress made across the curriculum. This is again shared with parents in person and via Fronter.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us. We do this through:

- Consistent application of the school's behaviour policy
- Providing a positive, supportive and nurturing environment
- Effective teaching of the PSHCE curriculum
- Adaptations to the curriculum to secure engagement
- Support to build relationships and engage pupils
- Experienced class staff and Learning Mentors to overcome barriers to social inclusion
- Staff trained in first aid and links with the school nurse
- Appropriate safeguarding training for all staff

Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school.

How will my child's health and well-being be supported? (cont.)

For those children who might have additional needs, we support them in the following ways:

- Identification and assessment in school
- Additional advice and support from outside agencies
- Interventions are implemented, reviewed and revised
- Work with parents to refer to CAMHS
- Targeted intervention to promote social skills and emotional resilience
- Adaptations to the physical environment e.g. time out
- Monitoring and support in unstructured time e.g. breaks/ lunch

What training do staff at the School have?

All teachers at Alexandra have a recognised teaching qualification. As a school, we invest in whole school and targeted training for all staff. There is annual training in core areas: safeguarding, working with ASD, behaviour management, supporting

communication. Alongside this annual timetable of training, each year there is targeted training in line with the school development plan and in response to the current needs of the pupil population.

How does the School support families?

The school aims to ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all pupils. This communication takes the form of phone calls, email, Fronter and opportunities to meet. Parents are regularly invited into school for class and whole-school assemblies, parent activity sessions in class, coffee mornings and afternoons, parent workshops and family learning courses.

When additional, external support is needed, for example from CAMHS or the Educational Psychology service, then school staff will support families through the process of referral. School staff are experienced at working with a range of other agencies and helping families to communicate their needs, for example to social services, health or housing.

What activities are available to children outside of the school day?

The school provides after-school clubs each term, tailored for the needs of the pupils. There is a high staff to pupil ratio and transport home afterwards, if the child normally receives transport. These clubs include activities like trampolines, swimming, yoga, multi sports, sensory exploration, drama and cookery.

At the end of the school year, in the summer term, children in Year 6 are offered the chance to go on a week-long residential trip. Years R-5 have the opportunity to take part in a day of outdoor and adventurous activities, followed by the option to camp overnight at a local campsite.

During the school holidays we are able to offer some holiday club provision, supported by school staff.

How will the School support my child at times of change?

Pupils who join Alexandra School will be given the opportunity to spend half a day at the school before they start and will be provided with a transition booklet of useful photos. They will meet with key staff so that they will know some familiar faces on their first day.

Pupils who leave Alexandra will have a transition timetable. For pupils in Year 6, this means staff from high schools being invited to Alexandra to meet with the pupils. This is followed by a short programme of managed visits where the Year 6 pupils visit high school with a decreasing amount of Alexandra staff support. This runs alongside a Year 6 PSHCE curriculum which focuses on change and moving on.

Staff at Alexandra School work hard to ensure good links with the schools that our pupils come from or move on to, whether those schools are within Harrow or further afield.

What might my child do when they leave school?

Most pupils at Alexandra remain at the school until the end of Year 6, unless an annual review indicates at an earlier stage that this is no longer the best placement for the child. Pupils at Alexandra tend to move on to a special needs high school, either within Harrow or in another borough. Occasionally parents decide that they would prefer their child to go to a mainstream high school. Alexandra School offers support to parents throughout the transition process, beginning with the Year 5 annual review meeting.

Who was consulted about this Local Offer?

The Local Offer has been consulted upon with Trustees, the Local Advisory Board, staff and representatives from the local community.

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?

Parents are encouraged to make an appointment with the class teacher in the first instance if they have concerns about attainment, achievement, progress or happiness in school. If parents and the class team, working together, cannot address the problem, then there would be an opportunity for parents to meet with the Headteacher and discuss next steps.

Where a child with SEN continues to make little progress despite the support provided by the school, including external support and advice, and there is evidence that the child has needs that cannot be met within the resources ordinarily available to school, we would ask the Local Authority to undertake a statutory re-assessment of the child's EHC plan.

Where parents had a complaint about the school, they would follow the complaints procedure. Copies of the procedure are available from the school on request.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.

Who can I contact for further information about the School?

If you require any further information please contact the school office on 0208 864 2739.

LOCAL Offer

GRANGEWOOD SCHOOL



A member of the Eden Academy Trust family of schools

Grangewood School is a primary school, which provides for children between 3 – 11 years of age who have severe learning difficulties. Over half of all pupils have an autistic spectrum condition. All pupils have language and communication difficulties.

All pupils have an EHC plan of special educational needs. Pupils come from the London Borough of Hillingdon and from neighbouring authorities. Many pupils come from homes where English is not the first language. Approximately one third of pupils are eligible to receive the pupil premium (additional government funding for children who are looked after and those eligible for free school meals), which is much higher than the national average.

The Headteacher at Grangewood works very closely with the Director for Schools and other Trust leaders. A team of therapists is employed directly by the Trust to work with pupils at this school on a daily basis.

Headteacher: Liz Edwards

Eden Academy Trust CEO: Susan Douglas

Grangewood School, Fore Street, Eastcote HA5 2JQ

Website: www.grangewoodschool.co.uk

Email: info@grangewood.hillingdon.sch.uk

Telephone: 01895 676401

<p>What is the purpose of The Local offer?</p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> • To provide clear, comprehensive and accessible information about the provision available; and • To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.
<p>How does a child get a place at Grangewood School?</p>	<p>Parents are welcome to contact Grangewood School to arrange to visit when they will have the opportunity to view the school and to talk with a member of the School Leadership Team about the provision available.</p> <p>New admissions to our School will either have an Education Health Care Plan or be undergoing the statutory process towards such. All admissions to any of the Eden Academy schools come from the local authority in which the family lives.</p> <p>Prior to any child commencing a placement at the school we will endeavour to visit them either at home, in their pre-school setting or at their current school. Where practical parents will be offered the opportunity for their child to visit the school prior to their admission.</p>
<p>What type of placement is available at the School?</p>	<p>We admit children as young as 3 years old on a part time basis. Children join the school throughout the school year if a place has been agreed and there are spaces available. The majority of children come here once the statement or EHC plan has been finalised and agreed and the school has been named on the EHC plan. If there is a pressing need ie. If a child is new to the borough and/or is not in any kind of provision, or if it has not been possible to determine the setting that would best suit the child, it is possible to arrange an assessment place at the school. This does not automatically guarantee a place at the school once the assessment period is over. Children are offered a full time place at the school in the term after their fourth birthday.</p>
<p>How much support will my child receive?</p>	<p>All pupils are taught in small class groups with the average class size being nine pupils. Every class in addition to a teacher has 3 or 4 qualified and experienced Teaching Assistants. The child: staff ratio is never less than 2:1. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching. Many of our children are assessed as being in need of one or more of our therapies – Occupational Therapy, Physiotherapy, Speech and language therapy, creative therapy (music, drama, dance and movement). The school employs its own educational psychologist who assesses children on request and offers advice on strategies. Vision and hearing specialists are on hand as are paediatricians and other health experts. We have a senior teacher with expertise in meeting the needs of ASD pupils.</p> <p>The class teacher will ensure that all staff who work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child. You can expect regular communications for the school about your child’s learning and how we can work together as partners to bring about the best possible outcomes</p> <p>If a child’s needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that further support is available to them.</p> <p>There is a wide range of extended services on offer to children and families, including holiday clubs, enhancement days, after school clubs as well as positive parenting courses to support parents and children. The staff in this team liaise regularly with Social Services to bring about the most positive outcomes and provide the most suitable opportunities.</p>
<p>How accessible is the School?</p>	<p>The school is purpose built and is all on one level with easy access to all areas. Several of the rooms have ceiling hoists and there are enough mobile hoists for all children who need to use them.</p>

The building has been developed and expanded over the years in keeping with the original style. The classrooms are all well-equipped and the majority have their own quiet room, many with distraction free workstation areas. The majority of the classes have their own playground area as well as the main one. We have one purpose built TEACCH room and a number of specialist teaching areas. The site is both safe and secure.

What resources are available at the school?

The school has a wide range of facilities including:

- Purpose built playgrounds for the majority of classrooms with safety surfacing and appropriate equipment
- A large communal playground at the back of the school with safety surfacing and space for bikes and other large equipment
- Sensory gardens
- A nature trail in woods with two areas of adventure trail
- A sensory room
- A soft play room
- An interactive learning centre housing the school library, large whiteboard area, a sound room and three touchscreen computers
- Use of a hydrotherapy pool
- Purpose built classrooms, most with quiet rooms and all with computer and touch screen whiteboards
- Therapy rooms
- 4 minibuses for social training and other educational visits
- Hall with wall bar equipment
- Opportunities for integration with mainstream peers

How do children travel to the School?

The majority of our pupils are eligible to free home to school transport which is provided by the local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transports in addition to a driver also have an escort who is employed to support the child throughout their journey.

Those children who live nearer to the school are often brought to School by a parent.

Further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250008 if the family live in Hillingdon. Telephone and contact details for other local authorities will be available on their websites

What specialist services are available at the School?

A wide number of professionals work in school each week to support our pupils' health, wellbeing and education. These include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse

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- Health Care Assistant
 - Specialist Teachers for the Hearing Impaired and the Visually Impaired
 - Music Therapist
 - Drama therapist
 - Creative therapist
 - Dance and Movement therapist

In addition to the above, clinics are regularly held in school for pupils and their families and these include:

- Vision and hearing assessments
- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by Paediatricians and other Consultants

A range of other experts work into school and these include:

- Musicians
- Artists
- Sports Coaches

Yoga teachers

What will my child learn at the School?

Our curriculum is based upon the Early Years Framework and the subjects of the National Curriculum at key stages 1 and 2. Each child receives a personalised curriculum that is differentiated to account for their needs and abilities.

The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths. All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young adults.

Specialist approaches are used to support pupils' learning and these include:

- a sensory curriculum for pupils with profound and multiple learning difficulties
- Sensory diets and sensory integration programmes for ASD pupils
- Social Skills programmes including sex and relationships education as appropriate to primary aged pupils
- Life skills training
- Visual Timetables
- PECS
- TEACCH
- A total communication approach using signing and visual approaches with objects of reference, photos and symbols
- Alternative augmented communication approaches
- Individual, small and whole group work

How will I know what progress my child is making at the School?

Assessment at Grangewood is viewed as essential, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to enhance the provision at the school.

Aims of Assessment (Why do we do it?)

- To gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting at a range of levels, including for individuals, groups of pupils and as a whole school.
- To promote inclusive practice by ensuring all cohorts of pupils are making similar progress
- To monitor special provision to ensure it is proving effective both in progress of pupils and related cost
- To gather information to inform teachers and ensure consistency and progression as pupils move up through the school and change teachers
- To track individual progress and identify/address individuals and/or groups of pupils not making the expected progress
- To ensure pupils are making progress in line with national averages within similar cohorts

Who is assessment for?

- Pupils, who will know:
 - what they are doing well
 - what they can do better in
 - what they are trying to achieve
 - how they can do this
 - Class staff, who will know:
 - where a pupil is starting from
 - which pupils are making progress in different areas of the curriculum
 - which pupils need monitoring and tracking
 - if their teaching is effective in all areas of the curriculum
 - Parents & Carers, who will know:
 - if their child is making progress
 - if there are any issues to be addressed
 - what they can do to support the learning of their child
 - Headteacher, members of the Local Advisory Board and Senior Teachers, who will know:
 - which pupils are meeting or exceeding expected progress
 - which pupils are causing concern and therefore need to be monitored or tracked
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- if there are specific groups of pupils whose progress is causing concern and therefore need extra input
 - if there are groups of pupils whose specific provision is particularly effective
 - which aspects of the curriculum need developing across the school
 - how the progress of the pupils compare to others in the country
 - how the school scores compare with previous years
 - how the school is progressing against its targets
 - what the impact of the school improvement plan has been – particularly any curriculum related developments

In these ways, the assessment process addresses the five values that underpin all our work both at Grangewood and across the academy. They are Inclusion, Focus, Quality, Integrity and Collaboration

The Early Years Foundation Stage

Assessment in the early years is very similar to the main part of the school. Each pupil follows their My Learning Journey curriculum. Careful observation of the pupils in EYC ensures that a thorough record of their progress is kept in their curriculum file.

There is a statutory obligation to report pupils' achievements against Early Learning Goals in the Foundation Stage Profile as pupils leave EYFS.

Progress towards them is tracked using the Assessment Profile on Classroom Monitor

At Grangewood, we base line the pupils within half a term of entry and set personal targets (8-12) to achieve each term of the same academic year and, in July of each year, report the percentages of pupils who have met these targets.

Teachers in EYFS within the academy will moderate the profile by attending an academy wide moderation meeting each June.

How do we report progress?

To Parents – at the end of the summer term class teachers compile an illustrated report of pupils' progress and achievement during the year. This report also includes pupils' current P levels and the results of their progress against their My Learning Journey outcomes. AT the end of each half term parents are requested to comment on any progress noted at home and discussed during parents evening. Each term new My Learning Journey outcomes are sent home to share with parents. Progress against MLJ outcomes is discussed at annual review.

To Staff & members of the Local Advisory Board – following the collection of results at the end of each summer term a report is compiled for staff & governors in 4 sections to reflect our assessment.

Conclusions from this report will be included in the School Improvement Plan and performance management targets as necessary. Staff are able to analyse the data regularly to track any pupils progress of their class group so they can reflect on the progress of their pupils and how their teaching may have affected results. It also means that staff can decide which pupils are causing concern and will therefore be on the tracking list.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

We share our behaviour policy with you annually. The emphasis is on a holistic approach towards dealing with difficult feelings and challenging behaviour, using a positive, proactive approach. We also share with you any positive handling plans we have for your child, enabling an informed and consistent approach at home and school.

Children are referred for creative therapies – music, drama, dance and movement, and these are proven methods of improving and enhancing children's wellbeing, confidence, self-belief and interpersonal skills

We hold regular meetings with professionals working in the school - educational psychologists, OT, physical and creative therapists and school nurse, to discuss any children causing particular concern. We also liaise regularly with professionals from other agencies- Social Services and Health in particular, to ensure the best possible outcomes for children.

Our school nurse is a regular visitor to children's homes and will offer a huge amount of practical advice on issues such as toileting, diet and sleep.

Our Family Services Coordinator is a regular visitor to children's homes and will offer practical advice on behaviour strategies, and connect you with social services, CAMHS and other support groups, as well as offering parenting courses, resource centre and After school and Holiday Clubs

What training do staff at the School have?

- All teachers are fully qualified or are undertaking a recognised teaching qualification course
- The ASD Coordinator is trained to Masters level in the field
- All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school
- All staff have DBS
- The majority of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management. We have two trainers in school who regularly train new staff and offer refresher courses to existing staff
- We have two trainers in school for manual handling. They offer a three module training programme and all staff involved in any manual handling are required to have trained to the appropriate level
- The Occupational Therapist and the Speech and Language therapist run a group each throughout the year, enabling each class to have a Physical Development rep. and a Speech and language rep. These members of staff, usually TAs, will have additional expertise in these two vital areas
- All staff have an experienced mentor in their first year at the school
- Staff working with children who require regular medication or other medical interventions will be trained by the School Nurse and signed off as competent prior to working with a child.

- We run an induction programme for all new staff, including SMSAs. This will be short training on a range of subjects including behaviour management, health and medical matters, autism, curriculum planning and assessment, manual handling, therapy support, developing play skills, child protection and safeguarding
- We regularly update our expertise in a range of areas through good practice workshops, held after school for the whole staff
- Our INSET days are always used for additional training on arrange of subjects
- CPD and requests to attend external training courses outside school are considered sympathetically, especially if the request fits in with existing priorities as identified in the SDP. We have, for example, in the past funded a place on a course which will enable one of the LSAs to be a trainer in Signalong. Another LSA undertook training enabling her to train in both Intensive Interaction and Sherborne

As part of an Academy Trust, not only do we have considerable expertise within the school itself, but we have Trust service managers working across the schools with skills/expertise/training potential in the areas of coaching, CPD, extended services and therapeutic interventions.

How does the School support families?

There is a wide range of support for families including:

- Regular coffee afternoon for parents with workshops and talks on a range of topics
- Opportunities to meet with the therapists in school if your child is in receipt of creative or physical therapy
- Weekly opportunities to meet with the Speech and Language therapy Team
- Excellent home school liaison through the use of link books and follow up telephone conversations with teachers
- Termly more formal consultations with teaching staff
- ‘Making Changes’ courses for parents – a 10 week positive parenting course (offered in community languages)
- Sibling group course – for the siblings of disabled children attending Grangewood to address the specific challenges they may face
- Support from the Family Services Team with issues around direct payments, DLA allowance etc.
- An active PTA (FOG- Friends of Grangewood)
- Social and fund raidraising events throughout the year

What activities are available to children outside of the school day?

We have a Family Services team in school who provide a wide range of extra curricular activities outside school hours. These include:

- Weekly after school clubs on a Wednesday and Thursday (offered on rotation basis)
- Holiday clubs during the Easter and Summer holidays
- Theme days every half term. This could be an event in school or a trip out
- Saturday club for Key Stage 1 or Key Stage 2 children. Again, this could be an event in school or a trip out.
- Saturday swim club for parents and children in the hydrotherapy pool at RNIB Sunshine House School, one of the other schools in the Academy. This is more relaxing and accessible than public pools
- Crèches are almost always provided at school fairs in the summer and at Christmas to help families enjoy the event in a more relaxed way

Most of the above is an opportunity for families to leave their child with experienced staff and enjoy a well-deserved break. These opportunities are mostly run and manned by staff already working at the school, so families have the added reassurance of knowing that their child will be cared for by someone who is already familiar with them

How will the School support my child at times of change?

With so many of our pupils being ASD, transition issues and dealing with change are often at the forefront of our thinking. We have a clear set of transition rules to help us to support children going through changes, however big or small. There is a huge emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Children moving classes at the end of the school year are thoroughly prepared for the change, and there is an opportunity for them to spend some time in the new class before the new term. Children starting at the school are often given a staggered start or reduced hours initially, although it is recognised that this can sometimes create more confusion than it alleviates!

Within the Trust we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the Trust, this will need to be negotiated with clarity, integrity and transparency. All parties ie, local authority, parents, child, receiving school, need to be willing for the transition to take place and it needs to be clear that the child's best interests will be served by the move.

Pupils will have the chance to spend some time in the receiving school with trusted adults before the change takes place. Parents will of course have had the opportunity to spend some time in the new environment before they give their consent. There will always be a meeting of professionals prior to the move to give and receive information. Video footage can be very helpful here.

What might my child do when they leave school?

We begin to consider secondary transition at a child's Year 5 review. Attendance is vital at this meeting. This review is attended by an SEN Officer from the local authority and the process is explained, together with dates by which any preferences need to be declared. Parents are usually encouraged to start looking at possible schools as soon as possible; especially if they feel that they should be considering specialist provision other than SLD. The secondary school for SLD schools in the academy, Moorcroft School, is the natural progression for our pupils and if there are any thoughts that this may not be the most appropriate provision, parents need to consider options and a rationale as soon as possible following the Year 5 review. There are agencies who may support parents with this; Parent Partnership for example.

Who was consulted about this Local Offer?

We will need to consult with Trustees, members of the Local Advisory Board, parents and the Local Authority

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?

We have a formal Complaints procedure but we would urge you to make an appointment to meet with the Headteacher in the first instance, to see if the issue can be resolved in this way first.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.

**Who can I contact for
further information about
the School?**

If you require any further information about the school please do not hesitate to contact us on 01895 676401.

LOCAL Offer

Special Educational Needs Information Report



Hexham Priory School
Never underestimate a child's ability

HEXHAM PRIORY SCHOOL

A member of the Eden Academy Trust family of schools

Introduction to the School

Hexham Priory school is a special school in Hexham, Northumberland for children and young people aged between two and nineteen years with Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Multi-Sensory Impairment and Autistic Spectrum Condition. All pupils have a degree of special educational needs and as such have an Education Health Care plan. We currently have planned places for 112 pupils.

All classroom based staff have relevant teaching qualifications or other appropriate qualifications in childcare or education. A wide range of professionals support pupil's education and well-being at school. The School motto of '*Never underestimate a child's ability*' reflects the high aspirations and expectations that we have of our pupils and all pupils make progress. A significant number of our pupils spend time in their local mainstream school each week where they are good ambassadors for our School.

Headteacher: Liz Davison

Eden Academy Trust CEO : Susan Douglas

Hexham Priory School, Corbridge Road, Hexham, Northumberland, NE46 1UY

Website: <https://hexhamprioryschool.co.uk/>

Email: admin@hexham.northumberland.sch.uk

Telephone: 01434 605021

<p>What is the purpose of The SEN Information Report?</p>	<p>The SEN Information Report has two key purposes:</p> <ul style="list-style-type: none"> • To provide clear, comprehensive and accessible information about the provision available; and • To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review.
<p>What are special educational needs (SEN) or a disability?</p>	<p>At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:</p> <ul style="list-style-type: none"> • Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England • Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
<p>How does a child get a place at Hexham Priory School?</p>	<p>Parents/carers are welcome to contact School to arrange to visit when they will have the opportunity to view School and to talk with a member of the School Leadership Team about the provision available at the School.</p> <p>New admissions to our School will usually have an Education Health Care Plan in place prior to admission. Northumberland County Council is the Admissions Authority for Hexham Priory School and parents/carers interested in a place for their child should consult with the SEN Section at County Hall, Morpeth.</p> <p>Prior to any child commencing a placement at Hexham Priory School we will endeavour to visit them either at home, in their pre-school setting or at their current school. Parents/carers will be offered the opportunity for their child to visit Hexham Priory School prior to their admission, and a planned programme of transition will be arranged.</p>
<p>What type of placement is available at the School?</p>	<p>Pupils may attend Hexham Priory School either on a part time basis for a Nursery placement (15 hours a week), a full-time basis or part-time through a Shared Resource arrangement between Hexham Priory School and the child’s local mainstream school. The balance of time between the two schools involved in Shared Resource arrangements varies according to each child’s needs and parents/carers are central to these discussions. Please access the following link for further information regarding Shared resources https://hexhamprioryschool.co.uk/shared-resources/</p>
<p>How much support will my child receive?</p>	<p>All pupils are taught in small class groups with the average class size being 9 pupils. Every class in addition to a teacher has at least two qualified and experienced Teaching Assistants. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.</p>

The class teacher will ensure that all staff that work with pupils enjoy a positive relationship with them. Staff meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with the pupils.

If a child's needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that further support is available to them.

How accessible is the School?

As a new purpose built special school Hexham Priory School is fully accessible.

The building is light and spacious with large well equipped classrooms and a number of specialist teaching areas.

The site is both safe and secure.

What resources are available at the school?

All classrooms have high quality ICT facilities to support pupil's learning; these include interactive whiteboards, projectors, personal computers (PCs) and iPads. School takes E-Safety seriously and the County Council has firewalls in place to ensure no inappropriate content can be accessed. The school also has a purpose built media / ICT suite.

Six 'Quiet Rooms' (two in Primary Department and four in Secondary Department) are available to pupils when they need somewhere that is distraction-free.

Pupils regularly access specialised teaching areas such as Sensory Room, Movement Room, Soft Play, Library, Gym, IMEX Studio and Cookery Room.

Large accessible outdoor play areas with specialist equipment are available to all pupils including an outdoor gym, sensory garden and a Forest schools area.

Where appropriate specialised equipment such as hoists, specialist seating, specialist cutlery and communication aids are available to pupils.

How do children travel to the School?

The majority of our pupils of statutory school age are eligible to free home to school transport which is provided by Northumberland County Council.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transports in addition to a driver also have an escort who is employed to support the child throughout their journey.

Those children that live fewer than three miles from the School are usually brought to School by a parent.

When pupils are in Year Nine we discuss with their parents/carers whether the child would benefit from Independent Travel Training depending on the ability and needs of the child this will range from learning to cross the road safely to using public transport.

Further details regarding home to school transport including eligibility can be obtained from School Transport Section, County Hall, Morpeth Tel 01670 624075

What specialist services are available at the School?

A wide number of professionals work in school each week to support our pupil's health and education, these include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- Specialist Teachers for the Hearing Impaired and the Visually Impaired
- Music Therapist

In addition to the above, clinics are regularly held in School for pupils and their families and these include:

- Orthotics clinics
- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by Paediatricians and other Consultants

A range of other experts work into School and these include:

- Musicians
 - Artists
 - Sports Coaches
-

What will my child learn at the School?

Our curriculum is based upon the Early Years Framework, the subjects of the National Curriculum and a broad and varied Sixth Form Curriculum which consists of Functional Skills (leading to Qualifications in English and Maths), Life Skills and accredited units of work in Environmental and Land Based studies; Creative and Media; and Sport and Active Leisure.

Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development.

Each child receives a personalised curriculum that is adapted to account for their needs and abilities.

The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths for which they are taught in small groups. As pupils get older they are able to undertake accredited qualifications in English maths and ICT if appropriate.

All pupils are well prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young adults.

Specialist approaches are used to support pupil's learning and these include:

- Sensory curriculum for pupils with profound and multiple learning difficulties
- Programmes for physical development
- Picture exchange communication system (PECS)
- Work experience opportunities
- Riding for the Disabled
- Rebound Therapy
- Visual Timetables
- Makaton signing

For further information on the School curriculum please access the following link:

<https://hexhamprioryschool.co.uk/curriculum/>

How will I know what progress my child is making at the School?

Teachers assess pupil's attainment formally each June and these assessments are then moderated in School with colleagues to ensure that they are objective and accurate. Pupils from Year One to Year Eleven are assessed using W S P Steps and whenever appropriate higher levels of attainment. The Early Years Foundation Stage Profile is used to assess the attainment of younger pupils and pupils in our Sixth Form are entered for external accreditation and/or qualifications, which include:

- **Sports Leaders' Award**
- **John Muir Award**
- **Artsmark**
- **OCR Functional skills (English, Maths and ICT)**
- **Duke of Edinburgh award**

Pupil assessment in WS P Steps is completed through our use of Solar for Schools <http://www.solarforschools.org.uk>

These processes challenge us to monitor annual progress for all pupils and give us a yearly measurement of added value, which informs the setting of targets for individual pupils.

Pupil's progress is discussed with parents/carers at our Parents/carers' Evenings and on an ongoing basis by class teachers with parents/carers. Each pupil has an Individual Education Plan (IEP) Plan which highlights the key targets for them that are derived from their educational health and care plan.

A Certificate of Achievement is presented to one child from every class each week.

A Home-School Diary is used to communicate essential information between School and home. Staff write a message for each child every day.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy School and have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupil's confidence and self-esteem and ensuring that all feel valued.

All pupils have a Pupil Passport which ensures that everyone working with the child adopts consistent approaches to supporting them. Individual Behaviour Support Plans are used where there is seen to be an additional need these guarantee that all staff are consistent in their management of behaviour.

Hexham Priory School was the first Northumberland special school to be accredited as an Anti-Bullying school and generally relationships between pupils are excellent.

There is a positive learning environment at school and staff provide excellent role models.

School has a qualified Emotional Literacy Support Assistant who works with individual pupils each week.

School has an active School Council which allows pupils to express their views and those of their peers.

What training do staff at the School have?

Staff on appointment are already qualified either as teachers or Teaching Assistants to at least Level Two in Childcare and/or education. A comprehensive induction programme is in place for all staff.

Our Assistant Heads manage a broad Continuing Professional Development programme which is accessed by all staff. All staff receive comprehensive and on-going training in meeting the needs of our pupils. Mandatory training includes safeguarding, manual handling, behaviour management and seizure management.

The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.

School benefits from having our own qualified Makaton trainer.

All teachers and teaching assistants undergo yearly appraisal procedures which identify any training needs.

How does the School support families?

School establishes a relationship with parents/carers prior to their child starting at Hexham Priory School and we strive hard to ensure that this is a positive experience for parents/carers and other family members. Parents/carers are

encouraged to play an active role in their child's education. Information is communicated to parents/carers every day in the Home-school diary.

Parents have the opportunity to come and spend time in their child's class on a termly basis, there are two Parent's Evenings each year. In addition, there are parental learning sessions throughout the year.

What links does the School have with the local community?

Some of our pupils spend time each week in their local mainstream school. This involves local First, Primary, Middle and High Schools. Many young people from local High Schools spend time on work experience placements at our School. Pupils from our Secondary Department are involved in a wide range of work experience placements these can include The Hextol Foundation, Wentworth Leisure Centre, The Co-op, Nafferton Farm, The Sage, Gateshead, Waitrose and Hexham Golf Club.

Pupils regularly access the community whether in one of our three mini-buses or more locally to use facilities in Hexham which include Wentworth Pool, Wentworth Bowl, cafes, Library, shops and the Gym.

What activities are available to children outside of the school day?

Many of our pupils access the Easter, summer and Saturday activities organised by the charity Wecan and several of our staff support these. Further details of these can be seen at the following link:

<http://www.wecanenable.co.uk/index.php?content=about-us>

Residential visits are available to Primary, Secondary and Sixth Form pupils. In previous years pupils have enjoyed residential visits to Edinburgh, Calvert Trust Kielder, Bendrigg Lodge in the Lake District and Beadnell

How will the School support my child at times of change?

Whenever possible staff visit children at home, in their pre-school setting or at their previous school prior to their admission to Hexham Priory School. Time is spent talking with parents/carers, as we respect that they know their child better than we ever could. These approaches allow our staff to gain as much information as is practical to support a child's admission to School.

When children move class at Hexham Priory School this is supported through a visit(s) for the child to the new class and by ensuring that a member(s) of staff in the new class knows the child well. When children move class it is almost always at the same time as children that they already know and relate well to.

Almost all pupils are able to remain at Hexham Priory School until the July following their nineteenth birthday if they wish to do so. Plans are put into place well before pupils are due to leave Hexham Priory School with visits arranged for them and their families to potential post-school placements.

A wide range of exciting work experience opportunities are available to pupils within our Secondary Department further

What might my child do when they leave school? There are an increasing number of day time opportunities available to our pupils, with The Hextol Foundation, The Tynedale Centre and Natural Ability being popular options, further details of which can be accessed via the following links:
<http://www.hextol.org/> <http://www.naturalability.org/>

It is increasingly the case that our ex-pupils meet friends whilst at college and then go on to live with these friends in Independent Supported Living (ISL) within the Hexham area. In ISL the young people are supported by staff at a level commensurate with their needs. This allows them to live with a degree of independence but also to be near to their families

Who was consulted about this SEN Information? The SEN Information for Hexham Priory School was shared with the Local Advisory Board, Parents/carers and staff before going 'online'. Their comments were noted and responded to in the final version.

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met? If a parent has concerns about the provision available to their child at Hexham Priory School they are invited to discuss these promptly with their child's Class Teacher or the Head Teacher in the first instance.

How will SEN Information report be reviewed? The SEN Information report is formally reviewed and updated on an annual basis to ensure that it is relevant for the following school year. Local Advisory Board members, parents/carers and staff will be invited to take part in this process.

Who can I contact for further information about the School? If you require any further information about Hexham Priory School please do not hesitate to contact us:
Telephone: 01434 605021
E mail: schooladmin@hexhampriory.co.uk

LOCAL Offer



Special Educational Needs Information Report and the Local Offer

JAMES RENNIE SCHOOL

A member of the Eden Academy Trust family of schools

Introduction to the School

James Rennie School is an all age (3-19) School for young people with severe and profound learning needs in North Cumbria. We specialise in communication and interaction, with a specialist team to work on all aspects of communications, we are accredited by the National Autistic Society for our work with young people with ASC.

Headteacher: Kris Williams

Eden Academy Trust CEO : Susan Douglas

James Rennie School, California Road, Carlisle CA3 0BU

Website: www.jamesrennie.cumbria.sch.uk

Email: adminoffice@jamesrennie.cumbria.sch.uk

Telephone: 01228 554280

What is the purpose of The SEN Information Report?

To let you know about our School, how we support our pupils and how you can find more information if you'd be interested in your child attending James Rennie School

How does a child get a place at James Rennie School?

Parents/carers are welcome to contact James Rennie School to arrange to visit when they will have the opportunity to view the school and talk with us about our school and how we could support your child.

If a young person wants to attend James Rennie School they will either have an Education Health Care Plan or be undergoing the statutory process towards a plan; our School supports pupils who have severe or profound learning needs.

Cumbria County Council is the Admissions Authority for James Rennie School and parents/carers interested in a place for their child should consult with the Cumbria County Council SEN team, Cumbria House, 117 Botchergate, Carlisle, Cumbria, CA1 1RD, the normal process for applications would be through the EHCP review process.

Tel: 01228 226 582

Email: localoffer@cumbria.gov.uk.

What type of placement is available at the School?

Pupils may attend James Rennie School either on a part time basis for a Nursery placement (15 hours a week), a full-time basis or when appropriate a split placement between a main stream school and ourselves.

What kind of SEN provision is available at James Rennie School?

This is a special school for students aged 3-19 years with severe and profound learning needs. Students will be provided with an appropriately paced and differentiated curriculum, this reflects what children need to learn and how they need to learn it.

We currently have planned places for up to 150 students.

At James Rennie School the students identified needs will be complex including: severe learning difficulties, profound and multiple learning difficulties, autistic spectrum conditions. These may include students with sensory, physical or medical needs. The School supports these pupils not only with what and how they learn but also the environment in which they learn, this will change depending on your child's needs, but will also include access to specialist staff, rooms and outdoor learning.

The admission arrangements for our students can be found on our website within the admission policy.

What equipment and facilities are there to support young people with special needs?

James Rennie School is a fully equipped special school with hydrotherapy pool, sensory rooms, soft play room, workshops, independent living flat, cookery room, computer room, specialist classrooms and an outdoor learning environment.

How will the staff support my child and how will the curriculum be matched to my child's needs?

All planning is highly differentiated for each child and the support provided for each individual child is outlined in the EHCP and individual core learning plans for each child.

Where needed the School's communication team will support your child 's communication needs.

School receives further support and guidelines from the medical staff such physiotherapy, speech and language, and occupational therapy.

How do we adapt the curriculum at James Rennie School

Our curriculum is regularly reviewed and adapted to ensure it is relevant, challenging, aspirational and provides an enjoyment in learning while ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed.

All lessons are comprehensively planned for the young people in the class at the time, the curriculum sets out to answer what do our pupils need to learn and how do they need to learn.

How do young people consulted about their views in relation to their education?

All young people in our School are treated with dignity and respect. There is full personalisation of the curriculum for each student in order that they can access and experience success throughout their School life.

The School Council invites students to contribute to and decide on aspects of college life relating to their needs. The assessment and annual review process of statements of SEN and EHCPs includes the choices and views of students.

At the end of year 9 and 11 students are also able to make informed choices about their curriculum for the following key stage.

What additional support for learning is available?

As part of the work of James Rennie we constantly review and adapt the support required for students with the aim of ensuring that all become as independent as possible.

What support is there for social and emotional development at James Rennie School?

The development of social and emotional skills is at the very core of all our work. All the staff work with a clear behaviour policy that promotes student respect and decision making. Within the personal development curriculum social and emotional skills are a fundamental aspect of work and all students have a range of competency targets throughout their time at James Rennie School. In addition there is an experienced pastoral leadership and support team that is able to support students and their families.

How accessible is the School?

The School is fully accessible, with all rooms being on a single level, and the outdoor spaces also being accessible on a single level. There are appropriate levels of hoists in classrooms, specialist learning rooms and changing rooms. Site signage is symbol enabled.

The site is both safe and secure.

What resources are available at the school?

All classrooms have high quality ICT facilities to support learning. School takes E-Safety seriously and has firewalls in place to ensure no inappropriate content can be accessed.

James Rennie School is a fully equipped special school with hydrotherapy pool, sensory rooms, soft play room, workshops, independent living flat, cookery room, computer room, specialist classrooms and an outdoor learning environment.

Large accessible outdoor play areas with specialist equipment are available to all pupils including an outdoor gym, sensory garden.

Where appropriate specialised equipment such as hoists, specialist seating, specialist cutlery and communication aids are available to pupils.

How do children travel to the School?

The majority of our pupils of statutory school age are eligible to free home to school transport which is provided by Cumbria County Council. Pupils may travel on a mini bus or a taxi with other children from their locality.

Further details regarding home to school transport including eligibility can be obtained from Cumbria County Council's Commissioning Transport Team on: 01228 226427/226428/226430.

What specialist services can be accessed at James Rennie School

The School receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

We have our own communication team that work on a variety of strategies, and teach communication skills to the whole range of our pupils.

We have specialist teachers for autism and for communication

In addition a range of specialist services can be accessed where they are written into the statement or EHCP.

What will my child learn at the School?

Every child is offered a broad and balanced curriculum that is appropriate to their age and ability, the curriculum sets out to answer what do our pupils need to learn and how do they need to learn, each child receives a personalised curriculum that is adapted to account for their needs and abilities.

All pupils are well prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young adults.

Specialist approaches are used to support pupil's learning and these include:

- Communication and interaction including Makaton, symbol exchange, symbol support, intensive interaction, social language and computer supported communication
- Physio, hydrotherapy, sensory assessment, regulation and processing
- Autism specific learning including Teacch
- Vocational learning
- Functional Maths & English

How will James Rennie School identify & assess my child's special needs?

All pupils have their needs reviewed through an annual Education Health Care Plan review which is done in conjunction with parents and the child (where appropriate). There are two parent's evening annually where reviews also take place.

Staff review progress against needs termly, and pupils' needs are reviewed as these change as part of weekly working practise.

We can call upon support from Educational Psychologists or therapeutic support from the Health Service

How does James Rennie School evaluate the effectiveness of our work

We have robust procedures for self-evaluation from our governors and external specialists to quality assure the work we do.

In addition the School self-evaluation cycle is based upon the Ofsted evaluation schedule looking at the areas: Behaviour and Safety, Quality of Teaching, Achievement, and Leadership and Management, with additional areas of Early Years and Post-16.

How do I know how well my child is doing at James Rennie School

Your child will depending on their age have either an annual review of their Statement or an Education, Health, Care Plan, as part of this we give you information on how your child is doing in comparison to other young people of the same age and needs.

We hold a parents evening so you can come and talk to your child's teacher more informally at the start of September and January, additionally anytime you'd like to see your child's teacher an informal meeting can be arranged.

At the end of the summer term you will receive a record of achievement for your child which shows a sample of the work and achievement over the previous year.

Every half term holiday your child will have a new IEP with how they managed on their last one.

We encourage all parents and carers to talk to us if you have concern, want to share an achievement or *just* want to ask how's my child doing. This can be done in person, on the phone or via our parent's diary app.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy School and have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupil's confidence and self-esteem and ensuring that all feel valued.

Individual Behaviour Support Plans are used where there is seen to be an additional need these guarantee that all staff are consistent in their management of behaviour.

There is a positive learning environment at school and staff provide excellent role models.

School has an active School Council which allows pupils to express their views and those of their peers.

What training is provided to develop staff expertise?	All of our staff have undertaken significant training and qualifications and continue to do so throughout the academic year. All staff have a training plan and this ensures that all the statutory training is undertaken and that all develop their skills to enhance learning. In addition we provide significant training opportunities to a range of people training to be teachers, nurses and social workers.
How are families involved in the education of their children?	At James Rennie School we understand that the home plays the most crucial role in young people succeeding, we ask parents for their ideas for the best way of working their children and have an open door policy so parents and carers can come and talk at any time.
What further activities are available in addition to the curriculum activities?	James Rennie School runs a range of after school clubs, offers a range of residential opportunities and the opportunity to train and compete in a wide range of sporting events.
What are the School's arrangements for supporting students in transferring between phases of education or in preparing for adulthood?	All transitions are well planned for throughout School as students move from class to class and to a new key stage. Students are increasingly supported in planning for their transition from School to adult life.
What might my child do when they leave school?	This will depend on your child and what they want or need to do, part of our role is to support these decisions and needs.
Who was consulted about this SEN Information?	The SEN Information for James Rennie School was shared with Local Advisory Board members
What do I do if I have a concern about the provision at James Rennie?	Your first step is to contact your child's class teacher. If you still have a concern then please contact the Headteacher. There is a complaints policy available on our website.
How will SEN Information report be reviewed?	The SEN Information report is formally reviewed and updated on an annual basis to ensure that it is relevant for the following school year. Local Advisory Board members especially those from a parent/carer and staff background will be invited to take part in this process.

Who can I contact for further information about the School?

If you require any further information about James Rennie School please do not hesitate to contact us:

www.jamesrennie.cumbria.sch.uk/

01228 554280

adminoffice@jamesrennie.cumbria.sch.uk

Where can I get information about the LA local offer?

Click here and this will take you to the LA local offer page on the Cumbria Local Authority website – [Cumbria's Local Offer](#)

LOCAL Offer

MOORCROFT SCHOOL

A member of the Eden Academy Trust family of schools



Introduction to the School

Moorcroft School is a secondary school for pupils aged 11-19. We cater for pupils with Severe Learning Difficulties, Autistic Spectrum Disorders and Profound and Multiple Learning difficulties. In September 2020 there were 98 pupils on roll.

Headteacher: Andrew Sanders

Eden Academy Trust CEO : Susan Douglas

Moorcroft School, Bramble Close, Uxbridge UB8 3BF

Website: www.moorcroftschoo.co.uk

Email: info@moorcroftschoo.co.uk

Telephone: 01895 437799

What is the purpose of The Local offer?

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

How does a child get a place at Moorcroft School?

Parents are welcome to contact the school if they wish to seek a place for their child. The Headteacher invites the parents / carers if they have not already done so, to make a visit to decide whether it provides a suitable placement. The child will also be invited to the school or will be assessed at home by a member of the Senior Leadership Team.

New admissions to our School either will have an Education Health Care Plan or be undergoing the statutory process towards such. All admissions to any of the Eden Academy Trust schools come from the local authority in which the family lives.

What type of placement is available at the School?

Most pupils at Moorcroft are offered full time placements. We can offer assessment places, if a Local Authority wishes to evaluate the appropriate provision for a child. For example, if a Local Authority wishes to secure a placement, when a child's needs are not being met by their current school, then a pupil could be accommodated part-time for a limited period, while an assessment is made.

How much support will my child receive?

All pupils are taught in small class groups with the average class size being eight pupils. Every class is staffed by a teacher and has an average of 4 qualified and experienced Teaching Assistants, depending on class size. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.

There are three creative therapists on site, who are employed for 80% of the school week. Creative therapy is allocated according to need.

There are 3 Speech and Language Therapists who works for a total of 5 days per week and two Occupation Therapists, who work a total of 6 days per week. The Occupational Therapist supports pupils with physical and sensory needs.

We have two physiotherapists who support the school for a total of 5 days per week. They implement programmes that are then carried out by classroom staff. We have an educational psychologist who visits the school regularly to support with pupils who are struggling to achieve their best.

The class teacher will ensure that all staff that work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child.

If a child's needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that further support is available to them.

How accessible is the School?

Moorcroft School is on one level. It is purpose built and designed for disabled young people. The doors are wide enough for wheelchairs to pass through. When taking part in Food Technology lessons; cookers, sinks and work surfaces can be adjusted to wheelchair level. There are overhead hoists throughout the building, so all pupils are able to fully engage in learning.

The building is light and spacious, with large well-equipped classrooms and a number of specialist teaching areas.

The site is both safe and secure. There is an entrance system to ensure pupils are safe, and outdoor fences are high.

We have a large outdoor playground, and there are several, fully secured garden areas.

What resources are available at the school?

ICT provision is excellent. All teaching areas have at least one computer. All computers can be touch operated and are installed with a range of appropriate software to enhance learning. We use "Communicate in Print" to produce resources for pupils. We have 8 interactive plasma screens. These are all touch-operated and can be adjusted to the level of the pupil. WiFi is available throughout the school.

The majority of pupils have access to tablet computers and many of these are loaded with software that enables pupils to develop their communication skills. Some pupils are provided with their own communication devices, following an assessment by the Speech and Language Team. We also provide switch access to enable pupils with Multi-sensory needs to communicate better.

We have our own hydrotherapy pool with overhead hoists to enable pupils with physical disabilities to access the pool. The pool was completely refurbished in Spring 2019 and was fitted with new pumps, hoists, showers and changing rooms.

There is a large hall which is used for PE, assemblies and for lunches for Lower School pupils. In the Sixth Form, there is a large "Life Skills Area" to enable pupils to develop independence skills. This includes a kitchen and café. There is also a separate garden for sixth form pupils.

We have a well-equipped darkroom and a sensory gym. We have two classes for pupils with multi-sensory impairments which have curtained and quiet areas, to enable pupils to participate in multisensory activities.

Pupils with Autistic Spectrum disorders have access to small spaces where they can work quietly and without distraction. ASD pupils have their own workstations and follow a programme based in the TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) system. Classroom have shared "quiet rooms" for individual work.

How do children travel to the School?

The majority of our pupils are eligible for free home to school transport, which is provided by their local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. In addition to a driver, all pupils who travel on home to school transport have an escort who is employed to support the child throughout their journey.

Those children that live nearer to the School are often brought to School by a parent.

For Hillingdon pupils, further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250008.

What specialist services are available at the School?

A wide number of professionals work in school each week to support our pupil's health and education, these include:

- Speech and Language Therapist
- Physiotherapists
- Occupational Therapist
- School Nurse
- Health Care Worker
- Music and drama therapist
- A teacher qualified in teaching pupils with Visual Impairments.

In addition to the above, clinics are regularly held in School for pupils and their families and these include:

- Orthotics clinics
- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by Paediatricians and other Consultants

A range of other experts are invited into School and these include:

- Musicians
- Artists

Sports Coaches

What will my child learn at the School?

Key Stages 3 and 4

Key Stage 3 is for pupils from years 7-9 and Key Stage 4 for years 10 and 11. The curriculum is personalised to individual pupil needs, with the clear aim of taking them on the next step on their learning journey.

Lessons are in English, Maths, Skills for Learning & Life, Physical Development, Digital Literacy and Special Projects. As well as music, ICT etc. Promoting independence is one of the core aims of the curriculum. When pupils reach Key Stage 4, there is greater emphasis on developing functional and life skills

Albert and Kew Bridge

Albert and Kew Bridge Classes are for those pupils who need a sensory curriculum. We use approaches such as Intensive Interaction and Total Communication to allow our students to make choices and decisions throughout the day, and we provide specialist support for students with sensory impairments.

In Albert we use a wide range of activities including sensory exploration, sensory stories, cause and effect activities and adapted technology provision. Our curriculum strands focus on the development of expressive and receptive skills, problem solving and exploration, skills for learning and life and body control.

Our main goal is to empower our students and develop their self-advocacy skills. We want them to actively communicate their needs and make choices and decisions about themselves as well as learn how to exert control over their environment through a range of highly personalised activities; they are active participants in their learning and their daily routines.

We place a large emphasis on the process of lifelong learning, as we want our students to enjoy the opportunities in life to the fullest, make friends and experience success.

What is more, we always acknowledge that our students are young adults and we reflect this in age-appropriate and highly stimulating activities. We want the personalities of our students to shine through and we respect their individual preferences.

Our students also have opportunities to integrate within both the school and the wider community. This takes place through educational visits, weekly departmental assemblies, cross-school curriculum events and performances.

Sixth Form

In the Sixth Form our overall aim is to make our pupils as independent as possible in their own lives.

A significant amount of time is spent on Home and Community Skills whilst continuing to ensure students reach their personal potential in the core areas of Communication, Literacy and Language. Teaching takes place in modules – some of which are compulsory – but pupils are also to make choices about what they study.

Personalised targets

Each pupil has personalised targets for each unit, set for them by one of the teachers in the Sixth Form. Students spend a significant amount of time with a key worker, moving between units. This ensures that staff become aware of the specific needs of individual pupils. Pupils will however, not spend all week with their key worker, as they all need to be able to work with a variety of adults. In order to facilitate this, all of our students are also part of a pastoral group, each of which will be led by a teacher.

When joining the Sixth Form, our young people discuss what destination they are aiming for in their future. On this basis, they follow one, or a mixture, of the pathways listed below:

- academic pathway
- employment pathway
- community pathway (including the option of supported living pathway)

The pathways differ in respect of the content and the balance of the timetable.

Courses

As well as their core courses, our Sixth Form students make decisions about what non-core courses they would like to follow.

Accreditation – **we offer a range of accredited courses in Key Stages 4 and 5. The include, AQA, Asdan and Equals courses.**

Sixth Form courses on offer consist of:

1. Core skills
2. Digital literacy

3. Current affairs
4. Health and fitness
5. Hobbies (chosen by the students) – e.g. gardening, cooking, creativity, dance, beauty etc.
6. Enterprise
7. Work experience
8. Work training
9. Social relationships – e.g. link with DASH and other Sixth Forms
10. College links
11. Self-reliance
 - home management
 - food preparation
 - looking after myself
 - shopping
 - community access – e.g. shopping, eating out etc.
 - travelling

Residential trip

We also run residential trips for our Sixth Form students which give them a chance to be more independent, develop their friendships and try something new.

How will I know what progress my child is making at the School?

Pupil's progress and achievement at Moorcroft School is recorded and monitored daily and weekly using evaluations in curriculum folders. Annual progress and achievement is reported in 2 ways during the assessment month of June.

1. Key Stage 3 & 4 pupils' current standards for English, Maths and Science are assessed during moderated assessment meetings between teachers and specialist staff. Levels are assessed using an assessment system established within the school. Scores are then compared against a range of benchmarks for the key stage to understand who is 'on track' to achieve their target and those who are likely to miss this high expectation. This enables us to ensure appropriate provision is put in place for those whose rate of progress is slower than desired.
2. All pupils are also assessed against their personal targets (Learning Aims) These are written by the teacher at the end of the previous year in order to ensure continuity of teaching across year groups. Pupils' progress against targets is assessed using MAPP (Mapping and Assessing Pupil Progress). In September, each target is base lined, and then a target set to describe 'good' progress on a 1-10 scale, in one or more of the 4 MAPP continuums. In June, pupils' current position on each continuum is recorded by staff working with the pupils, using evidence in pupil's curriculum folders. Achievement for individual pupils is graded as met, exceeded or not met.

These achievement judgments can then be combined to make a final overall judgment about progress.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy School and have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of Personal Social and Health Education, and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

At Moorcroft, we aim to support pupils in learning to behave appropriately. We believe that behaviour should be addressed proactively not reactively, and that pupils should be treated as individuals with respect and dignity. We believe that pupils' behaviour will be much improved when they have a high self-esteem and clear communication. It is important that pupils' are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown, by verbal and appropriate physical contact, that they are liked and valued.

Moorcroft has adopted the philosophy of "Team Teach", a holistic approach that focuses on de-escalation of situations using communication skills, humour, distraction etc...We aim to manage pupils' behaviour through effective communication and by celebrating achievement. There are positive handling plans in place for pupils who are struggling to manage their own behaviour, and these are agreed between the class teams, and parents or carers.

If we have concerns about a child's emotional wellbeing we will refer them to our multi-professional team, once we have discussed these concerns with parents or carers. We will then discuss how best to support the child, which may include a fast track referral to the Creative Therapy Team or support from our Family Services Team.

What training do staff at the School have?

We have 14 fully qualified teachers within the school. We have a comprehensive induction package for new staff and offer professional training for all staff. We offer training to improve skills when working with pupils with Autistic Spectrum Disorders and Multi-sensory Impairments. School and Academy staff, together with outside trainers, deliver the training. All staff receive regular manual handling and Team-Teach training. We have two Team-Teach trainers.

We have 1 safeguarding lead and 2 deputy-safeguarding officers. All staff receive regular safeguarding training.

Service Managers work regularly within the school. These Managers are responsible for Family Services & Safeguarding, Professional Development and Support services and Therapy services.

How does the School support families?

We have a dedicated Family Services Team who run After School Club once a week. We also offer holiday clubs during School vacations. We run regular parent coffee mornings or afternoons and also offer an annual parenting course.

What activities are available to children outside of the school day?	In addition to the above services, the Eden Academy Trust provides other activities such as sibling groups.
How will the School support my child at times of change?	<p>Pupils starting in year 7 undertake a comprehensive transition programme. This involves regular visits to the school during the term before entry. We also meet with professionals from feeder schools to exchange vital information.</p> <p>Annual Reviews from Year 9 onwards focus on helping families prepare for post 16 and beyond. Most pupils in years 13 and 14 attend a college link course once a week. Our transition worker provides advice to pupils and parents about options available when they are 19. She can arrange college visits and assessments days, when exploring suitable placements. All school leavers also have access to a wide range of careers advice. Pupils leaving the school have opportunities to visit their future placements during their final year, and we invite service providers to attend our summer parents' evenings.</p>
What might my child do when they leave school?	The majority of pupils at Moorcroft go on to college placements, when they leave at 19. In July 2020, 5 Year 14 students left the school. 2 gained places at Orchard Hill in Uxbridge. 1 at West London Community College and 1 at Great Oaks in Hounslow. One pupil is still awaiting placement.
Who was consulted about this Local Offer?	Trustees, members of the Local Advisory Board, parents and the local authorities.
What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?	Please contact the Headteacher in the first instance. If you still have concerns you should follow the Academy's complaints procedure, available from the school.
How will The Local Offer be reviewed?	The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.
Who can I contact for further information about the School?	If you require any further information the School please do not hesitate to contact the school office on 01895 437799 or email info@moorcroftschool.co.uk

LOCAL Offer

PENTLAND FIELD SCHOOL



A member of the Eden Academy Trust family of schools

Introduction to the School

Pentland Field School is a special school within the Eden Academy Trust, which provides 147 places for pupils between the ages of 4 and 19. All pupils attending the school have an Education, Health and Care Plan (EHCP). The school provides for pupils who sit within the moderate learning difficulty (MLD) to severe learning difficulty (SLD) range. The school is based in Ickenham, Middlesex.

Pentland Field School caters for pupils who are within the moderate learning difficulties (MLD) range, and the higher end of attainment within the severe learning difficulties (SLD) range. This means that Pentland Field School offers a curriculum provision that enables pupils with intentional communication to learn by working and collaborating together. Assessment is rigorous and robust. This enables staff to carefully match curriculum provision to ways of working that best benefit the child. Integrated and blended therapy provision further reduces barriers to learning.

Head of School: Ivan Talbott

Executive Head: Perdy Buchanan-Barrow

Eden Academy Trust CEO: Susan Douglas

Pentland Field School, Pentland Way, Ickenham UB10 8TS

Website: www.pentlandfieldschool.co.uk

Email: info@pentlandfieldschool.co.uk

Telephone: 01895 609120

What is the purpose of The Local offer? The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

How does a child get a place at Pentland Field School? Parents are welcome to contact the school, to arrange to visit when they will have the opportunity to view the school and to talk with senior leaders about the provision available.

New admissions to the school will have an Education and Health Care Plan in place, but this is not pre-requisite for arranging a visit. The local authority in which a child lives has the responsibility for placing a pupil at Pentland, and covering associated costs.

Prior to any child being offered a place, the school will endeavour to speak with parents/carers, and talk with staff in their current setting. The school will also aim to meet the child, either by inviting them for a visit to the school, or by visiting them in their current placement. This is the best way for the school to gauge ability to meet pupil need– both now, and in the years to come. As a through school, ensuring pupils are appropriately placed is a professional responsibility that the school takes particularly seriously.

What type of placement is available at the School? We have full time placements for pupils aged 4-19.

How much support will my child receive? All pupils are taught in smaller class groups. Exact sizing varies, but an average class size is 8 or 9 pupils. In addition to a teacher, every class has 2 experienced Learning Support Assistants. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching. In addition, all pupils will have access to a Speech and Language Therapy Teaching Assistant (SaLT TA) who will spend approximately half a day in each class. The SaLT TA will work flexibly according to class and pupil need, but with the primary aim of helping pupils to make progress on specific Speech and Language targets. School staff are encouraged to use Signalong to provide a language supportive environment.

Some pupils will have access to other therapeutic provision. This includes occupational therapy, physiotherapy, and creative arts therapy. Access to these is according to a clearly identified need, which will usually have been clearly identified on the child’s EHCP.

The class teacher will ensure that all staff that work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child.

If a child's needs are deemed to be exceptional even within our special school setting, senior staff will re-assess and consult relevant specialists to ensure that further support is available to them.

How accessible is the School?

The building is light and spacious with good sized classrooms.

The site is safe and secure. Access to the first floor is via stairs or lift. Other parts of the building which incorporate elevation change are managed by ramps or inclines built into the floor. Corridors are wide, making movement around most parts of the site easy to manage.

What resources are available at the school?

Pupils have access to ICT resources, therapy rooms, hall/dining room, a Sports Hall, and outdoor play space. A number of classrooms enjoy shared use of a 'quiet' room for 1:1 work/sensory integration activities. Some classrooms have dedicated outdoor play areas for each classroom, whilst outdoor play space itself is well divided and zoned. Pupils select the outdoor spaces they wish to use, with freedom to move between them. The school can also access the public recreation field immediately adjacent to the school site.

How do children travel to the School?

Just over two thirds of pupils are brought to school by dedicated transport. Where this exists, it is operated and fully funded by the child's home local authority, and all arrangements, including collection and drop off times, are organised directly between the local authority and families. As part of this arrangement, the local authority will always provide a passenger assistant, whose role it is to travel with pupils to and from the school site.

Other pupils are brought to school and collected by families. School staff will greet families at the main gate in these instances, to ensure safe transfer onto the site.

Further details regarding home to school transport, including eligibility, can be obtained from your local authority school transport department.

What specialist services are available at the School?

Ultimately, this will always depend on the specific needs a pupil has as stated on their EHCP. Within any given week, many of our pupils will have worked with any combination of:

- Speech and Language Therapy, including SaLT TAs
- Physiotherapy
- Occupational Therapy – including OT TAs
- Creative Therapy – including Art, Drama and Music therapists

Where a pupil needs access to a specific therapeutic schedule, it is common for class staff to implement this, under the direction and supervision of a qualified therapist.

In addition, some pupils are supported by Children's Sensory Impairment teams provided by local authorities. These include staff with specialisms working with pupils with hearing impairments and/or visual impairments.

What will my child learn at the School?

As a through school, it is really important that our curriculum is flexible enough to meet the needs of our learners, but at all times is age and stage appropriate. Pupils in the early years are taught using the EYFS Framework as a foundation. Pupils from Key Stage 1 onwards are taught core English and Maths skills, whilst the remainder of the curriculum takes an integrated approach to teaching and learning by drawing upon the subjects of the National Curriculum, and weaving these through a theme spanning a half term or term. Providing explicit opportunities to explore, investigate, rehearse skills and ask key questions is integral to this learning. Other disciplines have a more stand-alone approach, such as the way pupils are taught PE.

The Post 14 curriculum provides pupils with the opportunity to secure qualifications, such as those available through the ASDAN and AQA unit awards. A broad and varied Sixth Form Curriculum further broadens this, focusing on applying skills learned in previous key stages in a practical and functional way, and heavily promoting pupil independence. Careers advice and guidance, work experience opportunities, and liaison with further education colleges, are all a part of this.

Throughout a child's time in school, there is a strong emphasis on the development of pupils' social interaction skills. This is because pupils learn well when they can meaningfully share learning experiences. The school wants to equip all pupils with the skills they need to live with purpose when they leave the school. The school aspires for all pupils to make a valid, valued contribution to their community, and to provide them with the skills they need to be able to find a sense of place and belonging, in whatever they go on to do.

How will I know what progress my child is making at the School?

Pentland Field School provides these regular opportunities to discuss pupil progress:

- regular updates from staff via the class email, and/or ClassDojo – an app the school uses to share work and communicate with families.
- Annual Review meetings to review EHCP objectives
- End of Year Academic Reports of pupil progress

There are many other opportunities, not only for families to find out how their children are getting on, but for families to connect with the school. Regular coffee mornings provided by Family Services, attending the Christmas Production, termly opportunities to visit your child in class and meet other school staff, are in addition to other incidental emails, phone calls, and on-the-gate conversations. Parents can and do speak with their child's class teacher, Head of Department, senior leadership staff or Head of School by prior appointment if they have any specific issues.

How will my child's well-being be nurtured?

The school takes seriously the safety and wellbeing of all pupils. Safeguarding procedures are robust, and school staff meet regularly to maintain site health and safety. Emotional wellbeing is taught explicitly within the curriculum. Through purposeful learning and meaningful relationships, Pentland Field wants to provide a life affirming place for children to be. We take care to ensure that all of our pupils have positive learning experiences throughout their time with us.

Emphasis is placed on the teaching of Personal Social and Health Education, and the new Relationships and Sex Education (RSE) curriculum will be launched this year. The school looks to provide a range of Spiritual, Moral, Social, and Cultural experiences during a pupil's time at school.

Some pupils have additional health needs. The school employs a full time health care assistant, and seeks additional guidance as required. As needed, staff receive specific training to assist pupils with such needs.

What training do staff at the School have?

All classroom teachers are qualified teachers.

Safeguarding is a backbone of the school, and staff receive regular training on issues relating to pupil safety and behaviour. In addition, staff receive training on manual handling and team teach. The school enjoys good working relationships with therapists, who are also available to provide training, advice, guidance and support. This includes best practice on how to implement specific programmes for pupils, and refresher training on Signalong. Other training is provided in line with needs identified by the school.

How does the School support families?

Family Services promotes the well-being of pupils by offering information, guidance and support to families. The family services worker helps to facilitate a network for families to make friends, share experiences and support each other; supporting families through advice and liaison with community groups; offering families tailor made courses to help parents with particular challenges in parenting a child with a disability; involving parents and families in their child's learning at school. The school runs regular coffee mornings – some of these are themed, others provide a safe space for families to share together. The school also has a PTA called 'Friends Of Pentland' that meets to raise money for additional resources for all pupils.

What activities are available to children outside of the school day?

The school has a number of opportunities for pupils. On rotation and at different times through the year, these include:

- After School Club – an all age provision immediately after school, once weekly when running
 - Youth Club – a provision for some of our older pupils, late afternoon/early evening, once weekly when running
 - Saturday Club – a once monthly provision, mornings
 - Activity Days
-
-

-
- Holiday Clubs – runs on selected days over some school holiday periods.

The school also provides these opportunities for families:

- Parent Workshops – information on themes of relevance and interest. These can be ‘one off’, or specific courses covering several weeks
- Coffee Mornings – a drop in for families to meet, and spend time together
- Sibling Support Groups – an annual course, hosted by a different school within the Trust each year. Designed to support children who live with a sibling who has a learning difficulty

How will the School support my child at times of change?

The school plans carefully for key points in pupil transition, and works hard to communicate carefully with families about these moments. Pupils move physically through the school, and particularly when they change key-stages. School uniform changes when pupils get older, whilst pupils in Post 16 are given more freedom to think about what they would like to wear to school. Staff meet at the end of the academic year to discuss key pupil information, so that staff new to the child inherit a good understanding of every pupil’s strengths, abilities, and areas to work on. Annual Reviews are completed diligently, so that ‘known-in-advance’ changes can be carefully planned for. This is particularly important for post 14 and post 16 pupils, where the school works with pupils and families to consider careers advice, refresh long term goals, and where pupils will move on to when they leave the school at the age of 19.

Sometimes, our pupils won’t have the luxury of knowing ahead of time when significant change is about to take place. The school is able to access therapeutic services, who can advise staff, or work directly with pupils, to provide additional help to manage unexpected change that pupils were not prepared for.

What might my child do when they leave school?

This will always depend on the needs and abilities of the pupil. The appropriate pathway will look different for each pupil, depending on their primary area of need. Some will access further learning at a college, taking part in a vocational course that enables learners to deepen functional skills and abilities. Some may want to make a managed move into assisted living. A smaller number of pupils may be able to access voluntary or paid employment, with some assistance.

As each child progresses through the school, the school has conversation with families, both about pupil progress, and overall pupil trajectory. The school wants to provide information so that families can better understand the opportunities that might be right for their child, and helps both the school and families best prepare young people for a life after school.

Who was consulted about this Local Offer?

We consult with Trustees, members of the Local Advisory Board, parents, and the Local Authority

What can a parent do if they feel that the local offer is not being delivered or if their child's needs are not being met?

Parents are encouraged to make an appointment with the class teacher in the first instance if they have concerns about attainment, achievement, progress or happiness in school. If parents and the class team, working together, cannot address the problem, then there would be an opportunity for parents to meet with the Headteacher and discuss next steps.

Where a child with SEN continues to make little progress despite the support provided by the school, including external support and advice, and there is evidence that the child has needs that cannot be met within the resources ordinarily available to school, we would ask the Local Authority to undertake a statutory re-assessment of the child's EHC plan.

Where parents had a complaint about the school, they would follow the complaints procedure. Copies of the procedure are available from the school on request.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.

Who can I contact for further information about the School?

If you require any further information about Pentland Field School, please do not hesitate to contact Jo Richards our Administration Manager via email at info@pentlandfieldschool.co.uk

LOCAL Offer

RNIB SUNSHINE HOUSE SCHOOL



In alliance with the Eden Academy Trust

Introduction to the School

- The school provides for pupils who are blind or partially sighted and who have additional complex learning and physical disabilities. The age range of the children is 3 -14 yrs.
- The school is owned by the Royal National Institute for the Blind (RNIB) and managed by the Eden Academy Trust board of trustees. It is in Northwood, Middlesex.
- Pupils are placed at the school by a number of local authorities. All the pupils have an Education and Health Care Plan.
- About half the pupils are from minority ethnic groups, reflecting the make-up of local boroughs. A minority of these pupils speak English as an additional language.
- An average proportion of pupils are eligible for additional government funding (the pupil premium) because they are entitled to free school meals or are looked after children.
- There is a greater ratio of boys to girls (3:2).
- The school is in alliance with the Eden Academy Trust which comprises of seven other special schools. Sunshine House is not, however, part of the Academy Trust but has many links with the other schools particularly in terms of the sharing of expertise and resources, and of professional development opportunities. The Executive Headteacher is also Head of Moorcroft School in the Eden Academy Trust.

Head of School: Mark Fuell

Executive Headteacher: Andrew Sanders

Eden Academy Trust CEO: Susan Douglas

RNIB Sunshine House School, 33 Dene Road, Northwood HA6 2DD

Website: www.rnib.org.uk/sunshinehouse

Email: shsadmin@rnib.org.uk

Telephone: 01923 822538

What is the purpose of The Local offer?	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none">• To provide clear, comprehensive and accessible information about the provision available; and• To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.
How does a child get a place at Sunshine House School?	<p>Parents are welcome to contact School to arrange to visit when they will have the opportunity to view School and to talk with a member of the School Leadership Team about the provision available at the School.</p> <p>New admissions to our School will either have an Education Health Care Plan or be undergoing the statutory process towards such. All admissions to any of the Eden Academy schools come from the local authority in which the family lives.</p> <p>Prior to any child commencing a placement at the school we will endeavour to visit them either at home, in their pre-school setting or at their current school. Where this is not possible, video calls may be used as an alternative. Where practical parents will be offered the opportunity for their child to visit the school prior to their admission. Specialists and therapists will also assess the child before admission if an assessment is required, to ensure that the school can meet the child's needs.</p>
What type of placement is available at the School?	<p>Until the age of 4 years old, pupils attend on a part time basis. From the term after their 4th birthday they are able to attend full time with agreement from their Local Authority.</p> <p>Assessment places are available at any age if places in the school allow.</p>
How much support will my child receive?	<p>All pupils are taught in small class groups with the average class size being seven pupils. Every class in addition to a teacher has 3/4 Teaching Assistants, experienced in supporting pupils with sensory impairment and additional needs. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching. The teachers are well qualified with QTVIs, a QTMSI and qualified SEN teacher amongst the staff.</p> <p>The class teacher will ensure that all staff that work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child.</p> <p>Within our special school setting, the School Leadership Team will ensure that the necessary support is available to the pupils in accordance with their EHC plans. The therapy team consists of two part time physiotherapist (38 hours a week), a music therapist (7 hours a week), two part time speech and language therapists (32 hours a week), a part time occupational therapist (20 hours) and an habilitation specialist (28.5 hours a week). All the therapists and specialists work closely together and with class teams to ensure that therapy programmes are embedded into the child's learning.</p>

How accessible is the School?

The building is light and spacious with large well equipped classrooms and a number of specialist teaching areas particularly designed for those children with visual impairment. Most classrooms are situated on one floor with immediate access to outdoor spaces. There is lift access to other areas of the school.

The site is both safe and secure.

What resources are available at the school?

- Each classroom has a curtained dark area that can be used for group sensory sessions as well a small light room for more focused individual vision work.
- Purpose built hydrotherapy room
- Interactive sensory outdoor play area specifically developed for children with vision impairment.
- Large sensory garden
- A wide range of AAC technology including 7 Tobi Eye Gaze and a Smile Rehab Smart Platform
- A sensory theatre
- Sensory soft play room
- Dedicated therapy room
- Ceiling hoist in every room
- An active family services offering support to families through after school and holiday activities, and parent support groups.
- Rebound Therapy trampoline in the school hall.

How do children travel to the School?

Most of our pupils are eligible for free home to school transport which is provided by their local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transport, in addition to a driver, also have an escort who is employed to support the child throughout their journey. This is arranged and managed by the Local Authority.

Those children that live nearer to the school may be brought to School by a parent.

Further details regarding home to school transport including eligibility can be obtained from the individual local authority's School Transport Departments

What specialist services are available at the School?

A wide number of professionals work in school each week to support our pupil's health and education, these include:

- QTVIs and QTMSI
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- Specialist Teachers for the visually impaired, multi-sensory impaired and SEN
- Music Therapist and music specialist
- Habilitation specialist

In addition to the above, clinics are regularly held in School for pupils and their families and these include:

- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by Paediatricians and other Consultants

Furthermore, the school maintains strong relationships with local specialist services in the surrounding boroughs:

- Sensory Impairment teams
- Community Nursing Team
- Community Occupational Therapy and Physiotherapy Teams
- Portage

What will my child learn at the School?

The curriculum at Sunshine House covers every opportunity for learning from the moment pupils arrive at school to the moment they leave each day. It is designed to support all pupils to grow and flourish as confident and inquisitive, life-long learners. It extends well beyond the classroom and is evident in each carefully planned environment, the shared and individual daily routines we follow and the interactions between all pupils and staff around the school grounds. This is why we think of the curriculum as a tree: standing on the solid foundations of our highly trained and experienced educational staff, therapists, family services and specialist resources (roots), it is supported by solid VI-friendly approaches and collaborative multi-professional working (trunk), our targeted curriculum areas stretch out to provide an appropriate and balanced breadth of learning experiences (branches), and these bear the new skills, knowledge, understanding and attitudes our pupils develop in their time at Sunshine house (fruits). Each pupil will develop in their own way and draw on the strength of different components to produce their own unique tree.



The school uses several different but similar curriculum structures that can be adapted to suit a pupil's age, stage of development and pace of learning. These support pupils new to the school system whose learning is more explorative and play-based, those who require enhanced consistency and repetition in their activities or those that are working towards independence and more learning out in the local community.

Each curriculum area is supported by our team of therapists and specialists who have direct input to target-setting and activity planning, integrating their support into the normal class day where possible. This includes an Habilitation (mobility and independence) specialist, Speech and Language team, Physiotherapy Team, Occupational Therapist, Music Therapist and Soundbeam specialist as well as teachers with the mandatory QTVI and QTMSI qualification.

Aside from focussed, personalised activities, aimed at developing key skills, pupils will encounter a range of topic themes that present a breadth of new and familiar experiences. These are repeated on a two-year cycle, allowing learning to be revisited, ideas extended and familiar themes to be explored in different ways. These form the backdrop to sensory stories, shared activities with other classes and whole school events. Often, they will link directly into the strong Social, Moral, Spiritual and Cultural goings-on of our community work, celebrating the similarities and differences of each and every individual connected to the school.

How will I know what progress my child is making at the School?

On entry to the school, pupils are assessed by our multi-professional team using a range of assessments. Baselines are established against these by the time of their first progress review. These then act as a marker from which we can assess the progress being made in all areas of the curriculum at any time. Within the school's child centred-approach, emphasis is placed on personal challenge and improving each child's rate of progress. Achievements are considered in context, with account for any difficulties faced or additional support provided in a given period (such as medical illness or any change in their level of need).

The school tracks progress throughout the year using a basket of assessment tools which include thorough monitoring of personal targets, developmental skills tracking via Routes for Learning, holistic personal growth using our own Staff Judgements tool and reporting on progress against P-levels. This provides several pieces of information to base a judgement of progress on and reflects the reality that no single tool is entirely suitable for our pupils.

On a daily basis, all staff record observations and evaluations against pupils' personal targets in their red curriculum folder. These are used by teachers to inform the next steps in their planning for each child and feed into yearly assessments as above. Photos and videos are also used to record a snapshot of pupils which can be useful to looking back at progress made over a given period or for recording moments of unexpected but important learning.

Parents may be informed of daily achievements by class staff via a home school link book or in conversation. Termly parents' afternoons afford opportunity for parents to meet with key staff to discuss their child's progress and have input on the current targets they are working towards. End of year reports provide a printed overview of progress in all areas of the curriculum. The format of these has been adapted in response to parent feedback so that they are informative and

accessible for all. The progress a child has made over the previous year is a key component of discussions at Annual EHC reviews and forms a basis for planning the next steps towards their EHC outcomes.

The school operates an open policy whereby Parents are welcome arrange a visit at any time and may spend a full or half day with their child in school, shadowing their educational activities or therapies. Parents may then wish to be shown how they could continue these activities at home to support their child's progress outside of school hours. Classes may also be able to share videos or photographs of in-class achievements or 'wow' moments with parents on request. Frequent achievement assemblies celebrate the efforts of all pupils at a full school assembly with certificates shared with home. Additionally, parents attend our many festival and charity fundraising assemblies throughout the year in which children may show off the talents they have been practicing in school.

How will my child's health and well-being be supported?

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school have positive learning experiences throughout their time with us.

Many children receive music therapy to assist their emotional development and well being

Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

In addition to their annual EHC plan review, multi-professional meetings and therapy review meetings may be held for each child to discuss their particular needs and developments.

A few children in the school may require a positive behaviour plan and the school's behaviour plan reflects the protocol for this. Our aim is always to understand a child's behaviour and provide positive early intervention.

Plus behaviour policy, creative therapies where appropriate, the fast referral groups, multi-professional meetings etc

What training do staff at the School have?

- Our teachers are fully qualified or registered on an accredited training programme to achieve qualified teacher status
- Teaching assistants are encouraged to complete the RNIB Partners in Learning accredited course
- Many TAs have NVQ3 or equivalent
- All staff receive annual safeguarding training
- All staff receive bi annual manual handling training
- All therapists employed by the school are registered with HCPC (Health and Care Professional Council)
- There is a wide range of in-house training led by Sunshine House staff
- The Eden Academy also has a programme of training modules in all aspects of special needs which can be accessed by all staff across the Academy

How does the School support families?

- Parents workshops (sometimes with a lead speaker), after school clubs, holiday clubs, theme days etc
- Saturday family swim and Pre school swim club, coffee afternoons
- All groups are led by SHS staff and by visiting speakers/practitioners

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- The school has a tactile book lending library
 - A toy library is based at one of the Eden Academy schools which SHS parents can access

What activities are available to children outside of the school day?

After school clubs generally run on Tuesdays and Thursday, offering additional opportunities for swimming, sensory and social activities. Evening meals are provided as appropriate as part of the clubs. These are staffed by our own school staff, most of whom will be familiar to your child.

Further provision is responsive to the needs of families each year. These may be joint led by schools across the Trust.

How will the School support my child at times of change?

Each child's transition programme to a new school is individually planned with meetings between schools to share information and visits from staff parents and child.

A transition plan is developed for each child every year as they move classes.

Who can I contact for further information about the school?

If you require any further information about the school, please do not hesitate to contact the school office on 01923 822538

Who was consulted about this Local Offer?

Governors, parents RNIB and Local Authorities associated with the school.

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?

Parents should follow the RNIB complaints procedure but with the offer of talking to the Head of School in the first instance

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Governors, parents and staff will be invited to take part in this process.
