



# The Eden Academy Trust

## Local Offer



**2016 - 2017**



The Eden Academy Trust currently has five schools within the Academy.

This document outlines the specific nature and designation of each of the five schools and gives more details about the provision available.

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# SEND Offer

## ALEXANDRA SCHOOL

A member of the Eden Academy family of schools



### Introduction to the School

Alexandra School is a fully inclusive primary school for children aged 4-11 with moderate learning difficulties, sometimes associated with 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, a family of schools that specialise in meeting the educational needs of children and young people with a range of learning difficulties.

**Head of School: Perdy Buchanan-Barrow**

**Eden Academy Principal: John Ayres**

**Alexandra School, Alexandra Avenue, South Harrow HA2 9DX**

**Website:** [www.alexandra-school.co.uk](http://www.alexandra-school.co.uk)

**Email:** [office@alexandra-school.co.uk](mailto:office@alexandra-school.co.uk)

**Telephone:** 0208 864 2739



**Grangewood School**  
A learning community



**Moorcroft School**  
Learning for life



**Pentland Field School**



*The Eden Academy Trust Local Offer – 2016/17*

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| <p><b>What is the purpose of The Local offer?</b></p>            | <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• 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.</li> </ul>   |
| <p><b>How does a child get a place at Alexandra School?</b></p>  | <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 a statement / Education Health Care Plan or will 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><b>What type of placement is available at the School?</b></p> | <p>In our experience, children make best progress when 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.</p> <p>We would consider an assessment placement, at the request of a local authority.</p>   |
| <p><b>How much support will my child receive?</b></p>            | <p>All pupils are taught in small class groups with the average class size being eight 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.</p> <p>Speech and Language Therapy, Occupational Therapy and Physiotherapy are planned and delivered by qualified therapists, in line with the child's statement / EHC plan.</p> <p>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.</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 appropriate support is available to them.</p> |

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| <p><b>How accessible is the School?</b></p>               | <p>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.</p> <p>The school is well-equipped for outdoor play, with three playgrounds, a sensory garden, a large climbing frame, a multi-use games area (for football, basketball etc), a wooden trim trail and a field. The site is both safe and secure.</p> <p>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.</p>  |
| <p><b>What resources are available at the School?</b></p> | <p>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.</p> <p>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 trampolining), assemblies and lunch provision. We have a full-size trampoline in school and staff who are qualified to teach trampolining.</p> <p>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.</p> <p>Within the youngest classroom, which is set out as a large early years setting, is a sensory room which can be used by all the pupils in the school. The school has an additional outside classroom, the yurt. This timber-framed, circular building is used for circle times, story times, reflection and other PSHE activities.</p> <p>There is a dedicated meeting space for parents, known as the Family Space, where we hold parent and family sessions.</p> |
| <p><b>How do children travel to the School?</b></p>       | <p>A large number of our pupils are eligible for free home to school transport which is provided by the local authority.</p> <p>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.</p> <p>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.</p> <p>Further details regarding home to school transport including eligibility can be obtained from your local authority SEN department.</p>  |

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| <p><b>What specialist services are available at the School?</b></p> | <p>A number of professionals work in school each week to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Physiotherapists</li> <li>• Occupational Therapists</li> </ul> <p>A range of other experts visit school and these include:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Play Therapist</li> <li>• School Nurse</li> <li>• VI teacher or HI teacher</li> <li>• Sports Coaches</li> <li>• Staff from the Child and Adolescent Mental Health Service</li> </ul>   |
| <p><b>What will my child learn at the School?</b></p>               | <p>Our curriculum is based upon the Early Years Framework and the National Curriculum.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Specialist approaches are used to support pupils' learning and these include:</p> <ul style="list-style-type: none"> <li>• Alternative communication systems</li> <li>• Access to personal or adapted ICT equipment</li> <li>• Use of visual timetables, social stories, work stations, particularly for pupils on the autistic spectrum</li> <li>• Learning mentors and other experienced staff to support children with social, emotional and behavioural difficulties.</li> </ul> |

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| <p><b>How will I know what progress my child is making at the School?</b></p> | <p>At Alexandra School we have:</p> <ul style="list-style-type: none"> <li>• An <b>open door policy</b> - parents welcome to make an appointment at any time</li> <li>• <b>Partnership between parents and teachers</b> - we will communicate regularly by phone, email and Fronter</li> <li>• <b>Individual “Learning Journey”</b> and target documents for each child, forming the IEP. These are shared with parents in person and via Fronter, updated each term.</li> <li>• An <b>e-portfolio</b> of annotated and levelled work samples for each child which parents can access via Fronter</li> <li>• <b>Meetings</b> with relevant staff at least once a term.</li> <li>• The Statement or EHC plan will be reviewed annually at a formal meeting where <b>progress is reported on</b> and a report is written and shared with parents.</li> </ul>   |
| <p><b>How will my child’s health and well-being be supported?</b></p>         | <p>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:</p> <ul style="list-style-type: none"> <li>• Consistent application of the school’s behaviour policy</li> <li>• Providing a positive, supportive and nurturing environment</li> <li>• Effective teaching of the PSHCE curriculum</li> <li>• Adaptations to the curriculum to secure engagement</li> <li>• Support to build relationships and engage pupils</li> <li>• Experienced class staff and Learning Mentors to overcome barriers to social inclusion</li> <li>• Staff trained in first aid and links with the school nurse</li> <li>• Appropriate safeguarding training for all staff</li> </ul> <p>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.</p> |

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| <p><b>How will my child's health and well-being be supported? (cont.)</b></p>      | <p>For those children who might have additional needs:</p> <ul style="list-style-type: none"> <li>• Identification and assessment in school</li> <li>• Additional advice and support from outside agencies</li> <li>• Interventions are implemented, reviewed and revised</li> <li>• Work with parents to refer to CAMHS</li> <li>• Targeted intervention to promote social skills and emotional resilience</li> <li>• Adaptations to physical environment e.g. time out</li> <li>• Monitoring and support in unstructured time e.g. breaks/ lunch</li> </ul>  |
| <p><b>What training do staff at the School have?</b></p>                           | <p>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.</p>  |
| <p><b>How does the School support families?</b></p>                                | <p>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 (password protected school website) and opportunities to meet. Parents are regularly invited into school for class and whole-school assemblies, parent activity sessions in class, coffee afternoons, parent workshops and family learning courses.</p> <p>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.</p>                                  |
| <p><b>What activities are available to children outside of the school day?</b></p> | <p>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 trampolining, swimming, yoga, multi sports, sensory exploration, drama and cookery.</p> <p>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 to France. Years 3-5 have the opportunity to camp overnight at a local campsite. The younger children have a day of outdoor and adventurous activities and may stay late at school for a BBQ or even have a sleepover at school.</p> <p>During the school holidays we are able to offer some holiday club provision. During summer 2014, we offered four days of holiday club at the school, staffed by school staff.</p> |



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| <p><b>How will the School support my child at times of change?</b></p>   | <p>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.</p> <p>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.</p> <p>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.</p>                                    |
| <p><b>What might my child do when they leave school?</b></p>   | <p>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.</p>  |
| <p><b>Who was consulted about this Local Offer?</b></p>  | <p>The Local Offer has been consulted upon with Directors, Governors, staff and representatives from the local community.</p>  |
| <p><b>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?</b></p> | <p>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 Head of School and discuss next steps.</p> <p>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 SEN Statement or EHC plan.</p> <p>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.</p> |

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| <b>How will The Local Offer be reviewed?</b>                       | 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. |
| <b>Who can I contact for further information about the School?</b> | If you require any further information about the school please do not hesitate to contact the school office on <b>0208 864 2739</b> .  |



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# LOCAL Offer

## GRANGEWOOD SCHOOL

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Grangewood is an average-size special 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. Almost all pupils have language and communication difficulties.

All pupils have a statement or 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.

Grangewood School converted to become an academy school in October 2012. Since then it has worked in close collaboration with other special schools in the area. The Principal has responsibility for all of these schools. The Head of School at Grangewood works very closely with the Principal and other academy leaders. A team of therapists is employed directly by the academy to work with pupils at this school on a daily basis.

**Head of School: Mrs Hilary J. McDermott**

**Eden Academy Principal: John Ayres**

**Grangewood School, Fore Street, Eastcote HA5 2JQ**

**Website:** [www.grangewoodschool.co.uk](http://www.grangewoodschool.co.uk)

**Email:** [info@grangewood.hillingdon.sch.uk](mailto:info@grangewood.hillingdon.sch.uk)



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A learning community



Moorcroft School  
Learning for life



Pentland  
Field School



The Eden Academy Trust Local Offer – 2016/17

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| <p><b>What is the purpose of The Local offer?</b></p>            | <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• 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.</li> </ul>  |
| <p><b>How does a child get a place at Grangewood School?</b></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><b>What type of placement is available at the School?</b></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 statement / 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.</p> <p>Children are offered a full time place at the school in the term after their fourth birthday.</p>   |
| <p><b>How much support will my child receive?</b></p>            | <p>All pupils are taught in small class groups with the average class size being eight 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</p> |

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|   | <p>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, theme 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><b>How accessible is the School?</b></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> <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.</p>  |
| <p><b>What resources are available at the school?</b></p> | <p>The school has a wide range of facilities including :</p> <ul style="list-style-type: none"> <li>• Purpose built playgrounds for the majority of classrooms with safety surfacing and appropriate equipment</li> <li>• A large communal playground at the back of the school with safety surfacing and space for bikes and other large equipment</li> <li>• Sensory gardens</li> <li>• A nature trail in woods with two areas of adventure trail</li> <li>• A sensory room</li> <li>• A soft play room</li> <li>• An interactive learning centre housing the school library, large whiteboard area, a sound room and three touchscreen computers</li> <li>• Use of a hydrotherapy pool and a sensory integration suite</li> <li>• Purpose built classrooms, most with quiet rooms and all with computer and touch screen whiteboards</li> <li>• Therapy rooms</li> <li>• 2 minibuses for social training and other educational visits</li> <li>• Hall with wall bar equipment</li> <li>• Opportunities for integration with mainstream peers</li> </ul> |
| <p><b>How do children travel to</b></p>                   | <p>The majority of our pupils are eligible to free home to school transport which is provided by the local authority.</p>  |

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| <p><b>the School?</b></p>   | <p>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.</p> <p>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</p>  |
| <p><b>What specialist services are available at the School?</b></p> | <p>A wide number of professionals work in school each week to support our pupils' health, wellbeing and education. These include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Physiotherapists</li> <li>• Occupational Therapists</li> <li>• School Nurse</li> <li>• Health Care Assistant</li> <li>• Specialist Teachers for the Hearing Impaired and the Visually Impaired</li> <li>• Music Therapist</li> <li>• Drama therapist</li> <li>• Creative therapist</li> <li>• Dance and Movement therapist</li> </ul> <p>In addition to the above, clinics are regularly held in school for pupils and their families and these include:</p> <ul style="list-style-type: none"> <li>• Vision and hearing assessments</li> <li>• Wheelchair clinics</li> <li>• Dietician's clinic</li> <li>• School Dentist</li> <li>• Medical appointments carried out by Paediatricians and other Consultants</li> </ul> <p>A range of other experts work into school and these include:</p> <ul style="list-style-type: none"> <li>• Musicians</li> <li>• Artists</li> <li>• Sports Coaches</li> <li>• Yoga teachers</li> </ul> |
| <p><b>What will my child learn at the School?</b></p>               | <p>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.</p>   |

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|   | <p>The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths.</p> <p>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.</p> <p>Specialist approaches are used to support pupils' learning and these include:</p> <ul style="list-style-type: none"> <li>• a sensory curriculum for pupils with profound and multiple learning difficulties</li> <li>• Sensory diets and sensory integration programmes for ASD pupils</li> <li>• Social Skills programmes including sex and relationships education as appropriate to primary aged pupils</li> <li>• Life skills training</li> <li>• Visual Timetables</li> <li>• PECS</li> <li>• TEACCH</li> <li>• A total communication approach using signing and visual approaches with objects of reference, photos and symbols</li> <li>• Alternative augmented communication approaches</li> <li>• Individual, small and whole group work</li> </ul>                     |
| <p><b>How will I know what progress my child is making at the School?</b></p> | <p>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.</p> <p><b><u>Aims of Assessment</u></b> (Why do we do it?)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To promote inclusive practice by ensuring all cohorts of pupils are making similar progress</li> <li>• To monitor special provision to ensure it is proving effective both in progress of pupils and related cost</li> <li>• To gather information to inform teachers and ensure consistency and progression as pupils move up through the school and change teachers</li> <li>• To track individual progress and identify/address individuals and/or groups of pupils not making the expected progress</li> <li>• To ensure pupils are making progress in line with national averages within similar cohorts</li> </ul> |

### 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
- Head teacher, Governors and Senior Teachers, who will know:
  - which pupils are making good or outstanding progress
  - which pupils are causing concern and therefore need to be monitored or tracked
  - 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



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|   | <p><b><u>The Early Years Foundation Stage</u></b></p> <p>Assessment in the early years is very similar to the main part of the school. Each pupil has both a curriculum folder and an assessment folder. Careful observation of the pupils in EYC ensures that a thorough record of their progress is kept in their curriculum file.</p> <p>There is a statutory obligation to report pupils’ achievements against Early Learning Goals in the Foundation Stage Profile as pupils leave EYFS.</p> <p>Progress towards them should be tracked using the ‘Eden Academy EYFS Assessment Profile’</p> <p>At Grangewood, we base line the pupils within half a term of entry and set personal targets (10) to achieve by July of the same academic year and, in July of each year, report the percentages of pupils who have met these targets.</p> <p>Teachers in EYFS within the academy will moderate the profile by attending an academy wide moderation meeting each June.</p> <p><b><u>How do we report progress?</u></b></p> <p>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 targeted learning outcomes. New targeted learning outcomes for the next year are also sent home with the report. Progress against targeted learning outcomes is discussed at annual review.</p> <p>To Staff &amp; Governors – following the collection of results at the end of each summer term a report is compiled for staff &amp; governors in 4 sections to reflect our ‘Assessment Quads’.</p> <p>Conclusions from this report will be included in the School Improvement Plan and performance management targets as necessary. Staff are also given a summary of the 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.</p> |
| <p><b>How will my child’s health and well-being be supported?</b></p> | <p>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.</p> <p>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.</p> <p>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.</p>   |

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|  | <p>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</p> <p>We hold regular meetings with professionals working in the school - educational psychologists, physical and creative therapists, 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.</p> <p>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.</p>   |
| <p><b>What training do staff at the School have?</b></p> | <ul style="list-style-type: none"> <li>• All teachers are fully qualified or are undertaking a recognised teaching qualification course</li> <li>• The ASD Coordinator is trained to Masters level in the field</li> <li>• All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school</li> <li>• All staff have DBS</li> <li>• The majority of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management . We have three trainers in school who regularly train new staff and offer refresher courses to existing staff</li> <li>• 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</li> <li>• 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</li> <li>• All staff have an experienced mentor in their first year at the school</li> <li>• 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.</li> <li>• 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</li> <li>• We regularly update our expertise in a range of areas through good practice workshops, held after school for the whole staff</li> <li>• Our INSET days are always used for additional training on arrange of subjects</li> <li>• 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 ADP. We have , for example, just funded a place on a course which will enable one of the TAs to be a trainer in Signalong. Last year, another TA undertook training enabling her t train in both Intensive Interaction ad Sherborne</li> </ul> |

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|  | <p>As part of an Academy, not only do we have considerable expertise within the school itself, but we have academy leads working across the schools with skills/expertise/training potential in the areas of coaching, CPD, curriculum and assessment, extended services and therapeutic interventions.</p>  |
| <p><b>How does the School support families?</b></p>                                | <p>There is a wide range of support for families including:</p> <ul style="list-style-type: none"> <li>• Regular coffee afternoon for parents with workshops and talks on a range of topics</li> <li>• Opportunities to meet with the therapists in school if your child is in receipt of creative or physical therapy</li> <li>• Weekly opportunities to meet with the Speech and Language therapy Team</li> <li>• Excellent home school liaison through the use of link books and follow up telephone conversations with teachers</li> <li>• Twice yearly more formal consultations with teaching staff</li> <li>• ‘Making Changes’ courses for parents – a 10 week positive parenting course ( offered in community languages)</li> <li>• Sibling group course – for the siblings of disabled children attending Grangewood to address the specific challenges they may face</li> <li>• Pre-school music group for parents and children likely to attend the school</li> <li>• Support from the Family Services Team with issues around direct payments, DLA allowance etc.</li> <li>• An active PTA ( FOG- Friends of Grangewood)</li> <li>• Social and fund raid=sing events throughout the year</li> </ul>   |
| <p><b>What activities are available to children outside of the school day?</b></p> | <p>We have a Family Services team in school who provide a wide range of extra curricular activities outside school hours. These include:</p> <ul style="list-style-type: none"> <li>• Weekly after school clubs on a Wednesday and Thursday ( offered on rotation basis )</li> <li>• Holiday clubs during the Easter and Summer holidays</li> <li>• Theme days every half term. This could be an event in school or a trip out</li> <li>• Saturday club for Infant or Junior children. Again, this could be an event in school or a trip out.</li> <li>• 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</li> <li>• 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</li> </ul> <p>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</p> |

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| <p><b>How will the School support my child at times of change?</b></p>   | <p>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.</p> <p>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!</p> <p>Within the academy we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the academy, 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.</p> <p>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.</p> |
| <p><b>What might my child do when they leave school?</b></p>   | <p>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.</p>   |
| <p><b>Who was consulted about this Local Offer?</b></p>  | <p>We will need to consult with Directors, governors and parents and the LA.</p>   |
| <p><b>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?</b></p> | <p>We have a formal Complaints procedure but we would urge you to make an appointment to meet with the Head of School in the first instance, to see if the issue can be resolved in this way first.</p>  |

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| <b>How will The Local Offer be reviewed?</b>                       | 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. |
| <b>Who can I contact for further information about the School?</b> | <b>If you require any further information about the school please do not hesitate to contact us on 01895 676401.</b>   |



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A member of the Eden Academy

# LOCAL Offer

## MOORCROFT SCHOOL

A member of the Eden Academy 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 January 2017, there were 68 pupils on roll.

13 pupils have Profound and Multiple Learning Difficulties. There are 23 pupils with a diagnosis of an Autistic Spectrum Disorder. 30 pupils have English as their first language. Somali, Tamil, Urdu and Panjabi form the next largest groups.

**Headteacher: Andrew Sanders**

**Eden Academy Principal: John Ayres**

**Moorcroft School, Bramble Close, Uxbridge UB8 3BF**

**Website:** [www.moorcroftschoo.co.uk](http://www.moorcroftschoo.co.uk)

**Email:** [info@moorcroftschoo.co.uk](mailto:info@moorcroftschoo.co.uk)

**Telephone:** 01895 437799



**Grangewood School**  
A learning community



**Moorcroft School**  
Learning for life



**Pentland Field School**



*The Eden Academy Trust Local Offer – 2016/17*

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| <p><b>What is the purpose of The Local offer?</b></p>            | <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• 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.</li> </ul>   |
| <p><b>How does a child get a place at Moorcroft School?</b></p>  | <p>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.</p> <p>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 schools come from the local authority in which the family lives.</p>   |
| <p><b>What type of placement is available at the School?</b></p> | <p>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.</p>   |
| <p><b>How much support will my child receive?</b></p>            | <p>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.</p> <p>There are four creative therapists on site, who are employed for 80% of the school week. Creative therapy is allocated according to need.</p> <p>There is a Speech and Language Therapist, and two Occupation Therapists, who each work 2 days per week. The Occupational Therapist supports pupils with physical and sensory needs.</p> <p>Physiotherapists from the Hillingdon Child Development team visit the school regularly. 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.</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. 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> |

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| <p><b>How accessible is the School?</b></p>               | <p>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.</p> <p>The building is light and spacious, with large well-equipped classrooms and a number of specialist teaching areas.</p> <p>The site is both safe and secure. There is an entrance system to ensure pupils are safe, and outdoor fences are high.</p> <p>We have a large outdoor playground, and there are several, fully secured garden areas.</p>  |
| <p><b>What resources are available at the school?</b></p> | <p>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.</p> <p>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.</p> <p>We have our own hydrotherapy pool with overhead hoists to enable pupils with physical disabilities to access the pool.</p> <p>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.</p> <p>We have a well-equipped darkroom/sensory room, and there is also a Sensory Integration room for pupils with sensory processing difficulties. There is a dedicated department for pupils with multi-sensory impairments. The classroom, in this department, has curtained and quiet areas, to enable pupils to participate in multisensory activities.</p> <p>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.</p> |



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| <p><b>How do children travel to the School?</b></p>                 | <p>The majority of our pupils are eligible for free home to school transport, which is provided by their local authority.</p> <p>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.</p> <p>Those children that live nearer to the School are often brought to School by a parent.</p> <p>For Hillingdon pupils, further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250008.</p>   |
| <p><b>What specialist services are available at the School?</b></p> | <p>A wide number of professionals work in school each week to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist</li> <li>• Physiotherapists</li> <li>• Occupational Therapist</li> <li>• School Nurse</li> <li>• Health Care Worker</li> <li>• Music and drama therapist</li> <li>• A teacher qualified in teaching pupils with Visual Impairments.</li> </ul> <p>In addition to the above, clinics are regularly held in School for pupils and their families and these include:</p> <ul style="list-style-type: none"> <li>• Orthotics clinics</li> <li>• Wheelchair clinics</li> <li>• Dietician's clinic</li> <li>• School Dentist</li> <li>• Medical appointments carried out by Paediatricians and other Consultants</li> </ul> <p>A range of other experts are invited into School and these include:</p> <ul style="list-style-type: none"> <li>• Musicians</li> <li>• Artists</li> <li>• Sports Coaches</li> </ul> |

**What will my child learn at the School?**

**Lower School**

The Lower School includes all pupils from years 7 to 11. In the Lower School, 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.

Each special project will run for half a term each. An example of topics covered over a year can be found below.

- Autumn 1 – Events of our life
- Autumn 2 – Materials
- Spring 1 – Movement
- Spring 2 – Community
- Summer 1 – Seasons
- Summer 2 – International studies

**Victoria Bridge**

Victoria Bridge is 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 Victoria 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 Upper School. 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.

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|   | <p>Sixth Form courses on offer consist of:</p> <ol style="list-style-type: none"> <li>1. Core skills</li> <li>2. Digital literacy</li> <li>3. Current affairs</li> <li>4. Health and fitness</li> <li>5. Hobbies (chosen by the students) – e.g. gardening, cooking, creativity, dance, beauty etc.</li> <li>6. Enterprise</li> <li>7. Work experience</li> <li>8. Work training</li> <li>9. Social relationships – e.g. link with DASH and other Sixth Forms</li> <li>10. College links</li> <li>11. Self-reliance <ul style="list-style-type: none"> <li>– home management</li> <li>– food preparation</li> <li>– looking after myself</li> <li>– shopping</li> <li>– community access – e.g. shopping, eating out etc.</li> <li>– travelling</li> </ul> </li> </ol> <p><b><u>Residential trip</u></b></p> <p>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.</p>  |
| <p><b>How will I know what progress my child is making at the School?</b></p> | <p>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 3 ways during the assessment month of June.</p> <ol style="list-style-type: none"> <li>1. Key Stage 3 &amp; 4 pupils' current P levels 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 academy. P level scores are then compared against the Upper quartile target (using progression guidance 2009) for the key stage to understand who is 'on track' to achieve the 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. We use upper quartile targets as these indicate the level of the top 25% of pupils in the country, from the same starting point, and are, therefore, challenging targets for our pupils. We aim to have the majority of our pupils achieving upper quartile targets.</li> </ol> |

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|   | <p>2. All pupils are also assessed against their personal targets (PLOs). These were 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. If a pupil reaches their target, then good progress is recorded. If they have significantly exceeded their target, then outstanding progress can be recorded, and if they have missed their target then progress is recorded as requires improvement or inadequate.</p> <p>3. The third assessment method is for social and emotional development and independence, and is aimed at getting a complete and holistic picture of the pupils' progress by assessing the core areas of the curriculum covered in skills for learning and life within the school's curriculum. The school uses bespoke tools to assess progress in these areas.</p> <p>These achievement judgments (3 for Key Stage 3 &amp; 4 and 2 Key Stage 5) can then be combined to make a final overall judgment about progress.</p>   |
| <p><b>How will my child's health and well-being be supported?</b></p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |

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| <p><b>What training do staff at the School have?</b></p>                           | <p>We have 10 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.</p> <p>We have 1 safeguarding lead and 2 deputy-safeguarding officers. All staff receive regular safeguarding training.</p> <p>Service Managers work regularly within the school. These Managers are responsible for Family Services &amp; Safeguarding, Professional Development and Support services and Therapy services.</p>  |
| <p><b>How does the School support families?</b></p>                                | <p>We have a dedicated Family Services Team who run After School Clubs twice 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.</p>  |
| <p><b>What activities are available to children outside of the school day?</b></p> | <p>In addition to the above services, the Eden Academy provides other activities such as sibling groups.</p>  |
| <p><b>How will the School support my child at times of change?</b></p>             | <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 visits their future placements during their final year, and we invite service providers to attend our summer parents' evenings.</p> |
| <p><b>What might my child do when they leave school?</b></p>                       | <p>The majority of pupils at Moorcroft go on to college placements, when they leave at 19. In September 2016, six of our leavers were placed at Orchard Hill College, whilst one student is now attending West Thames College.</p>  |
| <p><b>Who was consulted about this Local Offer?</b></p>                            | <p>Directors, governors, parents and the local authorities.</p>   |

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| <p><b>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?</b></p> | <p>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.</p>  |
| <p><b>How will The Local Offer be reviewed?</b></p>  | <p>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.</p> |
| <p><b>Who can I contact for further information about the School?</b></p>  | <p>If you require any further information the School please do not hesitate to contact the school office on 01895 437799, or email <a href="mailto:info@moorcroftschool.co.uk">info@moorcroftschool.co.uk</a></p>                 |



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# LOCAL Offer

## PENTLAND SCHOOL

A member of the Eden Academy family of schools



## Introduction to the School

Pentland Field School is a new free special school within the Eden Academy Trust, ultimately providing up to 140 places for pupils aged between 4 and 19, with Statements of Special Educational Needs or the newly introduced Education, Health and Care Plan; it will provide for pupils who have severe learning difficulties (SLD), moderate learning difficulties (MLD) and autistic spectrum disorder (ASD). The school is based in Ickenham, Middlesex and will cater for 32 pupils from January 2015. It will cater for 70 pupils in September 2015, growing to 140 pupils in September 2016.

Pentland Field School will specifically cater for pupils who are at the higher ability end of the severe learning difficulties (SLD) range and the lower end of the moderate learning difficulties (MLD) range. Pentland Field School offers a curriculum provision that includes rigorous and robust assessment; a high degree of personalisation; favourable human and physical resources and integrated and blended therapy provision. Pentland Field will have, based on the careful profiling of its pupils, its focus on language and cognitive development.

**Head of School: Audrey Pantelis**

**Eden Academy Principal: John Ayres**

**Pentland Field School, Pentland Way, Ickenham UB10 8TS**

**Website:** [www.pentlandfieldschool.co.uk](http://www.pentlandfieldschool.co.uk)

**Email:** [info@pentlandfieldschool.co.uk](mailto:info@pentlandfieldschool.co.uk)

**Telephone:** 01895 609120



**Grangewood School**  
A learning community



**Moorcroft School**  
Learning for life



**Pentland Field School**



*The Eden Academy Trust Local Offer – 2016/17*



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| <p><b>What is the purpose of The Local offer?</b></p>                | <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• 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.</li> </ul>   |
| <p><b>How does a child get a place at Pentland Field School?</b></p> | <p>Parents are welcome to contact School to arrange to visit when they will have the opportunity to view School and to talk with Audrey Pantelis, Head of School, 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 practical parents will be offered the opportunity for their child to visit the school prior to their admission.</p>   |
| <p><b>What type of placement is available at the School?</b></p>     | <p>We have full time placements for pupils aged 4-19. All pupils are initially assessed for attainment, language levels and social learning skills.</p>  |
| <p><b>How much support will my child receive?</b></p>                | <p>All pupils are taught in small class groups with the average class size being eight pupils. Every class in addition to a teacher has 2 qualified and 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 our Speech and Language Therapy Teaching Assistants who spend half a day in each class, providing 1:1 booster sessions and specific SaLT programmes. There is also access to other therapies – occupational therapy, physiotherapy and creative arts therapy but these are accessed according to need.</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>If a child’s needs are deemed to be exceptional even within our special school setting the Head of School will ensure that further support is available to them.</p> |
| <p><b>How accessible is the School?</b></p>                          | <p>The building is light and spacious with large well equipped classrooms and a number of specialist teaching areas.</p> <p>The site is both safe and secure.</p>  |

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| <p><b>What resources are available at the school?</b></p>           | <p>Our provision is new and purpose-built for our learners. Our resources will increase as we expand, but from January 2015 we will have large, well-equipped classrooms, a 'quiet' room for 1:1 work/sensory integration activities; ICT resources including 'LearnPads', touchscreen PC's, therapy room, hall/dining room and dedicated outdoor play areas for each classroom. The school can also access the public recreation field next door to the school.</p>  |
| <p><b>How do children travel to the School?</b></p>                 | <p>The majority of our pupils are eligible to free home to school transport which is provided by the local authority.</p> <p>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.</p> <p>Those children that live nearer to the School are often brought to School by a parent.</p> <p>Further details regarding home to school transport including eligibility can be obtained from School Transport Department on: 01895 250405.</p>   |
| <p><b>What specialist services are available at the School?</b></p> | <p>A wide number of professionals work in school each week to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Physiotherapists</li> <li>• Occupational Therapists</li> <li>• School Nurse</li> <li>• Specialist Teachers for the Hearing Impaired and the Visually Impaired</li> <li>• Music Therapist</li> </ul> <p>In addition to the above, clinics are regularly held in School for pupils and their families and these include:</p> <ul style="list-style-type: none"> <li>• Orthotics clinics</li> <li>• Wheelchair clinics</li> <li>• School Dentist</li> <li>• Medical appointments carried out by Paediatricians and other Consultants</li> </ul> <p>A range of other experts work into School and these include:</p> <ul style="list-style-type: none"> <li>• Musicians</li> <li>• Artists</li> <li>• Sports Coaches</li> </ul> |

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| <p><b>What will my child learn at the School?</b></p>                         | <p>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 from ASDAN and AQA Unit Awards.</p> <p>Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development.</p> <p>Each child receives a personalised curriculum that is differentiated to account for their needs and abilities.</p> <p>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. The school's aspirations ensure a sound basis for our pupils making a valid and valued contribution to their community.</p> <p>Specialist approaches are used to support pupils learning and these include:</p> <ul style="list-style-type: none"> <li>• Programmes for physical development such as MOVE</li> <li>• Social Skills programmes including: Sex and Relationships Education for Secondary aged pupils</li> <li>• Work experience/Enterprise opportunities</li> <li>• Rebound Therapy</li> <li>• Visual Timetables</li> <li>• Makaton signing</li> </ul> |
| <p><b>How will I know what progress my child is making at the School?</b></p> | <p>Alongside the Eden Academy Assessment procedures, Pentland Field School will ensure that there are frequent opportunities to demonstrate pupil progress. These will include:</p> <ul style="list-style-type: none"> <li>• Daily updates via home school communication books</li> <li>• Weekly photographic newsletters</li> <li>• Annual Review meetings to review Statement/EHC objectives</li> <li>• End of Year Academic Reports</li> <li>• Progress Reports</li> </ul> <p>Parents are able to speak with their child's class teacher or Head of School by prior appointment if they have any specific issues.</p>  |

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| <p><b>How will my child's health and well-being be supported?</b></p>              | <p>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.</p> <p>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.</p>                           |
| <p><b>What training do staff at the School have?</b></p>                           | <p>All teaching staff are fully qualified. All staff have regular training to assist in the delivery of their positions including:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Team Teach</li> <li>• Manual Handling</li> <li>• First Aid paediatric resuscitation</li> <li>• Fire Safety</li> <li>• Feeding and Swallowing training</li> <li>• Autism awareness training</li> <li>• Epilepsy training</li> <li>• Gastrostomy training</li> </ul> |
| <p><b>How does the School support families?</b></p>                                | <p>Parents workshops, after school clubs, holiday clubs, 'gates gossip' theme days etc</p>   |
| <p><b>What activities are available to children outside of the school day?</b></p> | <p>As above but with more emphasis on things such as sibling groups, the pre-school groups etc. Lisa could provide a lot on this</p>   |
| <p><b>How will the School support my child at times of change?</b></p>             | <p>Details of the links between schools.</p>   |
| <p><b>What might my child do when they leave school?</b></p>                       | <p>A list of the most common options available but obviously without pre-determining where. Importance of the Year 5 annual review for primaries and the transition review for secondaries.</p>  |

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| <b>Who was consulted about this Local Offer?</b>  | We will need to consult with Directors, governors and parents and the LA   |
| <b>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?</b> | Complaints procedure but with the offer of talking to the Head of School in the first instance.  |
| <b>How will The Local Offer be reviewed?</b>  | 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.                                       |
| <b>Who can I contact for further information about the School?</b>  | If you require any further information about Pentland Field School, please do not hesitate to contact Jo Richards, Administration Manager, Pentland Field School via email at <a href="mailto:info@pentlandfieldschool.co.uk">info@pentlandfieldschool.co.uk</a> |



# LOCAL Offer



## RNIB SUNSHINE HOUSE SCHOOL

In alliance with the Eden Academy

### Introduction to the School

- The school provides for pupils who are blind or partially sighted and who have additional profound and multiple and complex learning and physical disabilities. The age range of the children is 3 -14 yrs having just recently increased to Key stage 3
- The school is owned by the Royal National Institute for the Blind (RNIB) and managed by the board of trustees. It is in Northwood Middlesex.
- Pupils are placed at the school by a number of local authorities. All the pupils have a statement of special educational needs.
- 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 is eligible for additional government funding (the pupil premium) because they are entitled to free school meals or are looked after children. The local authority has not yet released the funding and the school has supported the eligible pupils through its own funds.
- The ratio of boys and girls is about the same.
- The school is in alliance with a local Academy which comprises four other special schools. Sunshine House is not, however, part of the Academy Trust but has many links with the other schools. The executive headteacher is also principal of the academy schools. The head of school was previously assistant headteacher of one of the other schools, now assimilated into the Academy.

**Head of School: Jackie Seaman**

**Eden Academy Principal: John Ayres**

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

**Website:** [www.rnib.org.uk/sunshinehouse](http://www.rnib.org.uk/sunshinehouse)

**Email:** [shsadmin@rnib.org.uk](mailto:shsadmin@rnib.org.uk)

**Telephone:** 01923 822538



**Grangewood School**  
A learning community



**Moorcroft School**  
Learning for life



**Pentland Field School**



*The Eden Academy Trust Local Offer – 2016/17*

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| <p><b>What is the purpose of The Local offer?</b></p>                | <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• 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.</li> </ul>   |
| <p><b>How does a child get a place at Sunshine House School?</b></p> | <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 practical parents will be offered the opportunity for their child to visit the school prior to their admission.</p>   |
| <p><b>What type of placement is available at the School?</b></p>     | <p>Until the age of 4 year old pupils attend on a part time basis. From the term after their 4<sup>th</sup> 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>   |
| <p><b>How much support will my child receive?</b></p>                | <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 qualified and experienced Teaching Assistants. 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>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. The therapy team consists of two part time physiotherapist (7 days in total), two part time speech and language therapists ( 5 days) a part time occupational therapist (20 hours) and a full time habilitation specialist. All the therapists and specialists work closely together and with class teams to ensure that therapy programmes become an integrated part of a child's learning</p> |

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| <p><b>How accessible is the School?</b></p>               | <p>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.</p> <p>The site is both safe and secure.</p>  |
| <p><b>What resources are available at the school?</b></p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Purpose built hydrotherapy room</li> <li>• Interactive sensory outdoor play area specifically developed for children with vision impairment.</li> <li>• Large sensory garden</li> <li>• A wide range of AAC technology including six Tobii Eye Gaze and a Smile Rehab Smart Platform</li> <li>• A sensory theatre</li> <li>• Sensory soft play room</li> <li>• Dedicated therapy room</li> <li>• Ceiling hoist in every room</li> <li>• An active family services offering support to families through after school and holiday activities, and parent support groups.</li> </ul> |
| <p><b>How do children travel to the School?</b></p>       | <p>All of our pupils are eligible to free home to school transport which is provided by their local authority.</p> <p>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.</p> <p>Those children that live nearer to the school may be brought to School by a parent.</p> <p>Further details regarding home to school transport including eligibility can be obtained from the individual local authorities School Transport Departments</p>  |



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| <p><b>What specialist services are available at the School?</b></p> | <p>A wide number of professionals work in school each week to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Physiotherapists</li> <li>• Occupational Therapists</li> <li>• School Nurse</li> <li>• Specialist Teachers for the visually impaired , multi-sensory impaired and SEN</li> <li>• Music Therapist and music specialist</li> <li>• Habilitation specialist</li> </ul> <p>In addition to the above, clinics are regularly held in School for pupils and their families and these include:</p> <ul style="list-style-type: none"> <li>• Orthotics clinics</li> <li>• Wheelchair clinics</li> <li>• Dietician's clinic</li> <li>• School Dentist</li> <li>• Medical appointments carried out by Paediatricians and other Consultants</li> </ul> <p>A range of other experts work into School and these include:</p> <ul style="list-style-type: none"> <li>• Musicians</li> <li>• Artists</li> </ul>  |
| <p><b>What will my child learn at the School?</b></p>               | <p><b><u>Rationale</u></b></p> <p>At Sunshine House, we aim to provide a curriculum which is broad, balanced and appropriate to the needs of each pupil within the school. The curriculum must be flexible enough to meet the needs of each individual pupil whilst being responsive to the new initiatives and ever changing population of the school.</p> <p><b><u>Aims of the Curriculum</u></b></p> <p>We endeavour to provide an enriching curriculum which is varied, interesting and challenging. We aim to develop pupils to be successful learners,</p> <p><b><u>What is the curriculum?</u></b></p> <p>The curriculum at Sunshine House is the foundation of all that we do to turn every opportunity into one of learning. We believe that all the experiences that a pupil encounters, from their arrival at school to the time they leave each day, present teaching and learning opportunities. The school curriculum therefore comprises of traditional classroom sessions, hidden teaching opportunities (e.g. toilet and transition routines, social interaction etc.) and wider school activities (including after school clubs, therapy sessions, and encounters with the wider school environment). This informs a holistic approach to developing the individual, around which all our teaching is based, so that they can develop self-awareness alongside</p> |

furthering their skills, knowledge and understanding.

### **The Curriculum Structure**

Our curriculum is structured as a tree. The roots of the tree signify everything that influences what is planned for the pupils, including the core curriculum, therapy programmes, special events etc. The trunk combines these with the various teaching approaches we use. The branches indicate the planning sheets - contained in individual curriculum folders; the leaves are our teaching; and the fruits represent the fruits of learning (e.g. the new skills, knowledge and understanding the pupils gain).

### **Organising the Curriculum**

All pupils are entitled to a broad and balanced curriculum that meets their own personal needs. We therefore take an individual and inclusive approach. The curriculum guidance gives ideas and suggestions about what could be taught. It is up to professional judgement of the teachers to ensure the balance of the teaching is personalised to individual pupils whilst ensuring all pupils have a breadth of opportunities to experience the world and make progress in all areas of the curriculum. This also allows them to ensure that teaching and resources are appropriate for the actual age of the child and account for their developmental age-equivalence. More guidance is given in the Teacher's Handbook, a copy of which can be found in each class and is regularly updated.

Great importance is attached to the value of the specialists we have in school. These include Speech and Language therapy, occupational and physio therapy teams including Habilitation specialist, music therapy a in addition to our own QTVI and vision team. Additional access to Soundbeam and Educational Psychologist services are provided as required. Advice and input from these specialists help shape the individual curriculum for each pupil according to their needs and on-going assessments. Therapy sessions therefore take place in and out of the classroom as deemed appropriate for the child, and are reflected in taught classroom activities.

A different topic theme each term ensures that the school achieves a broad curriculum and teaches in all areas of the National Curriculum. For EYFS, topics are half-termly. These are repeated in two year cycles, allowing learning to be revisited and ideas to be extended or explored in other ways. Details of these may be found in the staff handbook alongside suggested topic coverage and activities.

### **Reviewing and Evaluation the curriculum**

The curriculum is reviewed and evaluated regularly in order to consider breadth and balance and to improve the quality of teaching. We do this by regularly reporting to governors, making it a focus of teachers meetings, staff training and half-termly reviews of the curriculum planning folders

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

**What is assessment?**

Assessment at Sunshine House 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

**How it works at Sunshine House School**

Each pupil has 2 folders in which progress is recorded – a red '*Curriculum Folder*' and a white '*Assessment Folder*'.

The Curriculum Folder contains details of the current planned learning for each pupil in the form of 'learning outcomes'. The progress the pupil is making against each learning outcome is recorded as often as is needed against each in an 'evaluation' column. These observations are recorded by all staff who work with the pupils and is used by the class teachers to inform the 'next step' in a pupil's learning when new learning outcomes are written. This information is also used when writing annual reviews and reports. It is also used to evaluate and write new targeted learning outcomes.

**The Early Years Foundation Stage**

Assessment in the early years is very similar to the main part of the school. Each pupil has both a curriculum folder and an assessment folder. Careful observation of the pupils in EYC ensures that a thorough record of their progress is kept in their curriculum file. During the pupil's first half term teachers record a baseline of achievements against the EYFS profile points and target specific profile points to be achieved by the end of the Foundation Stage. From these and observations teachers write Targeted Learning Outcomes for that academic year. At the end of each academic year progress against EYFS profile points and TLOs are recorded. At the end of the Foundation Stage each pupil is assessed using the Foundation Stage Profile.

**Monitoring progress**

For each year the assessment coordinator compiles a tracking document for each pupil. These are looked at 3 times in the year. teachers check throughout the year if the pupil is on track to make this progress, how they are doing against their

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|   | <p>Targeted Learning Outcomes and what ‘staff judgement’ they would make in each area.<br/>Similarly in the EYFS we monitor progress against EYFS Profiles, TLOs and staff judgements in both November &amp; March and against Foundation Stage Profile during the summer term, completing assessments in all areas in July of each year.</p> <p><b><u>How do we report progress?</u></b><br/>To Parents – at the end of the summer term class teachers compile an Annual Report for parents of pupils’ progress and achievement during the year. Information on their pupils’ current P levels and the results of their progress against their targeted learning outcomes is then shared at the beginning of the following Autumn term via face-to-face meeting, home-school book or telephone conversation as appropriate. New targeted learning outcomes for the next year are also shared at this time. Attainment and progress against targeted learning outcomes and annual review targets are also discussed at annual review meetings.</p> <p><b><u>How do we make sure this is done?</u></b><br/>The Assessment Coordinator and the Head of School ensure that the policy is implemented consistently throughout the school by discussions with teachers and parents. Monitoring pupils progress against P levels, TLOs and Staff Judgements twice a year will ensure we have the opportunity to identify pupils who may be falling behind expectations and ensure provision is adapted as necessary.</p> |
| <p><b>How will my child’s health and well-being be supported?</b></p> | <p>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.<br/>Many children receive music therapy to assist their emotional development and well being</p> <p>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.<br/>Multi professional meetings and therapy review meetings are held at least annually for each child to discuss their particular needs and developments. This is in addition to their annual EHC plan review.<br/>A few children in the school may require a positive handling plan and the school’s behaviour plan reflects the protocol for this</p> <p>Plus behaviour policy, creative therapies where appropriate, the fast referral groups, multi-professional meetings etc</p>  |

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| <b>What training do staff at the School have?</b>   | <ul style="list-style-type: none"> <li>• Our teachers are fully qualified or registered on an accredited training programme to achieve qualified teacher status</li> <li>• Teaching assistants are encouraged to complete the RNIB Partners in Learning accredited course</li> <li>• Many TAs have NVQ3 or equivalent</li> <li>• All staff receive annual safeguarding training</li> <li>• All staff receive bi annual manual handling training</li> <li>• All therapists employed by the school are registered with HCPC (health and care professional council)</li> </ul> |
| <b>How does the School support families?</b>  | <p>Parents workshops (sometimes with a lead speaker), after school clubs, holiday clubs, theme days etc<br/> Saturday family swim and Pre school swim club, coffee afternoons.<br/> All groups are led by SHS staff</p>   |
| <b>What activities are available to children outside of the school day?</b>   | <p>As above but with more emphasis on things such as sibling groups, the pre-school groups etc. Lisa could provide a lot on this</p>  |
| <b>How will the School support my child at times of change?</b>   | <p>Each child's transition programme to a new school is individually planned with meeting between schools to share information and visits from staff parents and child</p>  |
| <b>What might my child do when they leave school?</b>   | <p>There is now an option for pupil to stay at Sunshine through Key stage 3. After this they will either join a provision within Eden Academy, return to a special needs provision in their own local authority or possibly go to a residential special school e.g Lyndon lodge , Chailey Heritage, RNIB Pears Centre</p>   |
| <b>Who was consulted about this Local Offer?</b>  | <p>We will need to consult with Directors, governors and parents and the LA</p>   |
| <b>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?</b> | <p>Complaints procedure but with the offer of talking to the head of School in the first instance</p>   |

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| <b>How will The Local Offer be reviewed?</b>                       | 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. |
| <b>Who can I contact for further information about the School?</b> | If you require any further information the School please do not hesitate to contact the school office on 01923 822538.   |