



Archers Brook SEMH Residential School

SEN Local Offer 2017-2018

OUR SCHOOL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEMH and other Complex Needs.

1. How will I be involved in discussions about and planning for my child's education?

- All applications for the school must come from the Cheshire West and Chester SEN Team and all students must have a Statement or Educational, Health and Care Plan.
- Contact is made with parents/carers on a regular basis, where any issues are discussed to help and support your child.
- Each year you will be asked to attend an Annual Review for checking progress in accordance with your child's Statement or EHCP. This is an opportunity for you to bring up any issues regarding their plan and ways in which to improve the outcomes for the young person.
- You will receive a termly report on the progress that they are making and this can be discussed with the form tutor in more depth to plan the following term.
- Archers Brook has a parent group that meet on a termly basis. This is a great opportunity to understand more information about the school, a chance to be part of a steering group and to get involved in charity events.

2. How will school staff support my child?

- There is a school governor who oversees the work that the SENCo is involved in and coordinates. The SENCo along with members of the senior management and key staff will oversee and plan the programme and provision that your child will receive.
- An annual report will be compiled and presented by the SENCo outlining how the school identifies, assesses and provides for all pupils with SEN. This will also include an analysis of the Assess, Plan, Do & Review process that supports each individual student with SEN.
- The SENCo along with key members of staff involved with the education and wellbeing of your son or daughter will be invited to contribute to an Individual Development Plan (IDP). This will empower the pupil, staff and parents to understand the targets and goals for each term. The IDP is based on the Boxall Profile which identifies areas that your son or daughter needs support with. These will be reviewed at least every term (minimum of 3 times) to assess the impact of the interventions used to support each student.
- The SENCo and Head will generally meet with all parents and pupils prior to entering Archers Brook as part of a transition package that are tailored for individual children. This will allow parents and students to see the school and to ask any important questions that they have.
- Students who have been allocated a place at Archers Brook will be visited in their current educational placement (when appropriate) so that the SENCo can discuss and observe the needs directly with staff and the student so that a smooth transition will take place.

- Your child will have a form tutor who is the first point of contact should you have any concerns regarding the support that they are receiving. All classes have a general teaching assistant.

3. How will the curriculum be matched to my child's needs?

- At Archers Brook, we understand that all pupils have different learning styles, needs and learn at their own pace. To ensure that all pupils reach their full potential we place them in their year groups and then the complex need of children is assessed to place the correct class for them. In Key Stage 2, Year 7 students learn in the same groups. In Years 8, 9, 10 and 11 there is a possibility of a two form entry.
- Through 'Quality First Teaching' lessons are differentiated allowing the pace and challenge for each individual to be applied allowing all students to make at least good progress and realise their true potential.
- You will receive a formal school report 3 times a year. You may also contact the SENCo (Mr Westwater) or the Form Tutor to arrange a meeting or telephone conversation if you have any concerns regarding the progress of your child.
- All students follow Maths, English, Science and ICT (ECDL in Key Stage 4) in all years.
- Vocational subjects are vitally important for students at Archers Brook and students take a full part in these lessons. All students in Key Stage 2 and 3 access lessons in Cooking and Horticulture, along with PE, Art and CDT.
- When entering Key Stage 4 students can take options including; Hospitality, Horticulture, Sport, Construction and Art.
- Literacy and Numeracy skills are targeted across the curriculum and monitored by subject leaders through their respective subject strategies via tasked and targeted action plans. It is clear from observations, interaction and discussion with pupils/parents that our pupils are developing the capacity to learn from their mistakes and are becoming keen learners who want to find out more.
- Britishness and SMSC are not just discreetly taught but woven skilfully throughout the learning experience. This ensures our pupils feel confident to question others, challenge negative opinions, be tolerant and respectful of the beliefs of others or amend their own opinion, with opportunity for discussion being encouraged always with the four areas of British values being upheld.
- The Yr 11 results from 2016 again highlight the success of the initiatives implemented in the revised curriculum and timetable. We have continued to see upward trend in overall achievement of pupils; 100% of candidates achieving at least a level 1 qualification in 2014, 2015 and 2016. 60% of whom attained passes in English and Maths at level 1 or higher in 2015. In 2016 this increased to 89% The average number of GCSE or equivalent qualifications per the 9 candidates at level 1 or above being rising to 8.9.

4. What support will there be for my child's overall well-being?

- Parents will be involved at an appropriate stage in the process so they are kept aware of any concerns we have as we wish to work closely with families to improve the chance of positive changes.
- Every student has a key member of staff in the school. This will be their Form Tutor and designated Teaching Assistant.
- We have an extensive set of professionals working on site daily to support the social, emotional and mental health needs of all students;
 - Art Therapy
 - Holistic Therapy
 - Counsellors
 - Learning Mentors
 - Accredited Nurture Base
 - ASC Specialist Provision
 - Mental Health First Aid

5. What specialist services and expertise are available at or accessed by the school?

- At school, all staff, informed by Mr Westwater (SENCo) Learning Support Assistants and Mentors, support pupils with Special Educational Needs.
- School has access to a variety of internal and external specialist services. We have a fully trained SENCo, staff trained in different needs mentoring and safeguarding. We can access a variety of medical and behavioural services that are available externally.
- We access help from a variety of sources including the Educational Psychology Team, Speech and Language Team, Sensory Team, Hearing Impairment Team, Child and Adult Mental Health Service (CAMHS), ASD Foundation, ADHD Foundation, Social Services, YOT and specialist outreach for behaviour and social skills. These include the RESPECT programme run by Cheshire Fire Service, Princes Trust and external Colleges including West Cheshire College.
- Archers Brook has a fully accredited nurture base that supports students in 1:1 and small groups to develop social, communicative and interaction skills through play and games. This allows students to gain new skills and reflect upon their own attitudes towards others in a calm and controlled environment.
- The Link is an ASC provision for 6 young people who struggle to access in the main curriculum with their peers. Staff who support these students are highly trained and effective in providing learning environments that support students with ASC. When staff are confident that these pupils have started to build confidence and reduced anxiety then a transition plan is adopted so they can start to access main school provision.
- A fully trained Art Therapist, Holistic Therapist and Counsellor all work on site during the

school week. A high percentage of students are regularly supported by these professionals and this helps the young people succeed on a daily basis.

- All of the above help support young people who may have difficulties in accessing the curriculum, school and the wider community

6. What training do staff supporting children and young people with SEND have?

- At Archers Brook, all staff are trained to support pupils with a wide range of special educational needs. This includes training in SEMH, ADHD, ASC, PDA, behaviour management and medical conditions.
- The Senior Leadership team delivers and monitors safeguarding within the school and designated staff receive training and first aid.
- Staff have received training from NASEN in many areas for supporting students with a range of SEN. Staff undergo a rigorous CPD timetable throughout the academic year.
- Staff have thorough knowledge in Pathological Demand Avoidance and Attachment issues.
- The SENCo is qualified in the CCET Training (Certificate in the Competence of Educational Testing) which allows students to be tested who are having issues in and out of the classroom which may affect their learning. This may be used to support students for access arrangements in examinations.
- All staff are MAPA trained (Management of Actual or Potential Aggression) and have the knowledge of de-escalation strategies to support children when in crisis.

7. How will my child be included in activities outside the classroom including school trips?

- Full participation in the curriculum is expected for all pupils where possible. For some pupils a full risk assessment maybe carried out in partnership with parents to ensure all aspects of health and safety are covered before a planned activity.
- The school includes weekly after school club activities and it is expected that all students have the same right to participate in them.
- Personal and Social Development (PSD) is seen as having a major impact on raising the outcomes for students in Archers Brook. During the year many school trips happen including Outdoor and Adventure, Residentials, Cinema and many more to challenge and support students in there development.

8. How accessible is the school?

- The school buildings are fully accessible to wheelchairs users. There are ramps into the school

buildings as well.

- The school has disabled toilets in the house area of school.
- The building is well lit throughout.
- The school has a number of designated first aiders to support students with medical conditions.
- There are also changing facilities that can be locked to secure personal belongings.
- The school has extensive outdoor areas used for horticulture lessons and break times.
- There are outdoor play areas.
- Sensory Areas to support students to reduce anxiety and to learn new skills.
- The school has many quiet areas and reflection areas for students in times of crisis.
- The ergonomics of classrooms are designed to support students learning need to improve outcomes for all young people.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- If your son/daughter has a statement and the application to join the school is early enough then a transition meeting will take place at the school that they are coming from. This will allow the SENCo to discuss and where possible observe the pupil.
- When the school has accepted the application then you will be invited to come into the school to view it and ask any questions.
- At this point, the school will arrange a transition period into school. This will be based on the need of your son/daughter and will be discussed with you, the SEN team and previous school.
- This will help to support and settle your child into a new surrounding and educational setting.
- For the first six weeks of starting at Archers Brook the young person will be highly monitored and then intervention and support can be placed into help the need that they have.
- Where students are moving from the school to another educational establishment and that student has a statement, a transitional meeting will take place to pass on information and support the pupil.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- Our general SEN funding is used to ensure additional support is available to all students. This type of support includes general class TA's, support from counsellors and therapists and literacy/numeracy support.
- On entry to school the Local Authority will allocate the needs funding for an individual student. Through consultation with external professionals, the senior leadership team and parents the

resources to be allocated to the young person will be discussed and decided upon.

- **Every** student's needs are assessed on an individual basis.
- The use of information from external professionals is all taken into account when allocating resources to an individual student.

11. How is the decision made about what type and how much support my child receives?

- As Archers Brook School is a specialist school, all students receive a high amount of support in the classroom and they are educated in smaller groups from mainstream.
- All students are assessed for their needs and support is accessed as quickly as possible to achieve improved outcomes for each individual.

12. How are parents involved in the school? How can I be involved?

- Parents are invited to seek election as parent governors.
- Early transition meetings and visits are arranged for all parents of prospective pupils.
- Parents have access to school contact details and are encouraged to make individual appointments if they have any specific worries or concerns.
- Parents are invited to parent's evenings.
- Archers Brook has a Parents Group which meets termly and all parents are encouraged to attend this to learn more about how the school works and to make suggestions about future provision.

13. Who can I contact for further information?

- The first point of contact if you are concerned about the progress your son or daughter is making is their Form Tutor
- If a specific SEN issue is identified then the SENCo will investigate and a discussion will take place with the parent and the pupil.
- For more information about the school you can phone on 0151-338-2141.

Mrs Myers-Whittaker – Headteacher
Mr Hilditch – Deputy Head
Mr Boram – Assistant Head
Mr A Westwater – SENCo
Mr Dean – Head of Care