



Archers Brook

Targeting success

ARCHERS BROOK SEMH RESIDENTIAL SCHOOL

SPECIAL EDUCATIONAL NEEDS
LOCAL OFFER
2024-2025

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 discuss any issues regarding their plan and ways in which to improve the outcomes for the pupil.
- You will receive a termly report on the progress that your child is making and this can be discussed with their 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 (Gillian Murphy) who oversees the work that the SENCo is involved in and co-ordinates. The SENCo along with members of the senior management and key staff 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 also includes 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 child will monitor data constantly to support their development and academic progress. This will empower the pupil, staff and parents to understand the steps being taken to achieve long and short-term outcomes over the academic year. This will be used as part of the analysis of progress in the annual reviews.
- In class, the teaching assistants will use Class Dojo to communicate with home and also to give GOALS and points for students. One of the points will be for achieving the In-Class Target given to each pupil and as a development target.
- 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 and child-centred 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 at least one general teaching assistant who will be with the class at all times.

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 complexity of their needs are assessed to place the correct class for them. (In Key Stage 2 they learn in the same group (Maximum of 8 per class). In Key Stage 3 and 4 generally there is 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 three times a year. You may also contact the SENCo (Mr McCormick) 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 (NCFE in Key Stage 4) in all years.
- In Key Stage 3 all students follow a broad and balanced curriculum.
- 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, Music and Art.
- In Key Stage 4 we have two pathways towards qualifications dependent on the academic ability of the young person. This allows students to make the next steps for 'Preparation for Adulthood' at college.
- Pathway 1 students will sit GCSE examinations at Levels 1 and 2 for Maths, English and Science.
- Pathway 2 students will complete Entry Level work in Maths, English and Science.
- Pathway 3 students have an individualised bespoke program starting with Entry Level work in Maths, English and Science, offsite English and Maths, college placements with level 1 qualifications.
- 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 develop the capacity to learn from their mistakes and becoming keen and curious learners.

- Britishness, SMSC and RSE are not just discreetly taught but are skilfully interwoven 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 opportunities for discussion being encouraged around the four areas of British values being upheld.

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, providing the following services;
 - Holistic Therapy
 - Counsellors
 - Learning Mentors
 - Accredited Nurture Base
 - ASC Specialist Provision (LINK)
 - Mental Health First Aid
 - Speech and Language Support
 - Nexus Provision
- In November 2023 the school gained the 'Advanced Autism Accreditation' by the National Autistic Society.

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

- At school, all staff, Learning Support Assistants and Mentors, support pupils with Special Educational Needs informed by Mr McCormick (SENCo).
- School has access to a variety of internal and external specialist services. We have a 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 support 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 up to 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 ASC students. When staff are confident that these pupils have started to build confidence and develop skills to reduce anxiety, a transition plan is adopted so they can start to access main school provision.
- A fully trained Holistic Therapist, Play Therapist and School Counsellor all work on site during the school week. A significant proportion of students are regularly supported by these professionals and this helps pupils to 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, medical conditions and a wide array of other needs.
- The Senior Leadership team delivers and monitors safeguarding within the school and all staff receive safeguarding training. Many staff are also trained in first aid.
- Staff have thorough knowledge in Pathological Demand Avoidance and Attachment issues.
- All staff are CPI trained (Crisis Prevention Institute) 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 may be 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 trips and many more to challenge and support students in their 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 accessible 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 are available to support co-regulation and self-regulation.
- The school has many quiet areas and reflection areas for students in times of crisis, or when in need of emotional regulation.
- The ergonomics of classrooms are designed to support students learning needs 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 child has an EHCP and the application to join the school is accepted 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.
- If the school has accepted your application, then you will receive an invitation to visit and view the school 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 child and will be discussed with you, the SEN team and their previous school. Transition 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 actively monitored, interventions and support will be put into effect through a set of standardised assessments.
- When 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?

- **Every** student's needs are assessed on an individual basis.
- 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 allocate 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.
- 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 significant amount of support in the classroom and they are educated in smaller groups in comparison to a mainstream school.
- 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, concerns or updates.
- 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.
- Parents and carers are invited to a day every year (generally in the summer term) to spend a day at school and take part in activities, meet the staff and have some fun with their children.

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/carers and the pupil.
- For more information about the school you can phone on 0151-832-6600.

Mrs Myers-Whittaker – Headteacher
Mr Hilditch – Deputy Head
Mrs Taylor and Mrs Frost – Assistant Headteacher
Mr McCormick – SENCo
Mr Dean – Head of Care