

# Queen Elizabeth II Silver Jubilee School



## Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25 years. This is called the Local Offer. This document tells you about QEII's Local Offer and how we can support your child in order to reach their full potential.

### WHAT IS THE LOCAL OFFER?

The intention of the Local Offer is to improve choice and transparency for families. The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans.

### 1 How does the school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?

- 👑 The Queen Elizabeth II Silver Jubilee School caters for up to 133 pupils, with ages ranging from two to nineteen years. We also have a Post 19 provision in partnership with Collyer's Sixth Form College offering an Employability Course alongside other options such as art and photography for students aged between nineteen and twenty-five.
- 👑 All the pupils have severe or profound and multiple learning difficulties. Some pupils also experience more complex needs, such as severe epilepsy or autism.
- 👑 All pupils attending QEII have a Statement of Special Educational Needs or an Education Health and Care Plan. Their specific needs will be met through the delivery of a developmental curriculum which embraces the National Curriculum. Through an individual education plan and close liaison with parents, carers, professionals, schools, colleges and work places we intend to ensure the maximum development of all our pupils.
- 👑 The annual review and multi-disciplinary life plan processes ensure that all pupils have equal access to a broad and balanced curriculum. Specialised equipment and activities are provided where necessary. Staff use a variety of methods to teach communication skills, including signing and P.E.C.S. (Picture Exchange Communication System) and a range of alternative and augmentative communication devices.
- 👑 The progress of all pupils is monitored termly by class/subject teachers and the senior leadership team to ensure that pupils continue to make progress and are sufficiently challenged through teachers' high expectations.

## 2 How will the school staff support my child /young person?

- 👑 We are committed to meeting the range of needs each child has and our comprehensive professional development package for staff ensures that they keep abreast of developments in special education and become experts in their field.
- 👑 Each pupil has a termly individual education plan that details priority learning. This is planned in a multi-professional way and parents' views are sought through our home/school diary system. Pupils then follow a personalised programme tailored to meet their identified needs.
- 👑 Many pupils access approaches such as TEACCH (structured teaching for pupils with autism), PECS (Picture Exchange Communication System), Attention Autism, sensory diets, intensive interaction and positive behaviour support.
- 👑 Pupil learning is closely monitored through regular classroom observation, discussion and data and all staff are focused on improving pupil achievement.
- 👑 The school's Governing Body is actively involved in the life of the school and receives reports on all aspects of pupil performance and whole school performance.

## 3 How will the curriculum be matched to my child's/young person's needs?

- 👑 The School follows a developmental curriculum which encompasses the National Curriculum. This is accessed through the setting of yearly annual education plans which are evaluated through the annual review process. Termly targets are set by a multi-professional team including the teacher, physiotherapist, speech and language therapist and occupational therapist and indicate priorities for each pupil. Parents are invited to include their ideas in this process and are informed of how pupils have done at the end of each term.
- 👑 The school is divided into early years, primary, senior and sixth form departments for curriculum planning purposes. The early years and primary departments adopt a topic approach which is on a three yearly cycle, ensuring that the EYFS (Early Years Foundation Stage) and National Curriculum programmes of study are experienced by the pupils. The senior department works on a modular basis, covering mini topics in history, science, religious education, geography, art and technology. From the age of fourteen students have access to accredited courses. Department staff plan together to ensure appropriate progression and continuity.
- 👑 The staff meet regularly to evaluate the curriculum offered to pupils and are constantly updating the school's policy documents on each curriculum area. The curriculum framework can be found on our school website.
- 👑 Each curriculum subject is taught in a manner that enables development as pupils' progress through the school. Teachers strive to make activities appropriate to the age they are teaching and the resources throughout school reflect this. The school is committed to delivering many aspects of the curriculum through performing arts and this has been judged to be an outstanding aspect of the

school. The school has also developed an expertise in Alternative and Augmentative Communication and Progressive Environments and uses a wide range of low and high tech equipment to support this.

- 👑 Teachers keep detailed records on individual and group progress using a whole school system which ensures continuity and progression throughout the school. Each pupil has a portfolio which contains evidence of achievement throughout their time in school. This provides the basis for their record of achievement which is given to pupils when they leave each class, at our annual awards evening.
- 👑 The fostering of positive attitudes by parents and teachers to a pupil's learning cannot be over-emphasised. Pupils are encouraged from an early age to evaluate their work and celebrate achievement.
- 👑 The pupils at school participate in many activities which are well matched to their individual needs. This will include many specialised activities, such as hydrotherapy, riding for the disabled, aromatherapy and massage.
- 👑 The school prides itself on its links with the wider community through visits to other schools, link courses at colleges and work experience. Dual Placements with mainstream schools are encouraged if appropriate for individual pupils.

#### **4 How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

- 👑 We will discuss progression routes for your child during consultation events and annual review meetings in school. Progress against targets and resources to meet need are reported back to the local authority for its consideration.
- 👑 We offer an open door policy and if at any point you wish to discuss a pupil's progress an appointment can be made to meet with the class teacher or a member of the Senior Leadership team. Staff in school can offer advice and practical ways that you can help your child at home.

#### **5 What support will there be for my child's/young person's overall well-being?**

- 👑 Safeguarding of pupils takes a high priority at school. It is a standing item on the agenda of every meeting. All staff are trained annually in child protection and the school has a comprehensive policy which links to all areas of school life.
- 👑 We are committed to multi-agency working to ensure that the needs of the whole child are met.
- 👑 Where appropriate pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.
- 👑 Professionals from other agencies including our clinical psychologist, physiotherapist, occupational therapist, community paediatrician and community nurses visit the school as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

👑 Pupils have a strong voice through our student council. They have composed our student manifesto and positive school rules. Our pupil charter promotes the ethos and culture of the school.

## 6 What specialist services and expertise are available at or accessed by the school?

👑 A range of therapy services are available at school and therapist/therapy assistants work alongside teachers to ensure a combined approach. Each therapy is also supported by a higher level teaching assistant. We are committed to working in a multi-disciplinary way and we enhance the services provided by the Health Authority by purchasing additional therapy hours.

👑 In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs such as: social workers, early support co-ordinators, portage workers, clinical and educational psychologists and the peripatetic service for sensory support.

## 7 What training are the staff supporting children and young people with SEND had or are having?

👑 All staff are committed to maintaining their own professional development and there are opportunities for all staff to develop their expertise in response to pupil's learning and wellbeing needs.

👑 All staff new to the school complete a comprehensive induction programme that includes child protection, first aid, manual handling, behaviour (Team Teach). All staff receive regular updates in these areas.

👑 All staff access professional development that links to our school improvement plan as well as their own performance management. Staff make best use of the knowledge of their colleagues and information from courses is cascaded through the school.

## 8 How will my child/young person be included in activities outside the classroom including school trips?

👑 Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences than could be provided on the school site alone as well as promoting the independence of our children as learners. All visits and activities are risk assessed to ensure they are appropriate for individual pupils. Visits include: swimming, accessing the gym, riding for the disabled and accessing local parks, shops and recreational centres.

👑 We run after school activities on Mondays to Thursdays; these include rebound therapy and music therapy. We also afford senior students the opportunity to take part in a wide range of residential activities appropriate to their individual SEN need.

👑 We work closely with other organisations such as 'Reaching Higher' who run rebound and dance clubs on our site.

👑 Our curriculum in the college promotes the transition of skills into the community including strong links to local FE colleges and specialist providers in the adult community.

## 9 How accessible is the school environment?

- 👑 The school is a purpose built single storey building. It comprises classrooms, hall, library area, hydrotherapy/swimming pool, therapy room, soft surface playground, trim trail, environmental garden, sensory garden and a large well equipped multi-sensory / soft play room. There is a large purpose built studio for performing arts and indoor sports which also contains an art studio.
- 👑 The building is fully wheelchair accessible with wide corridors. There is a full range of toilet and changing facilities most of which are fully accessible with hoisting facilities.
- 👑 We constantly strive to improve our facilities and are currently embarking on a building project to improve the arts studio by adding a food technology / café area, music room and additional toilet facilities.

### **10 How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?**

- 👑 Admissions to the school are determined by the local authority whose responsibility it is to ensure that the provision meets the needs of your child as identified in the statement or ECHP. Parents are encouraged to visit the school as part of this process.
- 👑 New children will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.
- 👑 The school provides a welcome pack for new pupils joining the school so that the pupil and family have some idea of what to expect when they start in their new class.
- 👑 Transition planning is a vital part of the annual review process from Year 9 onwards. Parents and pupils meet their personal advisor regularly and all sixth form students have the opportunity to benefit from college links of specialist adult providers in order that pupils can familiarise themselves with the settings.

### **11 How are the school's resources allocated and matched to children's/young people's special educational needs?**

- 👑 The school is resourced by the DfE and the Local Authority to provide small class sizes and levels of staffing to meet each pupil's needs as identified in the statement or EHCP.
- 👑 The use of additional money through pupil premium, primary sports funding, bursaries etc. is targeted at these specific groups and the impact of this on pupil achievement is reported.

### **12 How is the decision made about what type and how much support my child/young person will receive?**

- 👑 The pupil's Statement of SEN/ EHC plan identifies a banding level which reflects the pupil's current needs. This is agreed through discussion between the school and the Local Authority.
- 👑 This is kept under review to ensure that each pupil and each class group is staffed appropriately.

### **13 How are parents involved in the school? How can I be involved?**

- 👑 We believe that a pupil's education is a partnership between parents and teachers; therefore we are committed to developing strong communication with parents and carers and communicate regularly.
  - 👑 Parents and carers are invited to all review meetings and a number of parents' events each year.
  - 👑 There is a parents, teachers, friends association (PTFA) as well as parent representation on the Governing Body.
  - 👑 Our Parent Partnership Committee is designed to promote partnership between home and school and this meets at least every half term. There is a formal questionnaire for parents on an annual basis and this helps to inform school improvement.
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- 👑 Family and friends are regularly invited to join in special school days, attend performances, special assemblies and a range of social functions.
  - 👑 Our Parent Support Group meets monthly and focuses on specific topics such as; speech and language, Makaton, Attention Autism, Sleep Scotland , phonics, e-safety and manual handling.
  - 👑 There are parent support groups that welcome any parent of a child with special needs within the local community.

#### **14 Who can I contact for further information?**

- 👑 For parents the first point of contact is your child's teacher.
- 👑 If you need more general information about the school contact the school office who will be able to direct you to the most appropriate member of staff.
- 👑 If you are considering your child joining the school the first person to talk to is Alison Mitchison, PA to Helen Elphick, Headteacher who will arrange a meeting with her.