

## Mainstream Schools' Local Offer

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Please give a very brief description of your school, eg. size, location, ethos, any mission statements etc.

At Easthampstead Park Community School our vision is to deliver a school judged as outstanding, that lives up to its values and beliefs. We aim to offer a learning journey which develops a sense of curiosity and wonder, supports creativity and motivates students to aspire. Our sense of community is built around the quality of relationships between staff, students and parents (our behaviours) and therefore is partially dependent upon staff welcoming parents into the school as much as possible. We all need to communicate clearly and work with each other. Parents need to be involved with the school, taking an active interest in the development of their own and others' children.

***"It takes a whole village to raise a child."***

Our vision, values and beliefs

- We value and respect all people for their knowledge, experience and capabilities
- We value our heritage; and we believe families and our local community can play an inspiring and purposeful role in young people's learning
- We expect everyone to demonstrate through their actions and behaviours, respect for themselves and the community – people, property and the environment
- We believe that all young people from every kind of background should be equally recognised as being creative and individual.
- We believe that learning should engage all members of the community in order to support them in fulfilling their personal and academic potential

EPCS is a smaller than average secondary school. White British is the dominant group with. The remaining are from a range of minority ethnic backgrounds, and an increasing minority speak English as an additional language, with nearly 30 languages spoken in the school. Our local community is broadly Christian but not overtly so. The local churches are supportive and involved in the wider curriculum, including the World War One commemoration project.

42 students have ASD identified as a primary need; this is above the national average.

### 1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- If concerns are raised by a member of staff or a parent an assessment of the student will take place using school based assessments. Based on the findings this will be

communicated with parents and the next steps discussed together, which could include a referral to an outside agency for further assessment. Appropriate support is then put in place to enable them to overcome barriers that may exist and to achieve their potential. This support is provided by HLTAs and learning support assistants and may be in class, in small groups and, where appropriate, on a 1:1 basis. Students with significant literacy and numeracy difficulties may be offered additional timetabled key skills lessons.

## 1.2 What should I do if I think my child has SEND?

- If you have concerns contact the Inclusion department and an assessment of the student will take place using school based assessments. Based on the findings this will be communicated with parents and the next steps discussed together.

## 2. Support for children with special educational needs

### 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The Inclusion Team will oversee and plan any appropriate support in liaison with the Head of Year and Head of Departments.

### 2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Any interventions put in place will be communicated through written correspondence with home. For those that have an EHCP the individual provision map will show how they are being supported with the additional funding.

### 2.3 How will the school balance my child's need for support with developing their independence?

- We believe that our students with special educational needs should be supported wherever necessary to achieve equal access to the school curriculum and we have a responsibility to develop these pupils to the full, using our experienced staff and a wide range of multi-sensory teaching programmes. Students are incorporated into the main curriculum and classes as much as possible and supported through quality first teaching. Interventions tend to be focussed on small group session for a time limited period. Students do not have one specific LSA attached solely but will have a small number to allow them to develop independence as they grow older in preparation for working life.

### 2.4 How will the school match / differentiate the curriculum for my child's needs?

- Each individual student has their own needs and learns differently. Any differentiation and scaffolding is done based on individual requirements ensuring reasonable adjustment is made to include them fully in everyday school life.

### 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

<..\\..\\..\\Documents\\SEN Resources\\ASD Tips for Success.doc>

<..\\..\\..\\Documents\\SEN Resources\\ADHD tips.doc>

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- This fluctuates depending on the needs of the children attending the school.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Literacy -Fresh Start		x
Literacy- Rocket Reader		x
Literacy- 1:1 Reading	x	
Read and Spell	x	
Think Reading	x	
Drawing therapy	x	
Re-Tracking	x	
ASD Social Skills support	x	x
Handwriting		x
Exam support		x
SALT Language group		x
Small Group Maths– Dyscalculia		x
Number Sense		x
Circle of Friends		x
Typing Skills		x
Maths Booster		x
Maths Wizz		x

2.8 What resources and equipment does the school provide for children with SEND?

- Alpha smarts/ laptops for identified students
- Task management boards
- dyslexia friendly exercise books
- Coloured overlays
- Concentration aids
- ASD/ Sensory room
- Learning Zone classroom
- Homework club after school with LSA support
- Literacy Base
- Writing slopes
- Visual timetables
- Traffic light cards
- Pencil grips
- Ear Defenders to block out distracting noises
- Small Tangle Texture to fidget with
- Pop up partition to block out unwanted distractions
  
- Numicon blocks- Maths

2.9 What special arrangements can be made for my child when taking examinations?

- Access arrangements are made in line with JCQ regulations as stated by exam boards.

### **3. My child's progress**

3.1 How will the school monitor my child's progress and how will I be involved in this?

- A student's learning is tracked individually through departments and through year groups as part of a 6 week data tracking cycle. Parents will receive written reports 3 times yearly showing progress made against their individual targets. Parents are also invited to attend parents evening twice a year with subject teachers. Parents also have access to classcharts on a daily basis to monitor behaviour within lessons.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- All students are involved in Peer and Self-assessment in the classroom on a regular basis and receive regular feedback through the school's 'Think Pink Go Green' (TPGG) marking policy. By improving the quality of feedback provided to pupils research has shown it has an average impact of eight months. This means that pupils in a class where high quality feedback is provided will make on average eight months more progress over the course of a year. Through this process students are involved in setting their own targets and reviewing them through subjects. In addition all students who have EHCPs are involved in attending their own reviews where whole school targets are also set and reviewed. In addition, any students attending interventions will have specific targets set through these interventions.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- For any concerns please contact the students' Form tutor, Head of Year or SENCo. Regular meetings occur.

3.4 What arrangements does the school have for regular home to school contact?

- Reports are currently 3 times a year and there is also parents evening. Parents can always contact the form tutor at any point either by email or by telephone. Parents are alerted to any homework, positives and negatives via the classchart app giving you daily updates. Parents also have access to student handbooks.

3.5 How can I help support my child's learning?

- A regular routine and support with homework. Parents can access the classchart app and regularly check homework and attendance. Regular reading with students also continues to help ensure they make progress.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- Revision evenings
- Information sent home about regular courses in the area.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Both informal and formal conversations with students help to continually review the support in place and what they need to do to continue to make progress with their learning. Students voice is recorded as part of EHCP review process.

### 3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- Prince' Award
- Functional Skills
- GCSEs and BTEC in a range of subjects
- AS and A2 in a range of subjects.
- Asdan Short course gardening

### 3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Reviews of individual interventions are carried out at the completion of each and evaluations done on the impact for individual students.
- As a school we always welcome feedback from parents.
- Questionnaires as part of EHCPs

## 4. Support for my child's overall well being

### 4.1 What support is available to promote the emotional and social development of children with SEND?

- Emotional and Behaviour support Mentor
- Circle time
- Social skills groups
- Peer Mentoring
- Buddy system
- Talk about program
- Lunchtime supervised time in LSC
- Anxiety programs

### 4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Clear boundaries and expectations
- The use of Individual Behaviour Plans (IBPs)
- Meetings with key teaching staff to review positive strategies
- Guidance from ADHD and ASD classroom strategies
- Alternative curriculum where appropriate
- Reasonable adjustment made based on individual needs
- Regular meetings with Head of Year
- Referrals to external agencies

### 4.3 What medical support is available in the school for children with SEND?

- Students that attend Welfare are treated as individuals whatever their needs. Information given to the school by Parents is shared , with permission , to staff if appropriate. External advice and guidance is always sought where appropriate.

### 4.4 How does the school manage the administration of medicines?

- Medicines are given to Students with written Parental consent via a permission slip or phone call if one off. Each time medication is administered it is recorded. This includes medication for conditions such as for epilepsy and ADHD.

- The actual medication is kept under lock and key at all times.
- Guidance in line with medical handling procedures protocol.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

- All needs are discussed on an individual basis.

## **5. Specialist services and expertise available at or accessed by the school**

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc. ?

We currently are accessing the following service based on current students needs:

- Educational psychologist
- Hearing Impaired service
- ASSC (ASD) advisory teacher
- Behaviour Support Service
- Teaching and Learning Service
- Speech and Language service
- CAMHs
- Berkshire Anxiety Clinic
- College Hall Outreach
- Occupational Therapist
- Young Minds
- YouthLine
- Dysfluency Service
- Physiotherapist

5.2 What should I do if I think my child needs support from one of these services?

- Please contact the Inclusion Department

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- Reviews are carried out on a termly basis by the services for identified individuals. Staff receive and relevant training to then deliver any appropriate programs in the interim.
- All these services are provided through the local authority and a referral would be made to them via the school.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- As a school we can make a referral to CYPIT electronically if you contact us.

5.5 What arrangements does the school have for liaison with Children's Social Care services

- The school has a direct contact if any concerns.
- Meetings are regularly held in joint consultation.

## **6. Training of school staff in SEND**

### 6.1 What SEND training is provided for all school staff?

- Depending on the needs of individual students.
- More recently whole school inset days which have included Restorative Justice, Oracy and quality first classroom strategies.
- Role appropriate training with a disability discrimination aspect to it.
- NVQ Level 2 in supporting young people and children with mental health
- NVQ Level 2 Specific Learning Difficulties
- NVQ Level 2 in Understanding Autism
- Sensory training
- ASD and anxiety training
- Elkan Level 3
- ELSA Training

### 6.2 Do teachers have any specific qualifications in SEND?

Based on own individual interests and specific to roles. SENCo has an MA Education (SEND)

### 6.3 Do teaching assistants have any specific qualifications in SEND?

Our staff have arrange of qualifications and training including:

- NVQ 2 and 3 Teaching Assistant
- HLTA
- Assessment and diagnosis of Maths difficulties KS3 & 4
- Drawing Therapy
- ASD training
- Open College Network - Supporting Learning with reference to children with special educational needs
- Settling Troubled Pupils
- SALT training
- EAL training
- TEFL training
- Emotional Literacy
- Dyslexia Training
- Sensory training
- NVQ Level 2 in supporting young people and children with mental health
- NVQ Level 2 Specific Learning Difficulties
- NVQ Level 2 Understanding Autism
- Elkan Level 3

## **7. Activities outside the classroom including school trips**

### 7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- LSA's will accompany students who need support on visits.
- All reasonable adjustments are made to include individuals in line with the Disability Discrimination Act.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Ask for permission via written consent.
- Discussions with parents based on individual additional requirements.
- Planning based on individual needs and reasonable adjustment.

## **8. Accessibility of the school environment**

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The school site provides full access to all learning areas of the school.
- There is access to a lift for those students who need to access lessons where they are not on the ground floor.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- No amendments have currently been made.

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets available throughout the site.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- Regular advice from Advisory support services including Hearing Impaired service, Visually Impaired service, ASSC Service and Physical disability service.

8.5 How does the school communicate with parents / carers who have a disability?

Based on needs but communication may include:

- Enlarged print
- Written or verbal communication either phone, email or letter.

8.6 How does the school communicate with parents / carers whose first language is not English?

- The school is able to translate documents for certain languages and can provide support at parents evenings and meetings with a translator if required for Polish, Hungarian, Spanish and Italian speaking families. Regular support from the LA EAL service is always available if further required.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

9.1 What preparation will there be for both the school and my child before he or she joins the school?

All students are screened on entry and this data, together with information from the primary feeder school or another secondary school, is used to identify the individual learning needs of the students. Appropriate support is then put in place to enable them to overcome barriers that may exist and to achieve their potential. Student profiles are also written for all SEND students so staff are aware of individual needs and strategies identified to support individuals.



Where students are transferring from primary school a member of staff will attend EHCP reviews during year 6 to support the planning process and to get to know students. HLTAs/ LSA may also be identified to work with a student as a Key Worker if needed to allow additional visits and to visit the student in the classroom at their primary school so all support needs can be identified.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- ASD and those with Speech and Language difficulties are provided with an advance copy of their timetable where possible to help prepare them for the transition and so they can become familiar with the new member of staff. If needed they can be introduced to the teacher and classroom before the commencement of the new timetable. Photographs and visual timetables can also be provided to support at home.
- Year 8 Foundation Pathways evenings- opportunity to find out from key subject staff about subjects at KS4 to help in choosing their next steps.
- At the end of Year 8 students go through a formal graduation ceremony to celebrate their success in Discovery.
- In year 11 students can undergo a two day induction in preparation for their sixth form or college courses during the summer following their exams.

9.3 How will my child be prepared to move on to his or her next school?

- Transition meetings with next school/college where required.
- Additional visits with a member of staff for students who need support.
- Support from the Travel training team can also aid with using public transport to access alternative places.

9.4 How will you support a new school to prepare for my child?

- Transition meetings with next school/college where required.
- Sharing of student profile and all relevant documentation and assessments.
- Observations of student in current school setting where appropriate.
- Additional visits where appropriate.

9.5 What information will be provided to my child's new school?

- Sharing of student profile and all relevant documentation and assessments.
- School, SEND any Child protection files in line with GDPR.

9.6 How will the school prepare my child for the transition to further education or employment?

- Transition meetings with next school/college where required.
- Invitation to EHCP reviews
- Additional visits with a member of staff for students who need support.
- Support from the Travel training team can also aid with using public transport to access alternative places.
- Careers interviews and completion of S139 where appropriate in conjunction with Advizer careers service.

## **10. Who can I contact to discuss my child?**

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- You should contact the form tutor or SENCO if SEN related.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- The school does have a family support worker who does work with many outside agencies to who can provide support to families along with an Inclusion Support Lead teacher.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- Our Inclusion Support Lead teacher and pastoral team are happy to support in making referrals to the appropriate outside agency.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Any concerns should be passed onto the school as soon as possible so that we can work together to resolve any issues in line with the school's complaints policy.
- Head's suggestion Box
- Feedback can also be given via our governors who are always present at parents evenings.