

1. What does your school offer children with Special Educational Needs and/or a learning disability?

The Priory and The Garth Schools work closely together as a special educational needs provision within the south East of the County of Lincolnshire. Both schools are members of the Community Inclusive Multi Academy Trust (CIT), a trust with seven high performing special needs schools.

The Garth School effectively meets the needs of pupils aged between 2 and 19 who have complex and wide ranging special educational needs. These include Autistic Spectrum Disorders, severe and profound and multiple learning difficulties and health and development related delays and disorders.

The Priory School provides well targeted support to children aged 11 to 16 all of whom have wide ranging special educational needs including Autistic Spectrum Disorder, learning difficulties, speech and language disorders, social communication developmental issues and varying degrees of emotional and behavioural difficulties.

Both schools have a strong reputations and pride themselves on the wide ranging support they provide for parents and their children. We are always available to talk, meet and review how we work, as each pupil is exceptionally individual to us.

Our ethos is simple...”Achieving Together!”

2. What specialist expertise / facilities does your school have?

The staff team are highly skilled and experienced in meeting the needs of pupils with wide ranging special educational needs. Teachers and Teaching Assistants benefit from regular and ongoing training to ensure best practice is achieved in both the teaching and learning and health care of pupils.

The schools enjoy impressive facilities and space including fully equipped science, ICT, resistant materials and cookery workshops. In addition, there are considerable external grounds which include a horticultural area, woodland area, sensory garden and outdoor classroom space and small animal care unit. Other specialist facilities include a hydro therapy pool, sensory room, ball pool and drama and music studio, life skills classroom and bike maintenance workshop.

3. How will the school allocate the specialist expertise and personalised support for my child?

All pupils are baseline assessed on entry to the school. Their identified needs will be addressed through placement within the most relevant class group according to their age and needs. School staff skills are matched to the requirements of pupils within each class group. Advice, support and guidance is routinely sought from a range of visiting professionals who work in partnership with the school to meet pupil needs. i.e Speech Therapy, Physiotherapy, Educational Psychologist, Occupational Therapist, medical professionals and Social Care Teams.

4. Who provides the provision and support for my child in school?

Teachers and teaching assistants provide the source of support and provision across both sites. Senior staff in turn provide support, advice and guidance to teaching staff and teaching assistants to ensure that the identified needs of pupils are met effectively and that each child's progress is carefully monitored and reviewed. An annual review of each child's Education Health and Care Plan is conducted by senior staff in partnership with teachers and other professionals to ensure that the provision on offer is relevant, appropriate, well targeted and is meeting pupil need.

5. What additional training and experience do your staff have to meet my child's needs?

All staff are experienced and knowledgeable about how to meet a wide range of special educational needs. A regular programme of staff training and subsequent refresher training is in place to ensure staff skills are kept current and of high quality. This training includes Communication, behaviour management including positive handling, Child Protection, Autism

awareness, first aid, epilepsy, phonics and regular updates to curriculum and subject delivery. Within the Federation there are a range of staff with specific additional skills used to support staff and pupils alike. These include Makaton trainers, staff with specific Autistic Spectrum Disorder accreditation, Speech and Language programme delivery, Physical and Postural management training, health care needs, Portage, sensory impairment and emotional and behavioural difficulties.

6. What support will there be to ensure my child's emotional health and well-being?

Across both sites there is a wealth of expertise and additional support available to pupils to address a wide range of factors relating to emotional health and well-being. Staff within all classes work as a team to meet the immediate well-being needs of all pupils. Across the Federation there are staff skilled at providing additional services and support to families requiring more intensive intervention. These include a Behaviour Mentor, accredited Moving and Handling Coordinators, a Learning Mentor, Makaton trainer, Social Communication Outreach delivery teams and Portage.

All staff receive appropriate training on the correct administration of both routine and emergency medication. The schools work in close consultation with the community nursing service who provide detailed health care plans for those pupils with specific health care needs.

Both schools value the importance of working closely with a range of education, social and health care professionals and work hard to ensure a coordinated approach is achieved to meet individual pupil and family needs. These agencies include, Social Care, Health including The Child and Adolescent Mental Health Service, Transport Services, Respite and After School and Holiday Club providers.

Multi-Agency meetings are regularly held in school to ensure a team approach to supporting children and families.

Systems are in place to ensure that medical records are regularly updated and that staff administering medication do so accurately and effectively.

The schools PSHE and SRE programmes place heavy emphasis on emotional health and well-being and actively promote anti bullying and E-Safety, positive behaviour and safety.

Attendance is monitored carefully and support is provided to those pupils for whom attendance is an issue. The schools liaise with Education Welfare Services when required.

7. Who will be involved in delivering, monitoring and reviewing my educational, health and care plan?

All staff contribute to the delivery of provision. Senior staff oversee, monitor and review the effectiveness of the range of provision and support on offer, ensuring that changes in need are responded to effectively and promptly.

Annual reviews of plans are routinely held and parents are invited and encouraged to contribute their views on their child's progress and the quality of the provision and support available.

8. How will my child be involved in the process and be able to contribute their views?

Pupils are invited to their review meetings and are supported to contribute their own views on progress and the school. Pupils will bring either photos or work to illustrate their achievements throughout the year. The PSHE curriculum enables pupils to shape their views on their own aspirations for the future. More able pupils write their own responses to how they feel they are getting on and what they want to achieve in the future. Pupils from year 9 onwards contribute to their own Transition Plan. Pupils with profound and multiple learning difficulties contribute their views, thoughts and feelings through the development of their own communication passports and through sensitive interpretation of their needs, likes and dislikes from an adult in school that knows them well.

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

Both schools ensure that the curriculum matches the needs of pupils.

The Garth School is divided into three teaching and learning departments (EYFS, Middle School and Upper School) with appropriate and creative curriculums in place. Within the EYFS and KS1 pupils follow the Early Years Foundation Stage Curriculum. Pupils in Key Stages 2 and 3 follow a theme based curriculum which is devised using The Primary National Curriculum 2014 and units from the Equal's Schemes of Work. Key Stages 4 and 5 have a curriculum based on the Equal's Moving On Scheme of Work and Foundation Learning. A direct result of this structure is that each and every pupil has access to a curriculum that best suits their needs and abilities.

At The Priory School the curriculum is planned well in relation to pupil's learning difficulties and contributes considerably to their enjoyment of school and to good achievement. It provides good support to the personal development and learning of pupils of all abilities. It prepares them particularly well for the transition to adult life and involves them directly in many activities within the local community. The curriculum is designed to ensure pupils are given ample opportunity to develop their spiritual, cultural and moral education. The impact of this is seen in the attitude and ability of pupils to engage with and appreciate a range of diverse culture, backgrounds and experiences. The school continually keeps its curriculum offer under review.

The Key stage 4 curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning. The school has worked in close partnership with the local authority and has been used as a model of good practice to support other schools to implement foundation learning and key stage 4 curriculum models. We are aware of the effectiveness of our key stage 4 curriculum as a result of pupil and parental feedback, observation, pupil's behaviour and feedback from community partners i.e. Boston College and work experience providers.

The KS3 curriculum provides well organised, imaginative and effective opportunities for learning for all groups of pupils. The school is exceptionally well resourced, particularly with regard to practical subjects and, is well placed to deliver a broad and balanced curriculum. The vast majority of our pupils learn from practical, 'hands on' experiences delivered both in school and the local community.

Across the schools each curriculum framework within the school is designed to enable pupils to access broad and relevant learning experiences.

Frequent opportunities are taken to provide pupils with offsite experiences linked to their curriculum programme. e.g. Visits to supermarkets, cafes, churches and museums.

Emphasis is placed on preparation and transition to adult life, exploration of personal relationships and their significance, understanding ways of dealing with situations of risk, personal care and hygiene, physical changes, sexual relationships and healthy lifestyles. The result is that pupils have a greater awareness of potential challenges within their future lives.

Within each Curriculum Framework, opportunities are provided for pupils to experience and investigate a wide range of cultures and lifestyles. This enables all pupils to enhance their awareness of diversity within society.

Pupils of all abilities and ages with wide ranging needs have been taught to work co-operatively alongside each other. Teachers identify opportunities where pupils can work together on tasks. e.g. college, sport. Pupils / students have been identified as group leaders for Makaton (Makaton Mentors) and this has provided them with a sense of responsibility for their peers and the activity.

All learners have the opportunity to take part in all curriculum areas and extra-curricular activities.

Specific learning needs and development opportunities are enhanced further through the use of additional plans. For example, physiotherapy programmes, SALT programmes of study, multi-sensory programmes.

The school has a wide range of extracurricular activities in place which are run as clubs during lunchtimes. These clubs ensure that pupils have access to and opportunities for activities which would not ordinarily fit into the curriculum frameworks.

At The Garth School enrichment sessions are delivered on one afternoon a week to provide a variety of learning activities to pupils of mixed age and wide ranging learning needs. The impact of this is that pupils develop their ability to work with and play alongside a wider range of peers and staff, whilst being exposed to an array of creative and alternative experiences and learning opportunities.

The school has inclusion links with three local mainstream primary schools in addition to working in close partnership with the Priory School. As a direct result of these links, targeted pupils benefit from experiencing learning opportunities in

mainstream schools. Additionally, pupils from mainstream schools visit the Garth for Literacy and Numeracy lessons. These inclusion sessions provide an opportunity for skills and knowledge to be shared between staff from different schools. The pupils in the school also benefit greatly from working with and playing alongside pupils from mainstream schools.

10. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

There are regular opportunities for families to discuss their child's progress. These include Annual Review meetings, Parents Evenings, coffee mornings, parent support groups and home school diaries. Reports providing detailed information progress within all areas are distributed annually. Additional information on pupil progress is shared at parent's evenings and at the mid-year point. Individual Education Plan targets are reviewed and shared with families three times a year.

Both schools carefully track pupils' progress each term through the use of data and through observations. The assessment tools used to help judge how well a child is doing include:

- National Curriculum levels
- P Scales (PIVATS) – the steps before the National Curriculum
- MAPP
- Early Learning Goals for children working within the Foundation Stage
- Reading and spelling assessments
- Standardised assessments, usually completed by the Educational Psychologist or a Specialist Teacher
- Assessment for Learning – within the classroom, using thumbs up/down, traffic lights or fans, self-assessment against targets, talking partners etc.
- Individual Targets through a child's IEP
- Accreditation and qualifications ranging from Pre Entry level through to GCSE.

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

Across both schools pupils access a wide range of educational visits within the local community and further afield. All pupils access these types of trips and excursions. Trips are fully risk assessed and compliant with Local Authority regulations. Educational visits are linked closely to curriculum topics and subject areas. Emphasis is placed on developing life skills, independent living skills and vocational and work related learning skills. The schools have access to five mini buses which are adapted to accommodate pupils with physical disabilities. Trips and excursions to residential outdoor pursuit centres and Europe are a regular feature of the school calendar. After school clubs run at both sites. Holiday club provision based at The Garth School is also made available through Action for Children.

12. How accessible is the school environment? How accessible is the school curriculum?

As special schools, accessibility to the school building and the curriculum are routine and all levels of disability and need can access provision. The schools work closely with families for whom English is not their first language. Use of translation services are sought to ensure good communication during meetings and reviews. Pupil's access to the curriculum is supported through the use of adaptable height adjustable furniture and assistive technology and IT packages. Lessons across both schools are delivered taking in to account a pupils preferred learning style. Curriculum delivery incorporates an array of learning opportunities; kinaesthetic, auditory, tactile and sensory based, CIL, 1:1 for some academic tasks and recording activities.

13. How will the school prepare and support my child to join the school?

At the Garth School, prospective pupils and their families are encouraged to visit the school. When a place is confirmed at the school an initial home visit is arranged. In addition subsequent familiarisation visits can be arranged. Dependent upon their age and need, some pupils will begin school on a part time basis. The school works closely with a range of professionals to ensure that any specialised equipment, resources or training is in place prior to the child starting in school.

At The Priory School, prospective pupils and families are encouraged to visit the school. When a place is confirmed, school staff will attend annual reviews or planning meetings at the pupil's current school. Transition days are arranged for all new year 7 pupils during the summer term prior to their arrival.

The schools work closely with the Local Authorities Transport Department to make sure that home to school transport arrangements run smoothly.

14. How will the school prepare and support my child to transfer to a new setting/school/college?

All pupils from year 9 onwards are involved in the development and subsequent review of the Transition Plan. This plan identifies future aspirations and potential provision opportunities. This plan is reviewed at least annually and is supported by close liaison with the LLDD advisors who work with the school. Pupils and parents are closely involved with the development and review of transition plans. The senior staff across the schools provide support, advice and guidance to pupils and families on the all aspect of transition.

15. How can I be involved in supporting my child?

The Priory and Garth Schools actively promote positive parental involvement in school life. Parents are encouraged to visit school to engage in a variety of whole school activities and events. Home/school books are used routinely to communicate between families and teachers. Coffee mornings and parent/carer support groups are available on a termly basis. Regular attendance at reviews, meetings and parents evenings are considered very important in order for parents to gain a greater understanding of their child's needs and development. Parents are encouraged to adopt similar strategies to those used in school to promote a high level of consistency in learning, behaviour and communication.

16. How can I access support for myself and my family?

Parents are welcome and encouraged to seek assistance from the schools when they feel additional support is needed. The school can sign post families to a variety of agencies and support networks in addition to any advice that it may be able to offer.

The schools website contains links to several support groups. Parental attendance at parent/carer groups and coffee mornings is also a good and useful source of support and guidance. The federation also delivers outreach support and training to schools and families across the south of Lincolnshire on a range of special educational needs issues.

17. Who can I contact for further information?

The Garth School: Head of School, Mrs Claire Moore. Monday to Friday 01775 725566, enquiries@garth-cit.co.uk

The Priory School: Head of School, Mr Matthew Flatt. Monday to Friday 01775 724080, enquiries@priory-cit.co.uk

Can we help?

This work supporting the Local offer for Schools has been collated on behalf of the Local Authority by

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Please feel free to contact either of them for further support in the development of your local offer.

The Specialist Teaching team and the Educational Psychology Team are also all happy to support you and are ready to answer any questions or signpost you for further support.

Date of SEND Information Report: 11.11.2019 (to be reviewed annually)