



ALL ABOUT SHOREFIELDS SCHOOL - OUR LOCAL OFFER

This is a summary document for parents/carers, who have been involved in contributing their views

Our ethos

This school has specialist provision for learners aged 3-19 with special educational needs in *Cognition and learning* who have a Statement of Special Education Needs or a new Education Health and Care plan (EHC) or are in the Early Years stage and being assessed for an EHC plan. Our school fits around our learners' needs, not the other way around.

Our approach is based on caring and respect for all. We understand the individual needs of learners and we will be flexible in our approach to meeting them. We provide a safe and happy learning environment in which we ensure 'Learning and Achievement for All'

We ensure equal opportunities and every learner is fully involved in school life. We aim for every learner to make the best progress they possibly can.

Our work with you and learners

We are a homely, friendly and approachable school. We communicate closely with parents and carers as we know this is best for learners. We will make sure that before your child starts at the school, we find out all the information we will need to know from you and work with you to ensure a successful and happy start to school for your child and for you.

We will work with you in partnership with you-

Informally through:

- always listening to you
- the opportunity to chat face to face or on the phone if and when you need to
- regular use of the home-school diary
- class assemblies, social events, joining lessons,
- compiling a photo record of your child's days, weeks and years in school to share with you

More formally through:

- Your child's Education, Health and Care plan review
- Annual reports
- Termly parents evenings
- Parents workshops
- Surveys of parents views
- Family link workers

We provide the MAZE programme throughout the year – a series of workshops and courses to support parents' relationship with and understanding of their child with additional needs.

We run monthly coffee mornings for anyone involved with a young person with additional needs to provide a support and social network

We run a monthly Siblings Club for brother and sisters of learners with additional needs

We always listen to young people – we want them to be safe, happy and thriving. We will work with them on their level and understand and accept everything about them. We get to know each individual very well and support them positively and constructively to move forwards. This is backed up with more structured procedures for gathering learners views:

- The student council

- Key workers
- The annual review
- Target setting
- Questionnaires
- Individual observations

We provide a range of after school and holiday clubs and an evening youth club for learners and to offer short breaks to families

Our staff expertise

Our staff are employed here because they are skilled, caring and positive people who love this school and are passionate about teaching and helping the learners. We have small classes (average 10) and high staff ratio (1:2 or 3) and staff remain consistent and get to know learners really well. Pastoral care is very important to us.

We put in place a range of programmes to meet learners' needs and linked together into a 'One Plan' including

- Individual learning programme
- Access to learning plan
- care plan,
- communication passport,
- medical plan
- manual handling plan
- positive management and support plan
- sensory integration programme

The school is split into distinctive phases each led by a Phase Leader who takes overall responsibility for learners' progress and wellbeing as well as ensuring work between the phases is coordinated.

Phase leaders are John Saxon for College (ages 10-14) and Jenny Smith for School ages (4-13).

The school's named SENCo is the head teacher, Jo Hodges, however all teaching staff are dedicated to ensuring the best progress of all their pupils.

Staff are trained in a range of areas relevant to supporting learners with additional needs e.g. in curriculum approaches, communication, physical skills, behaviour management, sensory needs.

Staff are skilled in meeting the needs of learners on the autistic spectrum through e.g. PECs, TEACCH, visual systems, sensory integration training

All staff are trained regularly on safeguarding and the school has specific Child Protection designated persons.

Our partnerships

The school works closely with other professional partners based at the school or regularly visiting us.

Our full time school nurse is Debbie Woodman

Our full time speech and language therapist is Helen Rice

Physiotherapists – Anna Smith and Emma Blower and occupational therapist – Jo Crane visit weekly. We also have an OT specialising in sensory processing difficulties for 2 days a week. Music therapy, theraplay, dietary services, ophthalmic services, paediatric clinical services are also in place here

We strive to develop close multi agency teams around the child, based in our school, to work with you.

As well as the health partnerships we have, we work with professionals from other areas including wheelchair and mobility aids specialists, Social care, Educational Psychology and therapeutic services to meet learners' needs

Our governing body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of learners and families.

Our policies and provision

The school delivers the requirements of the EYFS and National Curriculum adapted to meet individual needs. We focus on teaching learners the skills they need for lifelong learning and independence and to cope with the future.

All learners are targeted to achieve good or outstanding progress based on national expectations for learners with SEN and are set according to individual abilities.

Older learners extend their learning into life, community and workplace skills supported by our community partners and work towards accredited qualifications.

We support learners as they move to different phases of education and life and ultimately as they prepare to leave school through close working with other social, education and care partners.

Our building and facilities are fully accessible to and safe for all learners.

A range of our school policies are available on the website or we can provide copies on request.

