





## ALL ABOUT SHOREFIELDS SCHOOL - OUR LOCAL OFFER

This is a summary document for parents/carers whose views have been taken into account when producing it

### **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 (EHCP) 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
- providing 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
- using Tapestry as a record of your child's days, weeks and years in school to share with you (for pupils in Nursery to C3)

More formally through:

- review of your child's Education, Health and Care Plan
- termly or 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 because 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:

- student council
- key workers
- the Annual Review
- target-setting
- questionnaires
- individual observations

In order to offer short breaks to families, we provide a range of after-school and holiday clubs for learners.

### **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 size 10) and a 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, linked together into a 'One Plan' including

- individual learning programmes
- care plans
- medical plans
- manual handling plans
- a positive management and support plan/ STEPS
- a sensory integration programme

The school is split into distinctive phases, each led by a Deputy Headteacher who oversees the department and takes overall responsibility for learners' progress and wellbeing as well as ensuring work between the phases is coordinated. Each phase has a Hub Leader who organises the day-to-day running of the phase and coordinates medium- and short-term planning.

The Deputy Headteachers are Alison Matzkiw for College (ages 14-19) and Gemma Fowler for School ages (4-13). The College Hub Leaders are Mel Williams and Verity Whiteside for C1-C3 and Christine Welch for C4-C6. The school's named Senco (Special Educational Needs Co-ordinator) is the Head Teacher, Jennifer Grotier. 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, such as in curriculum approaches, communication, physical skills, behaviour management, and sensory needs.

Staff are skilled in meeting the needs of learners on the autistic spectrum through Picture Exchange Communication Systems (PECS) ,visual systems and sensory integration training.

All staff are trained regularly on safeguarding and the school has specific Child Protection designated persons, Jennifer Grotier and Debbie Woodman.

### **Our partnerships**

The school works closely with other professional partners who are based at the school or regularly visit us.

Our full time school nurse is Debbie Hamilton and our full time speech and language therapist is Helen Rice. The physiotherapist is Anna Walklett. The occupational therapist, Jo Crane, visits weekly. We also have an occupational therapist, Angie Thomas, who specialises in sensory processing difficulties and visits for 2 days a week. Music therapy, Theraplay, dietary services, ophthalmic services, and paediatric clinical services are also in place at the school.

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

As well as our health partnerships, we also work with professionals from other areas including: wheelchair and mobility aids, social care, educational psychology and therapeutic services.

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

### **Our policies and provision**

The school delivers the requirements of the Early Years and Foundation Stage (EYFS) and National Curriculum adapted to meet individual needs. We focus on teaching learners the skills they need for lifelong learning and independence in order to be able to cope with the future.

All learners are targeted to achieve good or outstanding progress based on national expectations for learners with special educational needs 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, educational and care partners.

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

A range of our school policies is available on the school website (website address?) or we can provide copies on request.