



The Shrubberies School



Local Offer

The Shrubberies School provides education for pupils and students with special educational needs between the ages 2 and 19 years, with accommodation for up to 130 pupils. The accommodation is comprised of The Shrubberies School main site which caters for pupils from 2 to 16 and The Apperley Centre, which will cater for students aged 16-19 years. The Apperley Centre is only half a mile away from the main school site and is styled to accommodate further education learning for our pupils.

How does our school know/identify that children have special educational needs (SEND)?

Children are placed at the Shrubberies School following agreement by the Children and Young People Service Decision Panel (CYPDS) and the Headteacher. All pupils and students have a statement of Special Educational Needs or an Education, Health and Care Plan which describes their individual areas of special needs and informs his/her individual education plan.

A formal review is held once a year to discuss the child's progress, their current areas of special needs and to agree at least one target for each area of need. Any additional needs are discussed as part of the review and if appropriate, alternative or additional sources from within school may be accessed.

How will our school include parents and students in planning and support?

*Parents are an integral part of the planning and provision for our pupils and students. The school offers a Family Support Worker to help with individual issues. Parents are part of the statutory review process where their voice is listened to and individual support can be planned to meet the needs of their child. **The Shrubberies have an open door policy for parents**, and inclusion in school life is encouraged. This includes a programme of parents' evenings, information evenings and transition meetings. Parents are also invited to celebration assemblies in primary and early years.*

How will our school teach and support children?

The Shrubberies provides a holistic, individualized curriculum that is flexible to meet the needs of the pupils and students. The curriculum covers academic learning and cognition, communication, physical development, social and emotional development and health and wellbeing. Our older students' curriculum also includes preparing for adulthood.

The pupils are taught within small classes with a relevant staffing ratio. We recognise the need for the use of different learning environments as part of a creative curriculum that is aimed at engaging pupils and students in learning. The school has a dark room, multi-sensory rooms, large soft play room and hydrotherapy pool. Good playground and grassed

areas are available to the pupils, together with an adventure playground and enclosed soft play areas for early year's children. The school also has a multi-use games area, working gardens and an enclosed wildlife pond area. The forest garden is also an established environment for learning. The children are able to participate in rural science projects and develop gardening skills.

Information and communication technology is used throughout the school and a wealth of relevant and structured programs of learning are available. This includes resources that can be used at home to support their learning and involve the parents.

Who will be working with your child?

Class team comprises of a class teacher and teaching assistants. The number of teaching assistants is dependent on individual and group needs. In addition to class staff the Shrubberies work alongside educational psychologists, speech and language therapists, music therapists, occupational therapists and physiotherapists. We also have a team of higher level teaching assistants (HLTA) who are extremely qualified in specific areas of the curriculum, and look after parent support, total communication, moving and handling and bereavement support.

When children whose SEND circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically this support continues to be provided from within the class team, but may be targeted at specific times i.e. break times, circle times etc. The support is reviewed on an ongoing basis.

How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

In school we hold class team meetings, and department meetings regularly to update all staff on the children's plans and targets. If necessary we hold pupil and student meetings to discuss extraordinary behaviour plans or specific targeted interventions.

All pupil and students have a pupil profile for staff to read in the class file and Communication passports and /or behaviour plans as necessary. Individual risk assessments are also written when particular risks are present.

When a child gets to Year 9 there are specific transition meetings to aid an appropriate pathway for moving on.

What expertise does our school and our staff have in relation to SEND?

Safeguarding our pupils and students is of paramount importance and all staff, volunteers and work experience visitors have safe guarding training.

Training of staff

All staff, both teachers and support staff, receive comprehensive and ongoing training in meeting the needs of pupils and students with severe, profound and complex learning difficulties. There is an induction programme for all new staff. This is followed by an ongoing assessment as part of the comprehensive performance management policy to ensure all the opportunity to develop their skills within the school.

In addition to the more specialist curriculum training dependent upon the area of interest and expertise of staff, all receive training in safeguarding, manual handling and fire and risk assessment. Many staff also are trained in Total Communication, PECS, first aid, medication administration, wade and rescue, behaviour management, food hygiene, Midas training and Team Teach.

The school benefits from having its own Total Communication, Manual Handling and Team Teach trainers and a specialist teacher of pupils and students with severe, complex and profound learning difficulties and disabilities.

Areas of expertise

Specific staff areas of expertise include:

- *Safeguarding*
- *ASD*
- *PMLD*
- *Communication issues*
- *Visual Impairment*
- *Sensory Curriculum*
- *Behaviour*
- *Manual Handling*
- *Team Teach*

What intervention programmes does our school run and how are they delivered?

We have purchased an online intervention for older students with specific needs in literacy. The targeted students have time out of class to access this on a regular basis. We have a dedicated reading program help.

Music therapy is provided on a rolling programme to help as many children as possible within any one year. Bereavement support is offered by a trained member of staff for particular children or class groups as required.

Webster Stratton Courses for parents are run in school in the autumn by the CYPS team and our own family support advisor.

What teaching strategies does our school use for children with learning difficulties including?

The teaching staff adapt their teaching strategies to meet the needs of the pupil and students. They draw on a wealth of strategies such as;

- *Structured teaching*
- *Sensory learning*
- *TEACCH techniques*
- *Gentle teach*

What support does our school put in place for children and young people who find it difficult to conform to school behavioural expectations and how do we support children and young people to avoid exclusion?

The school has a behaviour curriculum that aims to developing emotional resilience and positive mental health, support self-management, build confidence and self-esteem, develops and understanding of how to stay safe etc. The pastoral support given in class uses Team Teach techniques such as prevention, de-escalation, diversion and distraction and recognition of triggers.

Any pupil who need extra behaviour support has a behaviour support plan and a risk assessment, these are set in consultation with parents and all staff involved with the pupils. The school has a behaviour lead who supports class staff.

Which other services do we use to provide for and support our pupils/students? (Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support etc)

Senior Leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of the children with complex learning difficulties. To support them the school can access a range of specialist services in our area via the Children and Young People with Disabilities Team. We can consult speech and language therapists, occupational therapists, physiotherapists, social workers, and health care professionals. Via these contacts we can access wheelchair clinics, feeding clinics, dental assessments, hearing assessment etc.

How does our school provide support to improve the emotional and social developments of our pupils/students?

All the staff have expertise in pastoral support and the Head of Department in each case will lead in this area. The emotional wellbeing of our children is of paramount concern as no child is in a position to learn without feeling safe, happy and cared for. The school can refer

children to the Children and Young Peoples service in the rare case that extra emotional and social support help and encouragement is needed.

The school works with the medical profession to give the best possible care for the children.

How does our school manage the administration of medications?

Staff are trained in epilepsy awareness and administration of rescue medication. Provision for other medication such as epipens is accommodated on an individual basis. Records are kept on the administering of any medication and parents are informed in the home/school diary of any incident. We do ask parents to keep school informed of any changes in dosage and provide the protocol form issued by the doctor to administer the medication. We would also ask parents to ensure all medication is kept up to date.

How does our school help with personal care where this is needed?

The school has an intimate care policy and all pupils needing personal care will have a care plan.

If a pupil has difficulties with eating, an eating and drinking plan will be put in place after consultation with parents and speech and language.

What is our policy on day trips, school outings, health and safety arrangements/

The school follows the Gloucestershire County Council advice on outings and school trips. We have an outings policy, and all visits and trips are risk assessed before commencing. In the case of all residential or water based visits the local authority Health and Safety Department are given the paperwork over a month in advance for checking and permission to proceed.

What pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students? How will our school involve young people in their education?

Pupil and student voice is very important and they are always listened to. This is an integral part of the school's practice and occurs at a wide variety of levels. Some examples include;

- *Class team support*
- *School Council and Student Voice (FE)*
- *Annual review of statement or Education, Health and Care Plan review process*
- *Peer support*
- *Pupils review their targets on a regular basis*
- *Children in Care Personal Education Plan (PEP) meetings*
- *Pupil Questionnaires*

What measures are in place in our school to prevent bullying?

Procedures

- *Report bullying incidents to a senior manager/class teacher*
- *Incidents will be recorded.*

- *The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly*
- *Parents should be informed and may be asked to come in to a meeting to discuss the problem*
- *If necessary and appropriate, the police will be informed*
- *Behaviour plans will be implemented to help the bully (bullies) change their behaviour*

Prevention

- *Through the record keeping, monitoring and analysis of incidents*
- *Through education through the PSHE & citizenship curriculum,*
- *Through involvement in the writing of a set of class/school rules*
- *Signing a behaviour contract if necessary*
- *Using and writing social stories and poems or drawing pictures that promotes an understanding of bullying*
- *Reading stories about bullying or having them read to a class or during assembly to promote an understanding of bullying*
- *Making up role-plays that deal with the issue of bullying*
- *Having discussions with staff and pupils about bullying and why it matters*
- *Through art and drama performances (In The Net, Chelsea's Choice etc.)*

What access do our pupils/students have to facilities and extra-curricular activities available to all children?

As a fully inclusive school, all pupils and students participate in whole school, curriculum and off site activities. The extent to which each pupil and student participates and the levels of support received will vary between individuals and across time but we differentiate the activities and expectations to enable all our children to take part. Parents will be asked to give permission for all off-site activities either as a local generic permission at the start of the year or for individual one-off visits. All visits are risk assessed before taking part.

How does our school measure outcomes and impact of the support provided to the pupil/student? When and at what interval will this happen?

Who will explain and discuss this with young people?

All pupil and students in the school have an annual review meeting to discuss targets and achievement. The class teachers will hold these meetings and all meetings will have minutes taken. Teachers assess and report to parents the progress of Educational Health Care Plan outcomes three times a year.

Where possible all senior pupils and students attend their reviews and once the pupil reaches the transition stage will be able to give their own views either on the transition plan or in the meeting.

The Designated Teacher for Children in Care is the Deputy Head and she will keep all the personal Education Plan (PEP) paperwork and targets, allocate support as necessary, and update the PEP with educational information at the twice yearly PEP meetings.

All pupils and students in school have a home school diary, and parents are encouraged to keep in touch and contact the teachers with any matters of concern.

Once a year all pupils and students in the school are formally assessed and parents have a formal report and can discuss progress at the parents evenings.

What accredited and non-accredited courses do we offer for young people?

In KS4 students either complete the ASDAN Transition Challenge or Entry Level One or Two ASDAN PSD accreditation. In KS5 students work towards ASDAN Personal Progress at Entry One. Students also have the opportunity, where appropriate, to sit their Functional Numeracy, Literacy and/or ICT at Entry Level One-Three.

How do we assess and evaluate the provision we have arranged for your child?

The Shrubberies has a robust system for evaluating the provision. We are externally assessed through the Section 5 Ofsted Inspection where judgements of provision are published. As part of the School Development the provision is monitored by an external improvement partner and scrutiny by the governors and the governing body. Pupil progress is used to make judgement of our provision.

The teaching and learning is monitored by senior leaders within the school and an integral part of the performance management of all staff. The Curriculum is monitored and evaluated by the Deputy Head.

How do we prepare our school to welcome and support -pupils/students and how do we arrange and support a transfer to another school/educational establishment?

We understand smooth transition times are crucial to the emotional well-being of all pupils and students and parents and that it is vital to keep the doors of communication open.

When entering Reception Class, parents have a transition meeting where there is opportunity to ask questions or to discuss any concerns they may have. There is no staggered intake, unless requested by parents and reception class children start full time from the first day back in September. Pupils coming into reception from other settings have a settling in session whereby they spend a morning in their new class; there is communication between parents and the class teacher throughout.

For school age children, once a place at the Shrubberies has been confirmed parents are invited for a tour of the school and to meet the class their child will be placed in. Most pupils and students spend at least two days visiting but as everyone is different the transition process will be tailored to the individual child's needs.

From Year 9, pupils will take part in their reviews and the associated work in order to prepare them to move to college or Further Education provision. The school supports the

family and the students through this and have set up links with the local colleges to enable the transitions to go as smoothly as possible.

How do we prepare our pupils/ students for adult life?

During their time at the Shrubberies students are encouraged to be as independent as possible by trying new activities. The timetabling allows for some choice of activity and week events give work skills a focus for the students. Preparing to be an adult is an integral part of the intent of the curriculum through all ages.

In the Further Education Centre a key aim is to prepare the students for adult life. The students will follow one of the three strands offered in the Apperley Centre.

Access to Work and Education- *Students access vocational/work-related learning, English / Maths, personal and social development -offering accredited qualifications and aimed at developing confidence, self-management and self-reliance, with a view to accessing the mainstream college for courses at a later date.*

Forward to Independence-*Relevant work related learning where possible, English and Maths, accredited qualifications or programmes and an emphasis on developing their personal and social skills. Eventually enabling young people to make choices and take responsibility for everyday tasks and routines in their life at the centre and afterwards.*

Preparation for Adult life – *Offering the highest level of support aimed at encouraging our young people to accept support; develop communication skills; become more aware of and involved in the world around them; carry out simple tasks and receive therapeutic support.*

Other professionals working with the students are encouraged to visit the Apperley Center to share information and discuss the most beneficial approaches to be used. They include members of the Community Learning Disability Team and Key Workers from respite provisions.

What arrangements are in place with other schools/educational providers when our SEND pupils/students transfer?

Close links are made with the local mainstream colleges, the case responsible officers and the learning disabilities team. Meetings are held in school to gather evidence. This comprises of pupil or student's ability, parental and pupil or student's views and to understand the young person's needs. When appropriate, provision is identified, visits will be made, assessment days undertaken and a period of links will be set up. The school does everything it can to facilitate a smooth transition to other educational providers.

How accessible is our school to pupils?

The Shrubberies is a fully accessible school. Selected classrooms and bathrooms include overhead hoisting.

Where can you find our SEND policy?

The SEND policy is available on the school website at the link below.

<http://www.shrubberieschool.co.uk/school-policies/>

What role do the governors have?

A Governor at the Shrubberies School has a strong focus and commitment to the school and a strong desire to make it better through strategic challenge. Each governor brings individual valued skills, knowledge and experience to the team. They are expected to attend scheduled meetings in each academic year. All the governors are expected to participate in governor training and become a 'governor of the month', visiting school for monitoring and evaluation purposes. All governors are willing to work in partnership with school pupils and professionals to maintain a strong supportive partnership.

What can you do if you are not happy?

(Who to talk to and who to complain to; arrangements made by the governing body)

The first point of contact for anything relating to a pupil or student's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Parents can telephone, email or write in the home school diary.

For matters not directly relating to a pupil or student's progress parents are invited to contact our main office where the school's leadership team will be available to talk to you.

If parents are still not happy with their child's placement they can make an appointment to talk to the Head Teacher who can if necessary call an early review meeting with a representative from the Local Authority SEND team to formally review the pupil or student's progress, needs and provision.

How can parents/carers arrange a visit to our school? What is involved?

Any parent can ring the school during the school day to arrange a visit or talk to class staff. If a member of staff cannot be brought to the phone they will be asked to ring the parent back. If a parent wishes to make an appointment to see the leadership team they need to ring the school office on 01453 822155 (Main School) or 01453 821775 (Apperley Centre).

Who can you contact for more information?

Considering a special school for a child can be a very daunting time for a parent. We have a parent support worker, parent governors or staff who are happy to talk with prospective parents to share their experience and answer questions about the Shrubberies from their perspective.

Any enquires or questions as a result of this document can be made to;

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