

ADDINGTON SCHOOL



Special Schools' Local Offer

Special 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, e.g. size, location, ethos, any mission statements etc. Also state which types of SEN your school caters for:

Please go to our website for much more information – www.addington.wokingham.sch.uk

Addington School is a special school for pupils aged 2 – 19 years. Addington School is located in Woodley next door to The Bulmershe School and the leisure centre.

Addington caters for up to 205 pupils with severe or profound learning needs, many of whom have associated sensory, communication, motor and / or behaviour difficulties including Autism.

All pupils at Addington have a Statement of Special Educational Need or an Education Health and Care Plan related to their learning difficulties and additional needs.

We aim to be “a community committed to excellence and the development of the potential of all”.

We want to know that what we do makes a positive difference to the lives of our children and young people and that they are able to learn in an environment which holds mutual respect and positive ethos at its heart.

Support for children with special educational needs.

Who will oversee and plan my child's education programme?

Class teachers at Addington would have this responsibility with input from other specialists as required.

Heads and Assistant Heads of Faculty have an overview of the curriculum and teacher plans.

We work closely with therapists to ensure therapy targets are met.

We aim to work closely with parents as their knowledge is invaluable.

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

We meet formally with parents to discuss targets / outcomes and interventions at parents evenings, held termly.

If we need further discussion we meet with parents and professionals as necessary.

We meet formally once a year for the Annual Review of the Statement or EHC Plan.

Home / School diary

Phone calls

Weekly newsletter from class teachers.

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

We work in class groups with small group and 1-1 support. Our ethos is to develop as much independence as possible and pupils are encouraged to do as much as possible for themselves.

Staff training emphasises the need for encouraging independence.

Literacy programmes teach for independence e.g. Tracks, Catch Up, Rapid Reading and Writing.

Strategies for learning support independent learning.

Mathematical skills are taught and used in context to develop independence.

A structured teaching approach develops pupils independence.

Occupational Therapy and physiotherapy programmes develop skills for independence.

Speech and language therapy programmes help to develop choice and views.

How will the school personalise the curriculum to meet my child's needs?

Our curriculum is based on a combination of:

- Developmental curriculum
- Additional curriculum e.g. speech and language, physiotherapy, occupational therapy targets
- National curriculum including Foundation Stage Curriculum

- The balance is based on individual needs. All our curricula are differentiated. Class teachers develop programmes of study appropriate for individuals.
- With our older students (16-19), the focus for their personalised curriculum is preparing them for adult life and making a successful transition from Addington.
- Our assessment processes ensure that learning targets match the needs of each individual student.
- Structured small steps programmes in English and Maths ensure each child is taught at 'the cutting edge' of their learning.

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

The curriculum is differentiated for pupils and teaching staff use a range of strategies to help pupils access the curriculum.

Kinaesthetic, visual and auditory learning styles are incorporated into lessons.

A structured teaching approach based on TEACCH suits many learners. We use personalised timetables or individual work systems in order to help individual pupils access the curriculum. The aim of this is to develop independent learning skills.

All teachers are trained in teaching strategies for pupils with Autism. We have a specialist teacher and teacher assistant to support classroom staff with specific interventions for pupils on the Autistic spectrum.

We have qualified teachers of Hearing Impairment and Visual Impairment who supports individuals and classroom staff to ensure access to the curriculum. Speech and Language Therapists devise programmes to be delivered by classroom staff as part of the daily routine. Physiotherapy programmes are incorporated where necessary as are Occupational therapy programmes.

Development of individual programmes and assessment for specialist equipment including communication aids and seating is done by the Occupational Therapist, Physiotherapists and Speech and Language Therapists.

What teaching strategies does the school use for children with learning difficulties, including Autistic Spectrum Disorder, hearing impairment, visual impairment, speech and language difficulties and physical disabilities?

Type of Intervention	One to One	Small Group
Touch Talk is a massage programme that can be used to aid concentration and attention skills which in turn can be used to enhance aspects of the curriculum	√	√
Structured Teaching	√	
Intensive Interaction	√	
Social Stories	√	
Sensory Diets	√	
Sensory Circuits	√	
Total Communication – verbal, symbols, Makaton	√	
Tracks	√	√
Catch Up Literacy	√	
Rapid Reading, Writing and Phonics	√	√

What equipment does the school provide?

The school provides all equipment needed for pupils to access the curriculum from triangular pencils and sloping boards to specialist seating, Occupational Therapy, Physiotherapy and manual handling equipment. Specialist chairs, walkers and standing frames are purchased following Occupational Therapy and physiotherapy assessments. We may need to gain Local Authority support to purchase these. We also provide specialist equipment for eating and drinking.

We ensure all students can access computers through a range of equipment matched to their needs, for example, switches, joysticks, enlarged keyboards and eye gaze technology.

Some pupils have their own specialist communication equipment. These are not provided by school resources but assessed by Health in order to access funding.

Specialist chairs, walkers and standing frames are purchased after the Occupational Therapist and Physiotherapist has decided what is appropriate. We may need to ask the Local Authority to support these purchases.

We provide specialist equipment to support independent eating and feeding e.g. specialist cups and cutlery.

We have hoists in specialist hygiene rooms, general classrooms and all appropriate educational spaces. Specialist slings are provided based on individual needs.

The school provides all small equipment for sensory integration needs e.g. weighted blankets, hug jackets.

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

All examination boards have special access arrangements. We follow the procedures to ensure that any of our pupils who are eligible, do benefit from these arrangements.

My child's progress

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

We assess pupils for learning on a regular basis, this informs the teaching of the next steps of learning.

We do termly summative assessment which leads to an overall annual assessment.

Where appropriate we enter pupils for National Assessments.

We discuss progress with parents at parents evenings which we hold termly, our aim is to work in partnership with parents.

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

Progress towards targets is reviewed termly by teaching staff and discussed and agreed jointly with parents at parents evenings and at Annual Review.

Where a target has been achieved, a new target will be agreed in joint discussion.

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

We formally meet parents 4 times a year, three parents evenings and an Annual Review.

Under 5's have an additional Interim Review.

If there is a further need for discussion arrangements will be made.

At times it is beneficial for a wider professional group to meet to discuss particular issues.

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

We have home school diaries for daily information. We use email and phone calls if we need a more in depth discussion.

Class staff produce a weekly newsletter to parents which is available on the website, with hard copies provided on request.

We have a half termly newsletter giving parents information about what is happening across the school.

There are coffee mornings for information and informal discussion.

Specialist Teachers and Parent Support have a website page accessible by parents. Parents can get information and can request further contact if required. We also run a number of specialist events/workshops to support the work done in school, in line with parental requests.

How can I help support my child's learning?

We can provide some materials for use at home and school. We discuss joint targets, including therapy targets and how we might each approach them. We send homework and reading if appropriate. We have links to websites for home fun learning.

Encourage conversation about topics such as what your child has been learning about in school, news and current affairs.

Read stories or non-fiction materials to your child.

Arrange outings and activities so that the child will have a wealth of experience to bring into school.

Support your child in developing independence skills within the home and the community.

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

We have coffee mornings to support parents to meet, workshops which focus on different subjects as requested by parents. These have included: Sleep issues; toilet training, ASD approaches; Speech and Language approaches.

We have also run more in depth behaviour training for parents.

Parent support is available to meet individual requirements.

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

Pupils are involved in their own learning as much as possible. Each class identifies its own code of conduct to support pupil learning. As appropriate, each pupil is aware of their personal targets.

We give choice as much as possible during the day.

We seek pupil views for the Annual Review and help them express their likes and dislikes.

We have a School Council where each class group can send their views on whole school discussions.

Pupil questionnaires are conducted regularly.

We try to incorporate pupil views in our decision making, including the development of our School Improvement Plan.

Which accredited and non-accredited courses do you offer?

We offer a range of courses including Personal Development, Entry level Maths, Science, Personal Progress, BTEC Personal and Social Development, Employability and Functional skills in Maths, English and ICT. We also offer City and Guilds in Horticulture and Hospitality. Learning is personalised to meet the needs of the students.

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

We assess the effectiveness of our teaching by analysing pupil progress data. This is compared with national data. We also have an internal monitoring programme of lesson observations to ensure consistency and seek continual improvement.

We undertake a programme of quality assurance auditing to review all aspects of our work and we continue to record a Self-Evaluation document to capture the outcomes.

Our Parent Questionnaire is conducted annually.

Pupil views are captured through our Pupil Questionnaires and School Council.

We work with a range of external organisations and individuals who provide us with an outside view of our work. These include our School Improvement Advisor; Wokingham School Improvement Officer, Investors in People; TeamTeach; The Arts Council and Ofsted.

Support for my child's overall wellbeing

What support is available to promote the emotional, behavioural and social development of children?

A big part of our curriculum is developing the Social and Emotional Literacy of our pupils.

In addition we also have access to

- Music therapy
- Art therapy
- Friendship groups
- Nurture groups – with trained support
- Emotional First Aid
- Counselling Services
- SEAL
- Input from Behaviour Team
- Links with CAMHS and psychology services
- SCERTS – (Social Communication, Emotional Regulation Transactional Support)

- Drawing Therapy
- Care / Touch Talk – self calming techniques in response to emotional feelings.

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?

- Exclusion is very rare at Addington.
- Many pupils have behaviour issues as part of their disability.
- We have an adult and pupil code of conduct. Adults model the behaviours we wish pupils to develop.
- We work on positive behaviour management plans with an aim to help pupils develop strategies to support and manage their own behaviour.
- We have a behaviour management team who support classroom teachers and individual pupils.
- Our ASD support team also help with structure, visual support and social stories to help anxiety.
- We use Sensory Integration techniques including a personalised sensory diet, daily sensory circuit and Touch Talk massage.
- All staff are trained in TeamTeach which emphasises the positive reinforcement of good behaviour and identifies strategies to intervene early to prevent a crisis where possible.

What medical support is available in the school?

We have nursing support most days during school hours.

Therapy support including specialist speech and language input for feeding.

Links with CAMHS

Paediatric Consultants run some clinics at Addington

Wheelchair clinics carry out regular assessments on site with input from Physiotherapists.

Staff are trained in some medical interventions where appropriate.

We have trained Paediatric First Aiders on the staff

How does the school manage the administration of medicines?

Pupils who need medication have a care plan written by their Consultant and signed by parents and school.

Medication is kept in a locked cupboard.

Staff record when medication is given.

Staff check dates, parents are responsible for providing up to date medication

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

All pupils who need personal care are fully supported by trained staff. We have specialist manual handling and other equipment if required.

We provide specialist feeding equipment in terms of cutlery, plates and cups and follow advice from Specialist Speech and Language Therapists. We have staff trained in nasal and gastrostomy tube feeding. The school kitchen will provide taster meals to support children to become used to different textures and tastes.

Specialist services and expertise available at or accessed by the school What external SEN support services does the school use, e.g. educational psychologists, teachers for hearing impairment, visual impairment and multi-sensory impairment etc?

We employ:

- our own Teachers of Hearing Impairment and Visual Impairment
- an ASD Specialist Teacher and an ASD Specialist Assistant
- Behaviour Specialist Support Teacher and two Behaviour Specialist Support Assistants
- A Higher Level Teacher Assistant for ACCESS

- Physiotherapy is provided on site by a Physiotherapist and Physiotherapy Assistant. Speech and Language Therapy is provided on site by Speech and Language Therapists and a Speech and Language Therapy Assistant.

- We use Educational Psychologists from the appropriate Local Authority and purchase extra support if required.

- Our Occupational Therapist visits the school one day a week. We also purchase and additional day. We employ a Higher Level Teacher Assistant to help with the implementation of Occupational Therapy.

- We can also call upon more specialist services if required. This is accessed through a referral process, working in conjunction with parents e.g. Learning Difficulties Nurse, Children and Adolescents Mental Health Service.

What specialist support services are available from within the school?

- Our own Teachers of Hearing Impairment and Visual Impairment
- An ASD Specialist Teacher and an ASD Specialist Assistant
- Behaviour Specialist Support Teacher and two Behaviour Specialist Support Assistants
- A Higher Level Teacher Assistant for ACCESS
- Physiotherapy is provided on site by a Physiotherapist and Physiotherapy Assistant. Speech and Language Therapy is provided on site by a Speech and Language Therapist and a Speech and Language Therapy Assistant.
- Higher Level Teacher Assistant supporting Occupational Therapist

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

Usually this will be identified on the statement or EHC plan.

If additional needs are identified or parents are concerned, please discuss this with school.

School can request a specialist to give their professional opinion and undertake an assessment if necessary.

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

Therapists make professional decisions as to how to best deliver their service. This might include 1-1 support, small group work or class delivered programmes.

Therapists work closely with school staff to develop programmes to integrate therapy during the school day.

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

A request can be made via Annual Review, directly through the school or by direct discussion with the therapist. The therapist will decide if an intervention is appropriate.

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

We work closely with the Disabled Children's Team and the Bridges Resource Centre. We also have good working relationships with Wokingham's Neighbourhood Teams and neighbouring Local Authority services alongside Adult Social Care for our over 18 students.

An Assistant Head is responsible for co-ordinating multi agency working. The Deputy Head is the Child Safeguarding Lead for the school.

We have comprehensive links with Children's and Adult Social Care in neighbouring LAs.

Training of school staff

What SEND training is provided for teachers in your school?

We provide training in many specialist areas e.g. access methods, individual communication systems, Behaviour Management, manual handling, approaches for pupils with ASD, TEACCH, Task Analysis, Prompting and Rewards, TouchTalk, Sensory Integration, specialist approaches in literacy and numeracy etc.

We have a comprehensive induction programme and follow on training for assistants.

We are proud to be 'Investors in People'. We use weekly after school training sessions to keep up to date with SEN issues.

Our success in achieving the Team Teach Gold Award confirms our Behaviour Management training for all classroom and support staff is up to date and of a very high standard.

What SEND training is provided for teaching assistants and other staff in your school?

- Comprehensive induction over 2 terms
- Touch Talk
- Team Teach
- Access
- Communication
- Literacy and Numeracy intervention programmes
- Therapist led induction
- Peer working
- Collaborative working
- Work shadowing
- Teacher Assistant and Assistant training
- Comprehensive external training for specific areas e.g. first aid, shallow water

Do teachers have any specific qualifications in SEND?

Many staff have SEND qualifications.

Do teaching assistants have any specific qualifications in SEND?

All our teacher assistants have NVQ level 3 or equivalent e.g. CACHE level 3 Diploma in Specialist Support for teaching and learning in schools. We have a CACHE training centre for our Learning Support Assistants to become qualified.

Teacher Assistants and Learning Support Assistants also attend after school training.

We have Higher Level Teacher Assistants who hold responsibilities across the school for:

- Access
- Horticulture
- Hospitality
- Work related learning
- Occupational Therapy / manual handling

Activities outside the classroom including school trips

How do you ensure that all children can be included in out of school activities and trips?

We work hard to ensure that all children have access to exciting and challenging activities both in school and in the wider environment.

We have residential opportunities for older pupils of all abilities.

Our school buses are able to take wheelchairs and we use public transport especially for travel training for older students.

Our outdoor facilities are designed to cater for all abilities and needs. These involve some specialised areas e.g. our "Wobbly Path" for sensory exploration.

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

It is important we know everything relevant for safe trips away from school.

For residential trips we hold meetings to ensure information is shared. It is parents who make the decision if this particular trip is right for them and their child.

Parents share information which is additional to information we have in school

All trips are risk assessed and go through the EVOLVE process.

Accessibility of the school environment

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

The building is designed to be accessible. We have wide corridors and doors, and accessible lifts.

Manual handling equipment in some classrooms and specialised areas.

There are hygiene rooms and disabled toilets.

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

We worked closely with architects to ensure the environment was designed to support pupils with hearing and visual impairments.

The classrooms are designed with hearing needs in mind. We have a loop system in public areas of the school.

Our corridors have acoustic ceilings.

Décor has been designed to help visual impairment, stairs have double rails and yellow edges.

We have a Sensory Theatre and two Sensory Rooms, sensory garden, sensory trail to support the needs of our pupils.

Are there disabled changing and toilet facilities?

Yes, designed by us as part of the new school build

How do you ensure that all the schools facilities can be accessed by all children irrespective of their SEND?

There are different types of play equipment to suit different needs but all needs have been considered inside the building and in the school grounds. Inside the building pupils can access all areas, wide corridors, wider doors, 3 lifts.

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

Addington School would respond to any individual need a parent / carer may have.

Our building is accessible.

We have a hearing loop in several areas of the school. We can provide information in formats suitable for visual impairment. We can support parents who may have a learning need themselves.

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

We have specialist trained staff to help us. We can buy interpreter services if necessary. We also have a number of staff who speak more than one language.

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

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

We arrange a personalised transition process for each pupil; this is organised in conjunction with parents and the previous setting prior to the pupil commencing at Addington. This will often involve a member of staff visiting the pupils existing setting. Appropriate visual aids or social stories can be used to support transition.

All previous assessments and reports will be reviewed and discussed.

Our older students experience college and work environments to prepare them for their next stage.

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

All pupils spend time in their new classroom including new pupils. All pupils spend time throughout the year in joint projects and activities with other class groups. We provide a transition sheet with photos of new staff or a social story if appropriate.

We share information / paperwork between the current and the next teacher.

How will my young person be prepared to move on to his or her next placement, e.g. FE, College or Adult Services?

Where a pupil transfers to a mainstream school, this will follow a careful process of integration visits beginning with half a day a week and extending to three days a week. This allows the child time to adjust and provides evidence for the adults that the transfer will prove successful. Once everyone is confident of success, the formal transfer to the new school will be confirmed. This process may be supported by social stories as needed.

Post 16

We provide a wide range of experiences and all students have opportunities to either attend a links course at college, visit college settings or local Social Care activities.

How will you support a new placement to prepare for my young person?

Prior to the above arrangement, staff from the receiving school will be invited in to Addington to see the child in the classroom; see his/her work and talk to the class teacher. Once they are certain that they can meet the child's needs, the integration process can begin supported for the first few visits by a familiar member of Addington Staff. Addington staff share reports, strategies and approaches that have proved successful in supporting the child's learning. Regular meetings are held with staff from both schools and parents to review the progress of the integration until the decision is made to transfer full time.

Post 16

We have excellent links with local colleges and adult social care to enable a smooth transition to future placements.

Our more independent students have experience of a range of work placements and join the Transitions Programme provided by the local business partnership.

What information will be provided to my young persons' new placement?

We will provide all academic information, disability information, medical information. Annual Reviews from recent years. We will provide all information a new placement might need. We will also meet with the receiving placement if requested and possible. We arrange visits and allow future staff to work alongside Addington staff. We share all relevant information, resources and successful strategies with new placements.

How will the school prepare my child for the transition to employment?

Personalised transition programme developed from Year 9

Opportunities to attend college links courses and visit local colleges

Close working with Adviza (formerly Connexions)

Comprehensive work experience programme including supported and external placements

Close working with Central Berkshire Education Business Partnership

Development of vocational courses in Horticulture and Hospitality

Development of Work Related learning, Business Enterprise and employability skills as a significant part of Post 16 curriculum.

Who can I contact to discuss my child?

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

First point of call would usually be the class teacher.

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

We have a Parent Support Advisor who liaises with parents and attends meetings as needed. She organises social and training events for parents. We also have a School Association comprising parents and staff. This organises events through the year, primarily to provide opportunities to bring the school community together. This is particularly important as our pupils come from a wide catchment area and these events provide opportunities for parents to meet.

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

Our Assistant Head with responsibility for multi- agency support will advise, as will our Parent Support Advisor.

There is more information on our website

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

We are always happy to receive compliments, and feedback from parents and carers.

Should you have a complaint which has not been resolved then we do have a complaints procedure.

Annual Parent Questionnaire

Opportunities for feedback in the Annual Reviews

Feedback from parent workshops/coffee mornings

Feedback from Parent Governors

Please note. There is a lot more information about Addington School on our website at www.addington.wokingham.sch.uk