

## **The Kingsweston Local Offer**

### **How will Kingsweston School staff support my child?**

All Kingsweston staff will support pupils. The class teacher and teaching assistant(s) will have day to day responsibility, coordinated by the Assistant Headteacher, for ensuring that academic, social and emotional support is given to your child. This will happen through giving your child time to communicate and discuss issues that are worrying them, proactive plans to support skills development and differentiated work in lessons with staff who promote independence. In the event of there being specific/significant support needs then we have an inclusion support team (see wellbeing section below).

Assistant Headteachers:

#### **Autism Strand**

- Shirehampton - Sara Pollock
- Brightstowe - Kate Lloyd

#### **Autism and Severe Learning Difficulties Strand**

- Napier Miles Primary - Tori Lincoln
- Napier Miles Secondary - Karen Hillier

We will also endeavour to stay in regular contact with you. Strategies include home/school books, phone calls, texts and emails. More general information sharing is communicated via the website.

### **How will I know how my child is doing?**

You will have the opportunity to meet with staff three times a year at parents'/carers' meetings and have an annual report towards the end of the academic year. In addition to this a report and meeting will be convened for the annual review of your child's Education Health and Care Plan. If the school has any concerns in between these times you will be contacted and we would encourage you to do the same.

We have high expectations of the progress to be made by all of our pupils and set ambitious targets for them. On at least three occasions throughout the school year we evaluate progress towards the targets based upon up to date assessment data. This is analysed and Assistant Heads work with teachers to consider pupils' progress and where necessary consider how strategies can be changed to enhance outcomes. The targets and the progress being made will be discussed with you when you meet with staff at parents'/carers and review meetings.

### **How will the curriculum be matched to my child's needs?**

Given the diversity of departments/sites Kingsweston has, it's essential that in the first instance each pupil is based at the correct strand (see the 'School Organisation' section of the website). This will ensure that there is an overall match between the pupil and the core site offer which is then further refined to an individual pupil level within classes. Within strands pupils are organised on the basis of their age/key stage and the coherence of the potential peer group.

The core offer at each site varies although within our wider school community the following attributes can be found (some of which are needs dependent and funded through the Bristol Universal Descriptors banding):

- High adult to pupil staffing ratios.
- Use of Picture Exchange Communication System (PECS)
- Use of TEACCH strategies and interventions
- Use of Makaton
- Use of symbols including Communicate in Print
- Use of Clicker
- A range of Alternative and Augmentative Communication devices
- Speech and language therapy support (provided by Health)
- Occupational Therapy support (provided by Health)
- Reading/writing programmes
- Phonics based reading support
- Use of Numicon
- Web based learning

- Practical and multi-sensory approaches to curriculum delivery
- Horticulture facilities
- Forest school
- Work experience
- Independent Travel Training
- Links to post 16 providers and Further Education colleges

**What support will there be for my child's overall wellbeing?**

All staff take the welfare of all pupils at Kingsweston School very seriously.

Assistant Headteachers, with class teachers, have responsibility for the welfare of all pupils within their department. They are supported by the 'Team around the Child' who are funded through the Bristol Universal Descriptors banding and will take the lead in providing needs related direct input to families and young people as appropriate.

The Inclusion team includes:

- Safeguarding and Pastoral Mentor – Simon Penrose
- Ethnic Minority Support Worker – Nuzhat Malik
- Family and Systemic Psychotherapist – Shirley Monahan
- Librarian – Carol Gullick
- Transition Support Worker – Nick Rechter
- Person Centred Planning – Alison Little

We believe that a key part of our role is to support pupil readiness for learning, where necessary, and in addition to the above roles the following in-house provision makes a positive contribution to this aspiration:

- All staff are trained in Team Teach de-escalation and positive handling
- The use of Social Stories
- The use of Positive Support Plans
- The use of calming Room and safe spaces
- The use of reward systems

**What specialist services and expertise are available at, or accessed by, Kingsweston School?**

Multi agency working is a characteristic of the way in which we work and we are committed to such collaboration as a means of providing coherent support for families and young people. In addition to the internal roles already identified there are a number of agencies you may meet through or at school:

- School nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Paediatricians
- Learning Difficulty nurse
- Consultant Child and Adolescent Learning Disability Psychiatrist
- Educational Psychologist
- Social Workers
- Sensory Support Team
- Preparing for Adulthood Team

**How will I be involved in discussions about and planning for my child's education?**

You will be invited to Annual Reviews of the Education Health and Care Plan each academic year where these plans will be discussed and decisions made about learning priorities. A copy of the decisions and plans agreed at the meeting will always be sent to you. You will also be invited to parents'/carers' evenings where progress will be shared and new targets discussed.

**How will the School prepare and support my child to join and transfer to the next stage of their education?**

Staff will visit pupils in their current settings and attend the annual reviews meetings if necessary. Induction sessions are arranged on an individual pupil basis according to a pattern that best suits the individual pupil. Parents and carers are crucial in helping determine this pattern of transition.

Students leaving Kingsweston are supported in choosing along with families the appropriate next provision with Nick our own Transitions Support Worker, the Preparing for Adulthood Team and social services (where appropriate). For those pupils with the most complex needs who stay on to our Post 16 provision we have a well-established link to our local college provision which means that pupils are supported in weekly college visits supported by school staff. This begins to familiarise the older pupils with the college environment and expectations.

**How are the School's resources allocated and matched to pupil's SEN?**

The School uses its funding to support and develop the resources (including staffing) to support all pupils. We work to ensure that our assessments and evidence is sufficiently well developed so as to enable us to secure the right funding so that we can provide the best service for each of our pupils.

**Who can I contact for further information?**

Please contact reception at the site attended by your child (contact details can be found on the homepage of the website) for further information. The receptionist will ensure that your questions are answered by the most appropriate person.