



Local Offer - SEND information Report

Adopted by Governing Body: September 2017

Reviewed by Governing Body: 14.09.21

Date of next review: September 2022

Statutory Policy: Information must be published on school website

Information contained in this report must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The information required is set out in the SEND regulations 2014 and must include information about

- the kinds of special educational needs that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school

Worcestershire County Council's Local Offer can be found by typing in the following address: www.worcestershire.gov.uk and search 'SEND local offer'.

Pitcheroak School is an inclusive school and offers a range of provision to support children with SEND.

School Name	Pitcheroak School
School Address	Willow Way, Batchley, Redditch. B97 6PQ
Telephone number	01567 65576
Headteacher	Ms Sheila Holden
Safeguarding Lead	Mrs Trish Baker
Designated Teacher for LAC/PLAC	Mrs Holly Townsend
Email	office@pitcheroak.worcs,sch.uk

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEND and their families. This easy to understand information will set out what help children with SEND will have in school as well as the options available to support families who need additional help to care for their child.

Teaching and Learning	
What kind of special educational needs are provided for?	Pitcheroak School provides education and specialist support for approximately 150 pupils between 4 and 19 years of age with a range of additional learning needs from developmental delay to very complex learning and communication needs.
What additional support can be provided in the classroom?	TA's are employed and used to support and enhance learning. Smaller group work can be accommodated as a result of higher staffing ratios in order to support and enhance learning. Word walls and individual resources are in place such as word books, key vocabulary and ICT equipment. We have interactive whiteboards in every classroom. There are class sets of Ipads for pupils to use. We have a sensory studio that can be used to support learners. We also have access to speech and language therapists as well as communication support. As a consequence of higher staffing levels in class activities can be differentiated and personalised and teaching is linked to pupils' specific IEP needs. We have in-house specialist staff including PE, ICT, Team Teach, DT, Forest School and Food Technology.
How is the curriculum adapted? What provision do you offer to facilitate access to the curriculum and to develop	We offer a broad and balanced curriculum that is differentiated, progressive, relevant, broadly based, inclusive and promotes personalised learning opportunities. We use a wide range of symbols

<p>independent learning? (<i>This may include support from external agencies such as OT and physio and equipment/facilities</i>)</p>	<p>including CiP to support learning. As a school we use each learning experience as a platform on which our children will learn, both formally and informally. Our ultimate aim is to help our pupils to develop transferable skills that will prepare them for adulthood so that they can contribute and be a part of their community achieving personal fulfilment. We provide additional TA's in each class in order to further support the children's learning and access to the curriculum. As a special school we seek advice from many different professionals such as Educational Psychologist; Speech and Language therapists; HI and VI service; Occupational therapy; Music therapists and CAMHS. By working in a multi-agency way we are able to help our students access the curriculum as we modify the content and use alternative strategies to support their learning. We support any referrals to these services and work in a multi-professional way to provide therapy and resources as required. Our staff have experience of implementing specialist programmes as needed. We adapt resources and the environment as required with the support of appropriate professionals to support access to the curriculum. The school philosophy promotes independent learning and this is delivered through our daily routine and practice. The introduction of the FLC in September 2021 encourages those students in the last year of their education to take responsibility for their own learning and have greater independence around the school site.</p>
<p>What are the staff specialisms/ expertise around SEND or behaviour management on the staffing body?</p>	<p>Staff have a base level of training for SEND pupils. All staff receive TEACCH awareness; Signalong; Communicate in Print as well as Team Teach for behaviour management. We have specialist staff for Team Teach support as well as a communication lead. We track all behavioural incidents using SLEUTH and this is reviewed every two weeks at senior team meetings. We use social stories to modify behaviour where necessary and have small group sessions to manage behaviour. CPD training includes numicon, complex needs, sensory studio techniques and 'so safe'. All staff have regular training on strategies to promote understanding of behaviour. All staff encourage a 'can do' attitude and scaffold this in a variety of ways. Inappropriate behaviours are addressed immediately and strategies agreed in consultation with the pastoral support staff. We adhere to a behaviour policy which is available on the school's website and we are happy to</p>

	talk through strategies with parents and carers as the need arises.
What on-going CPD is in place to support children with SEND?	CPD training is offered regularly on communication, behaviour management and complex needs. The school has worked previously with Prime Education – consultants with a focus on developing staff expertise on autism. There is a menu of optional training elements that form part of the induction process as well as regular weekly training to ensure that staff feel equipped to teach a range of different SEND learners.
What arrangements are in place for assessing and reviewing progress towards outcomes?	Assessment is a very important aspect of our work and there are a variety of ways this takes place. All teachers plan lessons which contain learning objectives for the pupils in their group. Teaching staff then assess and record whether each child has achieved the desired learning objective. This then informs planning for future lessons. Previously we recorded progress using B Squared. From September 2019 SOLAR has been used to assess and record progress on a regular basis. Assessment data enables us to report progress to parents/ carers at each of our Consultation Evenings as well as in detail at the Annual Review. We record a lot of pupil’s work using photographs and videos and we keep them for each pupil to show their achievement. Certificates are regularly given out to recognise pupil’s achievements in many different areas. Pupils use these certificates in their Records of Achievement as well as taking them home. There are a range of externally accredited examination courses for students in KS4 and KS5.
How do you share educational progress and outcomes with parents/ carers?	All students have an annual review of their EHCP; targets are sent home on a termly basis; Parent/ carer consultation evenings; School reports; Meetings with parents/ carers informally; EYFS learning journeys are shared on an informal basis; parent engagement activities on a termly basis and assemblies celebrate academic success.
What strategies are in place to support/ develop literacy and numeracy?	The environment (inside and outside) provides opportunities to support early literacy and numeracy. We provide TA’s in each class to further support the children’s learning and access the curriculum. We offer regular opportunities for parents/ carers to share in their child’s learning and understand how children develop an understanding of literacy and numeracy. We have class sets of Ipads to support reading as well

	as a therapy dog that has been used to support reluctant readers on a weekly basis.
What arrangements are in place to ensure that support is maintained in "off-site provision"?	Where appropriate, pupils are supported off-site by Pitcheroak staff to access mainstream lessons. Students in the Sixth Form access the local college with additional support from TA's to access college courses and work experience. A small number of pupils have over the years accessed alternative provisions such as 'Where Next?' with additional staff support.
What strategies are in place to support speech and language?	We have a communication lead who is trained at a higher level and offers whole school staff training on a regular basis. All classrooms are communication friendly environments and promote the development of independence in our learners. We provide language enrichment groups for identified children. We have the support of qualified Speech Therapists who set targets as a result of observations and review progress. We have a dedicated teaching space for NHS SALT to deliver targeted speech therapy sessions to identified children. All staff use Signalong to support communication when appropriate. We use a wide range of symbols to support learning including Communicate in Print.
What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?	We provide all students with a sound local knowledge of services, providers and other opportunities. We are dedicated to gaining the very best outcomes for young people and as such we provide impartial careers advice. Our independent careers advisor undertakes group work on careers, further education and leisure opportunities. A transition plan is produced by the school for pupils in year 8 and above and outlines when the young person is likely to leave school and move on to further education/ training or other appropriate options. The transition plan reflects their ambitions whether that includes higher education, employment, independent living and/or participation in society.
How does the school evaluate the effectiveness of the provision made for children and young people with SEND?	Ofsted is the Office for Standards in Education, Children's Services and Skills. This body inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. The school also complete a self-evaluation that is updated on an annual basis that is available via the school's website.
Annual Reviews	
What arrangements are in place for review meetings for Statements or Education, Health and Care (EHC) Plans?	Invites to all parties involved in a Review meeting are sent out in advance and all reviews are held at school at a convenient time for parents/ carers who may work/ have commitments during the day. Parent/ carer and

	pupil views are sought prior to the review and consultation with staff occurs during the meeting to discuss next steps and provision for the child.
What arrangements are in place for liaison and communication with professionals and preparation of reports?	Each class teacher has responsibility for liaison with all necessary parties so that lines of communication are maintained. Individual Educational Plans (IEPs) are drawn up and targets are shared with parents/ carers. End of year reports are sent out in July every year. There are 3 x formal consultation evenings over the course of the year. Annual reviews of EHCP's are held and conducted with parents/ carers and the class teacher every 12 months.
What arrangements are in place for consulting young people with SEND and involving them in their education?	On an annual basis an EHCP annual review is held and prior to this meeting the pupil completes the 'My Views' document to ascertain the student's viewpoint about their education. If appropriate, the student is invited to attend the review and verbally explain their views.
Keeping children safe	
What arrangements are in place for supporting children and young people who are looked after by the LA and have SEND?	There is a Designated Teacher in charge of LAC and PLAC and they arrange and oversee all meetings such as Personal Education Plan meetings (PEPs) and LAC's. As the Designated Teacher is a member of the senior leadership team they have sufficient time to carry out the role and ensure that LAC/ PLAC are monitored and supported at school. There is a specific policy for Looked After Children and Previously Looked After Children and all staff are aware of the issues surrounding these pupils as part of the induction process.
What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?	Children are welcomed into the school at various places in the building and accompanied by staff to their classrooms/ transport. Parents/ carers can wait for pupils at the front of school at the end of the day. There are two disabled access parking bays in the car park. A zebra crossing has installed in front of the FLC to ensure safe crossing for families and pupils.
What support is offered during breaks and lunchtimes?	3-4 members of staff are on playground duty every day at break time and staff are located in specific zones around the school playgrounds. Lunchtime supervisors and senior staff are also on duty at lunchtimes.
How do you ensure my son/ daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	Risk assessments are undertaken for all school trips. PE lessons are mostly taught by specialist PE teachers or qualified coaches. Pupil risk assessments, behaviour management plans and risk reduction plans are put in place where necessary for individual pupils.

What are the school arrangements for undertaking risk assessments?	All in line with WCC. Teaching staff receive visit leader training and updates are regularly scheduled in during the academic year. There are two qualified EVC Leaders at the school for advice when required.
Where can parents/ carers find details of policies on bullying?	The school behaviour and anti-bullying policy can be found on the school's website and a copy can be requested from school.
What should parents/ carers do if they are unhappy?	The school's complaints policy can be found on the school's website and can be requested from the school.
Health including Emotional Health and Well-Being	
What is the school's policy on administering medication?	Pitcheroak School has a policy on medication administration available on the school's website.
How will the school support students with complex medical needs?	Parents/ carers liaise with the school doctor or their own GP and staff are trained as necessary in order to administer routine medication. For children with complex SEND, the complexities of the intervention or medication may require the school to apply for additional funding if necessary. Staff are trained by the NHS to support individual pupils with a range of medical needs. We have personal care plans in place for students that need additional support and these are reviewed at the annual review with parents and carers.
What interventions are in place to support the development of emotional and social development as well as self-esteem?	Social Skills programmes/ support including strategies to enhance self-esteem are in place for targeted students. These programmes promote independence and a 'can do' attitude to learning. We employ the services of a qualified music therapist as well as a play therapist who helps to support students with their well-being. Our school pastoral support worker and counsellor are deployed to support individual students throughout the school week and they are available to listen to the views of a number of children and young people at lunchtime in 'time to talk' sessions. Strategies are in place to address bullying if it is deemed necessary and behaviour support plans are regularly reviewed and updated. We have regular opportunities for our pupils to take part in performances such as Shakespeare for Schools at the local theatre which develop confidence. Residential also occur every year for different key stages. We have a well-established reward and achievement scheme in place that is motivating. Work experience opportunities and college placements also contribute towards developing self-esteem and emotional well-being in our young people.
How do you work with the family to draw up an intimate care plan and ensure that all	At the pre-admissions meeting parents and carers are invited to discuss intimate care plans and information is shared between home and school. The care plan is then

relevant staff are aware of the plan?	shared with staff that work on an individual basis with the student. We provide TA's to support children's personal needs.
What would the school do in the case of a medical emergency?	There is a qualified nurse on site two days a week. Additionally, there are several qualified first aiders amongst the staff who can be called upon. The office staff would also call 999 in the case of an emergency and would then contact a parent/ carer. If the parent/ carer is unavailable a first aider would accompany the pupil to hospital.
How do you ensure that staff are trained/ qualified to deal with a child's particular needs?	All staff are trained every year on Safeguarding/ child protection. All staff are annually trained in medicines awareness, epilepsy, asthma and diabetes. Individual competencies are in place for students with individual medical needs and these are assessed and monitored by the NHS school nurse who updates care plans as appropriate.
How does the school work with other bodies, such as health and/or therapy services?	We work closely with health professionals and medicals are arranged for all students with a paediatric school doctor who pre-COVID would visit school for a fortnightly clinic on Fridays. Additionally we have the support of the HI and VI service that arrange to support students during the school day. Additional requests to visit a child in school can be arranged if necessary. Where specialist intervention is required for a specific purpose additional services are purchased from the LA such as Educational Psychology services or Autism/ Complex Communication Needs.
Communication with parents/ carers	
How do you ensure that parents/ carers know "who's who" and who they can contact if they have concerns about their child/ young person?	Parents/ carers attend a pre-admission meeting prior to their child starting the school. Additionally in the reception area there is a photo board that displays all staff that work in the school. We mostly visit all feeder schools of new admissions to support a smooth transition into our school setting. Furthermore we provide support when our children move to their next destination. We typically hold a transition day in July for new admissions and spend time with new parents/ carers so that they have the opportunity to ask any questions they may have of teachers and senior staff. There is a staff list displayed on the school's website.
Do parents/ carers have to make an appointment to meet with staff or do you have an Open Door policy?	The school welcomes parents/ carers into school but an appointment should be made if they request to speak to a teacher, due to their teaching commitments. Senior staff are always on the entrance doors every morning and afternoon and parent concerns and queries are dealt

	with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.
How do you keep parents/ carers updated with their child/ young person's progress?	Parent/ carer consultation evenings occur three times a year as well as the annual review of statement. IEP termly targets are published every term and an end of year school report is published once a year. Informal meetings and discussions between parents/ carers and teachers occur once a term in every department with parent engagement activities timetabled. Parent drop in sessions are available for behaviour management, communication and family support at regular intervals throughout the year.
How can parents/ carers give feedback to the school?	Parents/ carers are invited to complete regular questionnaires the results of which are published on the school website.
How can parents/carers get involved in their child's education?	Parents/ carers are encouraged to attend parental engagement activities. These are run on a termly basis in each department and are an opportunity for staff, students and parents/ carers to discuss their child.
Working together	
Do you have home/ school contracts?	Yes as part of the pre-admissions process. The home school agreement is available to view on the school website. Since COVID-19 the communication system has been class e-mails for general communications between home and school.
What opportunities do you offer for pupils to have their say? e.g. school council	Student Council meetings are typically held half-termly. In October there is usually a whole school election where pupils are elected by their peers. This election is supported by the local borough council. Pupil questionnaires are distributed once a year.
What opportunities are there for parents/ carers to have their say about their son/ daughter's education?	Parent/ carer consultation evenings. Open door policy. Annual review of statement. Questionnaires. Parent Governors. Parent View.
What opportunities are there for parents/ carers to get involved in the school or become school governors?	Invitation via a letter when there is a vacancy. Governors are available at parent consultation evenings and discuss the role of the governor at parents/ carers evening and at social events informally with other parents/ carers. Termly parent engagement activities are planned in each department. Occasionally the school will ask parents/ carers to volunteer in school to support extra-curricular visits or enrichment activities.

What help and support is available for the family	
Do you offer help with completing forms and paperwork? If yes, who provides this help and how would parents/ carers access this?	Yes, if requested the admin team or pastoral support worker would arrange to meet with parents/ carers to help them complete all the necessary paper work such as online payment forms and any other paperwork. Parents/ carers should ask at reception and then an appointment can be made.
What information, advice and guidance can parents/ carers and young people access through the school? Who normally provides this help and how would they access this?	We are fortunate to have our own qualified impartial advice and guidance advisor on the staff. Our careers advisor can, together with the class teacher, provide advice and guidance from year 8 onwards to ensure positive destination planning is in place.
How does the school help parents/ carers with travel plans to get their son/ daughter to and from school?	We work closely with the local authority to ensure that school transport is in place for each young person that qualifies for assistance. Parents/ carers are asked to contact the school to discuss any issues that arise.
Extra-Curricular Activities	
Do you offer school holiday and/ or before and after school provision? If yes, please give details.	Playschemes are offered during the Summer and Easter holiday periods and these are available on a needs assessment basis. There is a small charge for holiday clubs.
What lunchtime or after school activities do you offer? Do parents/ carers have to pay for these and if so, how much?	We actively encourage pupils to participate in after school clubs. The theme of the clubs changes on a half termly basis and these are advertised on the school's website. After school clubs are offered free of charge to pupils from KS2 upwards and consent letters are sent out to pupils that are eligible to attend after school clubs. Our after-school clubs run from Mon-Thurs and consist of different clubs such as gardening club; dance club; computers; board games; football and creative arts. All clubs are published on the school's website including which Key Stage the club is aimed at.
How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out both on the venue and the activities that are going to be undertaken by pupils. Trips are accompanied by school staff. All students are invited to take part and if the RA is high for any individual student we discuss this with parents/ carers and if deemed appropriate we would arrange to enhance the staffing ratio so that activities can be fully inclusive.

How do you help children and young people to make friends?	PSHE is taught every day to all students across the school and circle time is a successful strategy that is used as part of the introduction to the school day. Organised games and equipment are available on the playgrounds. Staff on duty on the playgrounds organise and support playtime games with students at play.
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The school's evaluation of the effectiveness of the provision made for children and young people with SEND is in line with the Ofsted judgement made in October 2018 as GOOD.