An Daras Multi-Academy Trust
St Stephens Community Academy

'Local Offer' for the Area Resource Base (ARB) – Class 7

Our "Local Offer" details the provision that we provide within the ARB and the services that we access in order to make the best endeavours to meet the needs of all children within the ARB.

This offer reflects the aims and objectives of the St Stephens Community Academy Improvement Plan and the Pupil Premium Improvement Plan. It details the provision offered by the academy, links to the performance management of all staff and ensures that the ARB Budget shows value for money.

This plan details the provision we have in place to ensure that your child is included in the school's long-term aim, to be in the top 10% of schools nationally for progress. All staff and the Local Governors/Directors are involved in monitoring and evaluating the provision provided annually and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils within the ARB.

The plan links directly to our SEN Information Report, Special Educational Needs Policy, Pupil Premium Policy, Access to Education for Pupils with Medical Needs, Intimate Care, Moving & Handling, Feeding, Spiritual, Moral, Social and Cultural Policy, Physical Contact, Inclusion, Equality and Diversity and Physical Restraint Policy and encompasses the vision provided within these policies. These policies can all be found on the school website.

The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times. Please see the other policies listed below for specific information.

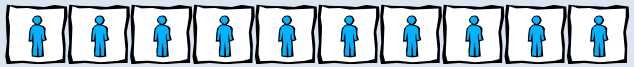
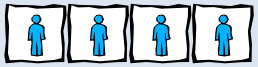
- **SEN Information Report**
- **Special Educational Needs and Disabilities Policy**
- **Pupil Premium Policy**
- **Access to Education for Pupils with Medical Needs Policy**
- **Intimate Care Policy**
- **Moving and Handling Policy**
- **Feeding Policy**
- **Spiritual, Moral, Social, and Cultural Policy**
- **Physical Contact Policy**
- **Inclusion Policy**
- **Accessibility Plan**
- **Equality and Diversity Policy**
- **Physical Restraint Policy**

Name and contact details of the ARB Teaching and Learning Leader: **Ms Kathy Walsh**
Special Educational Needs and Disabilities and Inclusion Coordinator: **Mrs Debbie Bartlett**

Levels of Support and Provision offered by the Area Resource Base (ARB) – Class 7

Throughout their time at St Stephens Area Resource Base (ARB) pupils may receive varying levels of support according to their educational needs and circumstances. The ARB aims to ensure it is at all times responsive to any changing circumstances. The information in the table below is a guide to the 'typical' levels of provision found in the ARB.

1. Curriculum Approaches

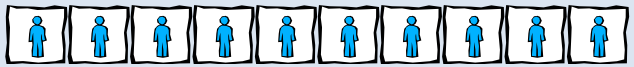
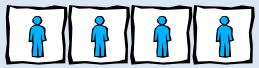
Whole school approaches **The universal offer to all children and Young People (YP).** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Use of total communication approach • Clear rationale for the delivery of a balanced life skills curriculum across 4 areas depending on need. Formal, Semi Formal, Pre-Formal and EYFS. (See ARB life skills curriculum) • Detailed curriculum planning / delivery based on the 5 aspects of engagement for Cognition & Learning, Pre-Key Stage Standards, National Curriculum and Education, Health and Care Plan (EHCP) targets for individual children with clear differentiated learning outcomes to provide all pupils with challenge • Detailed planning based upon robust assessment of learning, linked directly to EHCP objectives. • On-going assessment of pupil's progress and attainment • Opportunities to enhance and enrich Spiritual,	• Specialist curriculum to support different need types of learners based upon robust assessment outcomes • Flexible Curriculum based upon need • Visual timetables • Support to access learning through Alternative and Augmentative Communication (AAC) • Support to use IT for learning access and support • Postural management facilitated by trained staff whilst learning continues, e.g. standing, walking and seating. • On-going monitoring, recording and analysis of behaviour • Individual behaviour motivators with reward systems used throughout each day • Meetings with parents/carers regarding	• Multi-sensory approach used within structured Teaching and Learning sessions • 1:1 Teaching sessions based upon robust assessment outcomes • Individual timetable, with therapies and learning integrated clearly • Intervention plans where progress is less than anticipated. • On-going review of Individual Education Plans • Weekly assessment of challenging behaviours and review of progress and support • Daily contact with parents/carers • Support from sensory / physical specialist • Multi agency meetings to review areas of difficulty and levels of support • Risk assessments relating to specific activities

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Moral, Social, Cultural (SMSC) outcomes throughout the curriculum regardless of needs type • Individual Education Plans linked to EHCP objectives – reviewed and altered on a rolling programme as targets are met. • Short term individualised targets across the curriculum based on learning needs. • Detailed termly planning for all subjects with differentiated outcomes for a pupil led curriculum • Termly meetings with parents to discuss progress and next steps • Annual SEN Review and Annual Report • On-going contact with parents/carers through 'Home School Contact book' and Keyworker / meetings or phone calls. • On-going assessment of pupil progress and attainment • Analysis of Steps of Engagement/ pre-NC standards/ NC levels data for ARB and individual pupils • Generic risk assessments • Schedules and individual work systems for pupils, differentiated to their learning needs • Use of PECS, Intensive Interaction and sensory control environments • Use of Makaton, symbols etc. • Focus on positive behaviour management for all pupils	specific issues • Detailed risk assessments for identified pupils	• Individualised learning programme • Structured environment with regular built-in times for physical exercise alongside positive choices • Specialist support for physical needs e.g. Occupational Therapy, Physiotherapy • Specialist areas with trained staff to support sensory needs and develop individual choice making skills

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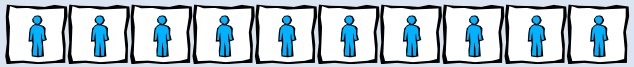
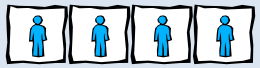
2. Teaching & Learning Approaches

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• 1:1 teaching where appropriate • 1:2 teaching where appropriate • Small group teaching where appropriate • High levels of Makaton signing supported by other forms of communication such as symbols, words and speech. • Structured environment • Consistent routines / systems across the ARB • System of regular monitoring and productive feedback between all practitioners on the quality of learning observed. • Annual SEN Review of EHCP • Individual Education Plans (IEPs) • Visual timetables • Ongoing assessments of pupil's progress and attainment • Differentiated learning outcomes identified through robust assessment of learning • Analysis of data to show progress over time • Effective use of Computing and Communication, including online safety across the curriculum.	• 1:1 teaching for all new learning/generalisation of skills • A range of teaching strategies to seamlessly support health needs • Additional visual clues and guidance • 1:1 support provided to meet personal and social needs • Movement to access mainstream class groups to access learning and skills development if appropriate. • Individual behaviour systems, rewards and motivators • Use of appropriate technology to facilitate access to learning • Use of multi-sensory resources • Use of workstations • Use of visual communication e.g. PECS, schedules • Use of structured teaching approaches including the use of workstations and tray tasks • Multi-Agency advice and guidance to	• Pupil taught on individual basis with individually designed curriculum • Specialist TA interventions in class to support individual children such as sensory integration, or Makaton signing. • Making use of specialist teaching areas such as the sensory room to work on individual skills • Inclusive learning opportunities with peers in mainstream school where appropriate • Priority access to identified resources such as sensory room. • Specialist support such as teacher for visual impairment or teacher of the deaf to advise on individualised learning support. • Personalised learning timetables • AAC (Augmentative, Alternative Communication) • Use of 'Objects of Reference', symbols, i-pads to support communication

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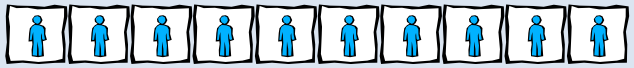
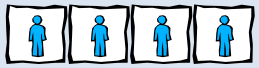
• Use of total communication strategies including Makaton and PECS • Differentiation of resources to underpin teaching.	inform/enhance Teaching and Learning • Positive Support Plans used to improve behaviour for learning	

3. Self-help Skills and Independence

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Independence is an integral part of our school vision (see above) – a major focus by and for everyone • Self-help skills are an integral part of the curriculum • Focus on transferring skills and knowledge into community settings • IEP Targets • Focus on pupils being independent learners • Regular opportunities to practice 'Life Skills' e.g. through cookery sessions	• Learning opportunities in mainstream / other settings as appropriate • Appropriate structures, environment, routines, communication methods, adapted resources to aid pupils' independence • Specialist equipment e.g. seating, cutlery, communication aids	• Positive Support Plans • Personalised therapy plans • Personalised timetables • Sensory Diet • Tools, furniture adapted to need • Toileting programmes, following advice from the school nurse / incontinence specialist nurse

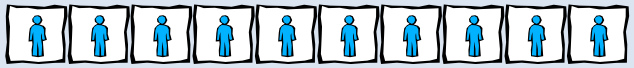
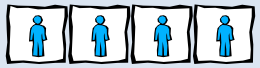
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4. Health, Well-being and Emotional Support

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Positive Learning environments with excellent staff role models. • Focus on developing confidence and self-esteem. • SMSC integral to curriculum planning • A number of staff trained in First Aid • Staff trained in Moving & Handling • Staff trained in Team Teach • Staff trained in epilepsy management • St Stephens School holds a Healthy Schools Award • ARB pupil representative on the Pupil Forum (School Council) • Individual Pupil Risk Assessments for all ARB pupils • IEP Targets	• Sensory room • Additional time allocated to support emotional development and understanding • Focus on developing shared attention skills • Focus on developing interest in learning through activities based around skills and interests. • Opportunities to compete and be positively challenged through sport • OT guidance incorporated into classroom practice • Advice and support from SaLT incorporated into classroom practice • Communication Passports • Specialist equipment e.g. seating, cutlery, communication aids	• Emotional development and well-being is main focus • Increased joint working between parents/carers, school and multi agencies • Support from specialist communication TA • Support from individual staff when making difficult decisions • Support from a selected staff member to support a transition from one setting to another as required. • Physiotherapy, Occupational Therapy support as needed with staff following detailed plans draw up by professionals • Moving & Handling assessments in place for appropriate pupils • Workstations • Healthcare plans (multi-agency) • Staff trained in competencies around medical interventions required by individual pupils

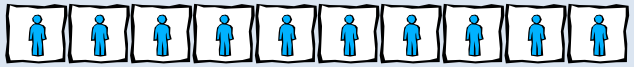
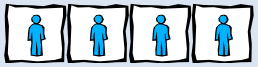
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5. Social Interaction Opportunities

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Independence is an integral part of the ARB vision – a major focus by and for everyone • Self-help skills are an integral part of the curriculum • Focus on transferring skills and knowledge into community settings • IEP Targets • Focus on pupils being independent learners • SMSC (Spiritual, Moral, Social and Cultural) Education identified within all teaching/learning planning across the school • Opportunities to meet their mainstream peers on the playground, enrichment activities as appropriate to a pupil's individual need	• Learning opportunities in mainstream / other settings as appropriate • Appropriate structures, environment, routines, communication methods, adapted resources to aid pupils' independence	• Positive Support Plans • Personalised therapy plans • Personalised timetables • Sensory Diet • Tools, furniture adapted to need

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6. The Physical Environment – Accessibility, Safety & Physical Learning Environment

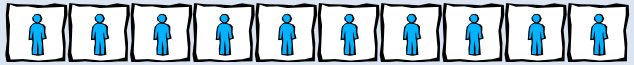
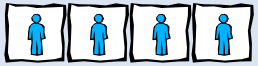
Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Clean, clear, well lit, and well-resourced environment • Access to specialist areas such as multi-sensory room • Stimulating external play areas • Well resourced environment • ICT facilities, including, cameras, iPads as well as switch adapted equipment • Large external, accessible play areas • Access to local sporting area such as the Launceston Leisure Centre for sports and swimming. • Access to a wide range of additional therapies as required – Physiotherapy, Occupational therapy • Resources stored in labelled containers with symbols to aid identification and independence • The school environment is accessible to all • Accessible and specially adapted bathrooms/changing facilities • Appropriately sized tables, chairs and furniture to promote appropriate postural management • All areas of school are maintained to a high standard	• Specialist equipment such as overhead hoists, specialist seating, standing frames, on the advice/referral from occupational therapists and health colleagues as required • Sensory room • Wheelchair accessible playground with ramps & safety rails • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Disabled toilets	• Designated teaching areas for identified pupils, as required • Parts of classroom / areas of the ARB modified to meet needs of pupils with more complex need. • Personalised Moving and Handling risk assessments to inform moving and handling techniques • Dedicated learning areas, resources matched to pupils behavioural, medical, physical, communication, social and learning needs with individual motivators and rewards

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• All ARB staff trained in Moving & Handling • Pupils feel safe in an environment where bullying is minimal and dealt with effectively • All areas of the school have wheelchair accessible classes • Staff trained in Team Teach • Accessible outside areas • Fully fenced playground area with covered outdoor area beside the ARB for all weather outdoor experience / play opportunities • Access to extensive school outdoor environment and class raised bed for growing plants / fruits / vegetable • Teachers focus on rewarding good behaviour to promote a positive learning environment • Pupil Emergency Evacuation Plans (PEEP) completed for all pupils in the ARB • There is a named child protection officer, designated safeguarding officer (and deputies) and a named child in care teacher for the Multi Academy Trust (MAT)		

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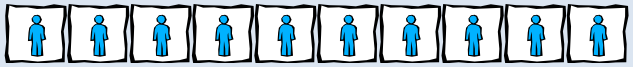
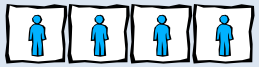
7. Transition from Year to Year and Setting to Setting

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Transition visits timetabled to ease entry to new school or from CDC / Pre-school setting to ARB • ARB teacher attends Annual Review / TAC/CiC /CIN meetings in current setting prior to entry to the ARB • Website remains up to date and current • Class timetable sent home • Social Stories given to aid transitions • SENDCo / ARB or Special school teacher to attend Year 5 SEN Review to discuss transition arrangements and sharing of information • Reports to parents via learning journals, to new settings • Structured Conversations between parent and receiving teacher / previous teacher to ensure smooth transition in place • ARB Castle Unit / Launceston College Year 6 visits prior to transition • Taster days for students in Year 6 and induction days arranged in the summer	• Year 6 transition meetings with pupil, parents, class teacher & receiving teacher	• Individually tailored transition packages • Pupils supported by a TAC/Early support plan to ensure transition planning is robust and meets the needs of the individual • The Secondary ARB teacher or Special School Teacher and/or SENDICO attends Year 6 annual reviews where appropriate

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term • Secondary placements invite specific students to attend summer school		

8. Engagement with Families

Whole school approaches **The universal offer to all children and YP** 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Reports to parents • Learning Journals • Key worker conversations on a weekly basis either face to face or on the phone • Staff allocated key workers for contact regarding individual children • Six monthly (EYFS), Annual/Transition Reviews/Single Plan Reviews • ARB class assemblies / coffee afternoons • School texting service • School e mail service • School website • 'Open door' policy – specific appointments on request • School fortnightly newsletter • The school makes best endeavours to work in partnership with all parents and carers • A yearly questionnaire takes account of parental views about the school • Parent/carers know exactly who to contact if	• Parents are able to contact school at any time about concerns. • Key workers available at any time to talk about questions or concerns regarding children • Referrals to a range of available family services are made through contact with the ARB teacher, recommendations follow meetings / TAC etc. • Reports/Carers are encouraged to attend information sessions to support their young person at home regarding: - Parenting skills - Skills to support with work at home - Family services	• Parents/ carers views and opinions are actively sought through Early Support/TAC and SEN review meetings. • Key worker conversations daily/weekly • Advocacy is available to ensure Parents and Carers are fully able to communicate their views and opinions. • All documentation is presented in a format that is accessible to individual parents • CIC (Child in Care) Reviews • Child in Need Reviews • Early support/TAC meetings • Multi-agency reports • Moving and Handling plans • Communication passports • Bespoke AAC equipment and plans • Parents /carers are encouraged to engage in 1:1 reading and support with home school activities

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they have any concerns (key worker signposting) • ARB Pastoral Care representative to signpost parents to support • Access and support from our Parent Support Advisor for a range of needs • The virtual learning environment, and/or website enables parents and carers to understand what their young person is learning • Parents and carers are invited to open sessions within the school: sharing assemblies for their child; work sharing events; sports days; class trips etc. • Parents/carers are informed about the progress of their children through: - Tracking shared termly - In consultation days - End of Year reports - Annual SEN Reviews - IEP Target Reviews		• Parents / carers can access 1:1 or small group support to ensure they have the skills to fully support their child in developing their reading skills at home

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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy	Assess and monitor speech and language problems. Programmes put in place for the class to follow on a regular basis, with regular support and reviews with the ARB Teacher. SaLT targets incorporated into the IEP where	Jayne Bulbeck Children's Speech and Language Therapist - Launceston Cornwall Partnership NHS Foundation Trust Launceston Community Hospital Link Road

	necessary.	Launceston Referrals through the school
Teacher for the Visually Impaired	The teacher for visually impaired pupils' works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Alex Hunt - Teacher of the Visually Impaired Cornwall Council -Sensory Support Service Educational Audiology Centre, Priory Road, St. Austell, Referrals through the school or hospital recommendation
Teacher for the Hearing impaired	The teacher for hearing impaired pupils works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Lorraine Puttick - Teacher of the Deaf Sensory Support Service Educational Audiology Centre, Priory Road, St Austell Referrals through the school or hospital recommendation
Physical and Medical Needs Advisory Teacher	The teacher for physical and medical difficulties works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Steve Deacon - Physical and Medical Needs Advisory Teacher Cornwall Council Together for Families 01726 223363 Referrals through the school or hospital recommendation
Child and Adolescent Mental Health Service (CAMHS)	Support with children showing signs of mental health or significant social difficulties	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Education Mental Health Practitioner (EMHP)	Mental health support for children with a range of social emotional and mental health needs.	Lyndsey Wilde - Education Mental Health Practitioner Upper Tamar Mental Health Support Team (MHST) c/o Shaw House Porthpean Road St Austell Referrals through the school
School Nurse	Support with medical difficulties including Healthcare plans. Provide competency training for staff (feeding, medication etc). Assessing need for incontinence aids (nappies	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400

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	/ pull-ups)	
Specialist Incontinence Nurse	Support with toileting programmes. Provide competency training for staff as required	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychology Service	Support, observation and assessment of children with concerning academic or social progress at school.	Referrals through the school
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	01872 323022
Spectrum Autism support Centre	Autism resource and information centre	01872 278378
Special Education Department	Responsibility for all statutory requirements relating to Statement of Special Educational Needs or pupil EHCP	0300 1234100
Passenger Transport Team	Arrange home/school transport Work in conjunction with the school to produce an up to date risk assessment of each child to inform travel plan	0300 1234100
Multi-agency professionals: Physiotherapist, Occupational Therapist, Dietician, Learning disability nurses, Continence nurse	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	Through the school
AAC officer (Alternative and Augmentative Communication)	Work in conjunction with the AAC Speech and Language Therapist to contribute where	aswilliams@cornwall.gov.uk

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	required to the assessment process determining AAC provision	
Parent Carer Council Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	www.parentcarercouncilcornwall.org.uk 07973763332 07591019548
St Stephens School Association (PTFA)	St Stephens PTFA is a registered charity and run by trustees. They are parents, teachers and **friend's** association which allow them to involve the wider community in what we do. They meet on a regular basis planning fund-raising events to help strengthen the school's community. Through such events they are able to purchase additional resources for the school. Please see the school website for further details: http://www.ststephenscornwall.co.uk/about-us/ptfa	St Stephens PTFA chair and secretary can be contacted via the school telephone or school email

Answers to Frequently Asked Questions

Please see below answers for some potential questions you may have about the ARB

- **How does the school know if children need extra help?**

All pupils at the ARB have been provided with an Education, Health and Care Plan (EHCP). These are formally reviewed each year (or 6 monthly for pupils under 5 years) during an SEN Review to ensure the EHCP outcomes (long/short term aims) of all learners are upheld and are formally evaluated. This work is undertaken with families and appropriate multi-agency teams who are involved with the child. At these reviews all current outcomes are discussed; future outcomes are agreed and implemented into the next academic year. Throughout the year the ARB teacher / ARB Manager / Head of School continues to monitor and implement agreed outcomes which may lead to a change of / in provision (additional resources allocated, further multi-agency support, change to curriculum offer etc). Any parent / carer is free to make an appointment with the ARB teacher to discuss the progress of their child. Interim Reviews can be arranged where necessary.

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- **Who is responsible for the progress and success of my child in school?**

The Local Governors/Directors of the Academy are ultimately responsible for ensuring each child succeeds at St Stephens and makes good educational progress. The school recognises that teachers and families need to work together to ensure pupils make good educational progress and this is planned in an informed way. There are opportunities for the school and families to work together throughout the school year agreeing educational outcomes (e.g. – IEP's or Single Plan outcomes). The Head of School monitors the progress the pupils are making in the ARB. Pupil progress and the data associated with this is additionally identified through the Teacher Appraisal process to ensure all pupils are provided with challenge within their learning (closing the gap) where applicable. Structured Conversations with teachers, along with evidence from 2simple, each term determine the current level of each learner within the core areas of learning. Additionally, within all Annual SEN Reviews, documents regarding the current levels are recorded within Literacy / Numeracy / Phases of development (Early Years Foundation Stage).

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

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all pupils in the ARB. Through this the school provides challenge within all learning outcomes for all learners. The school additionally recognises the value of providing an enriched curriculum to continue to pursue learning outcomes in a cross-curricular way. Whole school enrichment days are organised, visits to extend learning in a curriculum area, Sport / Leisure days are planned throughout the year. Much of this work supports the SMSC (Spiritual, Moral, Social and Cultural) curriculum.

- **What is the role of the Learning Support Assistant in the ARB?**

The ARB is allocated a class teacher and a team of Learning Support Assistants (LSA'S). The Learning Support Assistants support the teaching delivery of the class teacher and contribute to Assessment for Learning. LSA's provide additional support in ensuring the health, safety and well-being of all learners is upheld. This will include meeting the therapy, personal hygiene and self-help needs of each learner.

- **How will I know how my child is doing and how will you help me to support my child's learning?**

The ARB uses Home / School Communication files. These files are sent home each day. Families have the opportunity to add their comments within these files to ensure effective communication between home / school is upheld and any additional support is identified. Parents can speak to the class teacher at any time to keep up to date with their child's progress; if further information is required the school will make an appointment with the parent to discuss all aspects of progress with the families.

The school provides each pupil with Individual Provision Map targets which are agreed with families. These targets are addressed/evaluated on a regular

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basis by the school; Structured Conversations are held with families to review the progress being made towards these as well as any other aspirations for the pupil. Through this careful monitoring the class team, parents and carers can determine the progress being made and identify/agree if such targets need to be changed. Additionally, within these meetings agreements are made to determine how all parties can help underpin the pursuit of agreed outcomes. The school keeps all data associated with pupil progress within their Individual Provision Map.

At the Annual SEN Review / Transition review, the school is required to publish the current academic level of each individual learner within the P levels / National Curriculum levels. Each term families are invited to look at their child's profiles / 2simple information. These hold evidence and examples of their child's progress that term with annotations and photos. A structured conversation is held at the same time to discuss views of the school and family in relation to the pupil's progress and well-being.

- **What support will there be for my child's overall well-being?**

St Stephens ARB recognises that children's wellbeing and emotional health is as important as their academic progress. The school ensures through the Individual Provision Map process and structured conversations that pupils' behaviour, communication, social and physical needs are addressed. Through our personalised learning approach, the school ensures where appropriate the learning environment can change as required. Individual learning areas and safe spaces have been created to support some of the well-being needs of learners and provided with personalised learning timetables. These are often designed in consultation with the multi-agency teams who additionally support our learners.

Personalised learning timetables can also address the physical management needs of learners; individual programmes of work designed by the school physiotherapist and Occupational Therapists are addressed on a daily basis if required. The school has an allocated nurse who designs Individual care plans to support the medical needs of pupils where appropriate. All plans are adopted and implemented on a daily basis. The school nurse over-sees the training needs of staff to help implement these plans in a safe and informed way. The ARB Teacher organises and attends meetings with families and multi-agency teams to discuss and plan next steps to support pupil well-being; these include TAC (Team Around the Child) and Early Support meetings.

The school works with families to design Positive Support Plans (PSPs) to help support any behavioural needs of pupils at the school. The ARB staff are trained within Team Teach protocols and all behaviour plans and the data associated with these are monitored by school. The use of seclusion may be included within the PSPs; the school works with families/multi-agency teams to ensure there is a clear understanding of the use of such approaches and the data this provides us. These plans are reviewed; if a pupil is experiencing difficulty in managing their behaviour or as a result of their behaviour this impacts upon their health, safety and well-being and that of others a plan will be designed and implemented with the agreement of families.

- **How do I know that my child is safe in school?**

All staff at St Stephens receive Tier 2 safeguarding training; all visitors to the school including volunteers are provided with Tier 1 safeguarding training and

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are provided with leaflets which outlines what the school expects of all visitors to help keep our pupils safe e.g ensuring behaviour is always appropriate. The school has two senior designated safeguarding officers who have the responsibility for the health, safety and well-being needs of the learners are fully informed and where appropriate supported.

The school has assessed the need for first aid provision and ensured that the correct level of support is available across the school. All safeguarding protocols are governed by the Safeguarding policy of the school; it is the responsibility for the Governors to ensure the safeguarding policy (including first aid) is up to date and meets all statutory guidance and individual needs.

All pupils in the ARB are provided with an Individual Pupil Risk Assessment. These are agreed with families when the child joins the school. These plans provide the school with a clear outline of any safety concerns; determine staffing ratios required (in and out of school), current banding arrangements, food allergy, medication requirements, if a care / positive behaviour intervention plan is in place, further information from families that the school may not be aware of and travel arrangements. These plans are formally updated with families / multi-agency team (as required) annually. In the interim all plans are monitored by the ARB teacher and team; if any amendments need to be made the families/multi-agency team are consulted and a revised plan issued.

The school has a duty to adhere to the recommendations made by the DfE to support pupils at school with medical conditions. It requires the Governors of the school to make the appropriate arrangements to support pupils at school with medical conditions (Children and Families Act 2014). It also requires the Governors of the school to ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of pupils with medical conditions are effectively supported. The ARB works with a wide range of professionals in supporting pupils at school who have a medical condition. These include Occupational Therapists, Physiotherapists, Educational and Clinical Psychologists, Learning Disability Nurses, Health and Social Care professionals (School GP, School nurse, consultants) dietician, teacher of the visually impaired, teacher of the hearing impaired and the Speech & Language Therapy team. The new Education, Health and Care Plan will additionally determine who needs to be involved with each pupil and the impact of this involvement within the daily life at school.

Many pupils in the ARB therefore have additional plans to help support their safety; these will include manual handling plans, individual healthcare plans, feeding plans / protocols, behaviour plans, therapy plans, plans associated with management of behaviour and risk assessments to help inform school transport. The ARB undertakes risk assessments for all out of school visits as recommended by the Local Authority. The ARB teacher is responsible for ensuring all structured teaching activities (both within and outside of the school setting) is supported by risk assessment; this is acknowledged within all teachers planning as appropriate. The outcomes of such assessments are shared with the class team to ensure the health, safety and well-being of all learners is upheld at all times

The Head of School monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. Working alongside the Head of school, the Governors produce detailed reports and associated action plans to ensure the school building is fit for purpose and compliant within all health and safety regulations.

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The school holds all personal information in relation to any child. This information contains the telephone details/contact information for families and next of kin. Families are encouraged to let the school know if there are any changes in this vital information. The school additionally operates a texting service to all families. This ensures we are able to contact parents at any time of the school day. This invaluable service allows the school to notify the families of any changes of circumstance to the school day e.g. severe weather/school closure.

The school has a fob system on all main entrances into school. The other entrances are governed by locks which deactivate if there is a fire.
All staff within the school have been issued with identity badges which contain their photo and school logo; this allows members of school staff to be easily recognised when they are out with the pupils/within larger class groups.

- **What specialist services and expertise are available at or accessed by your school?**

St Stephens ARB works with a wide range of health professionals and multi-agency teams. When pupils join the ARB, they have been allocated either a Statement of Special Educational need or EHC plan; within these documents there are additional reports and guidance to help inform future provision and the further support needs necessary.

As a result the pupils in the ARB are provided with support from a wide range of professionals. Within our day to day working practice the team in the ARB implement the recommendations made by such professionals; each child's needs are viewed individually and addressed in light of reports and recommendations made. This ensures we offer and continue to offer personalised learning throughout the school.

- **How are the Continual Professional Needs of the staff at Doubletrees identified, planned and implemented?**

Each year St Stephens Community Academy / ARB designs an Improvement Plan (SIP) and through robust self-evaluation monitors the impact of this; this outlines the further CPD (Continual Professional Needs) of the staff at St Stephens / ARB. The SIP addresses key focus areas which will be addressed. CPD opportunities will be offered to support the development of areas identified.
CPD is currently addressed in two ways:

- Whole school / ARB
- Individual

Whole school – Through whole school / ARB CPD the school continues to address key skills, knowledge and understanding within Safeguarding, Moving and Handling and Team Teach. Staff in the ARB are additionally trained in First Aid, Makaton, Epilepsy, Feeding, and Administering of medication, intimate care, VOCA / AAC and Behavioural Management. The SIP is outlined to the staff and Governors of St Stephens Community Academy and is based upon robust self-evaluation of the school; following this, key priorities are identified within this to the whole staff at identified points during the year. As a result, further key priorities within CPD and training requirements can be addressed

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Individual - Each curriculum type offered to the pupils at St Stephens requires further specialist knowledge and understanding to help it meet the needs of individual learners; therefore, appropriate CPD will be offered to support the skills, knowledge and understanding of the class teacher who in turn will cascade this to the class team or whole school as necessary.

- **How will my child be included in activities outside the classroom including educational visits**

As a fully inclusive school, all pupils participate in whole school, curriculum and off-site activities, and as a direct result all pupils in the ARB have the opportunity to partake in educational visits out of school. These visits help widen / enhance learning outcomes being addressed in differing learning environments. Families will be notified of all educational visits by letter. If a parent does not wish for their child to partake in any planned visit they are encouraged to notify the school.

Visits are pre-planned and form part of the class structured timetable which is sent to parents at the beginning of each academic year. The school website additionally outlines the types of visits each class will make over any academic year on the 'Overview'. The school (at times) needs to ask for a voluntary contribution for such visits; these charges are in line with the schools 'Charging policy' which is detailed on the web site and has been agreed by the full Governing body of the school.

The education out of school policy requires the design of robust risk-assessments to support the health, safety and well-being of all pupils/staff undertaking educational visits out of school. These risk assessments are a requirement for each visit; the school uses the EEC live, which is an on-line system for health, safety and organisational management which submits all risk assessments electronically to county for their scrutiny.

- **How accessible is the school environment?**

Our school site is fully DDA compliant. The site is fully wheelchair accessible and is designed to meet the needs of pupils with partial sight / hearing. The ARB has access to specialist equipment as required – e.g. hoists and physiotherapy equipment. The ARB bathroom is adapted to ensure the mobility needs of all learners are catered for.

- **How will school prepare and support my child through the transition from key stage to key stage and beyond?**

As a child enters the school (following the Local Authority's admissions process) a member of staff will contact families/current educational providers (as applicable). The induction process will start to obtain information to help in a smooth transition of the pupil new to the school. This will include obtaining all documentation relating to the educational, health and care of the child as appropriate. An induction pack is sent to families which includes information to keep and information to provide to the school. The ARB Teacher will contact families during this process. Structured Conversations are held between

the family and ARB teacher prior to admission.

When pupils move from St Stephens ARB to their Secondary provision, close liaison is made with the receiving teacher to ensure that all information, equipment etc is passed on appropriately. Structured conversations are held between parent and receiving teacher before the end of the Year 6 academic year. ARB pupils are supported through the transition process to their new school with visits and Social Stories.

- **How are the school's resources allocated and matched to children's special educational needs?**

The pupils within the ARB are supported effectively by the identification of their learning needs strands which allows for the appropriate staffing levels, resources and expertise for the varied and complex needs of the students. The ARB has a classroom environment, resources and staff expertise required to facilitate learning and progress. Each child receives support matched to their own level of Special Educational Need and on advice of external professionals. This support is monitored closely and adapted as and when necessary.

- **How is the decision made about what type and how much support my child will receive?**

Each pupil who attends the school will have a statement of special educational need or a Single plan (ECHP). These documents identify the nature of the child's special educational needs and statement objectives/single plan outcomes. Using this information, the school will assess the support needs of each pupil and curriculum requirements.

Through the admissions process the school will determine the needs and level of support within the ARB setting. Staff-pupil ratios, resources etc are determined by the number and type of learners in the ARB classroom.

- **How will transport to the school be arranged**

Transport arrangements are dealt with by the Local Authority prior to you child starting school. They will undertake (with you) a risk assessment which details all information relating to your child. The outcomes of this are sent to the Passenger Transport Unit at the Local Authority who arranges the home/school transport. If your child uses a wheelchair and they need to travel in this then it must be issued with a passport; this passport is issued by the wheelchair service provider and not the school.

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

Further information on our provision can be obtained in the following ways:
School website http://www.ststephenscornwall.co.uk/

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- School secretary 015666 772170 ststephens@andaras.org
- Headteacher: Mrs M Furber (via the school secretary)
- ARB Manager: Mrs D Bartlett, school number 01566 772170
- ARB Teaching & Learning Leader: Ms K Walsh, school number 01566 778883

- **What should I do if I feel that the School Offer is not being delivered or is not meeting your child's needs?**

Families who believe their child's needs are not being met within school are asked to:

- Address the key issue/concern with the ARB teacher to discuss (the ARB teacher will feedback this information to the ARB Manager / Head of School)
- Address the key issue/concern with the Head of School (appointments can be made via the school secretary)
- Address the key issue/concern at the child's Six monthly, Annual or Transition Review with the ARB teacher or Head of School

Where parents feel issues/concerns cannot be addressed in this way they will be asked to write to the Chair of Governors.

- The Chair of Local Governors can be contacted via the school (please ensure all correspondence is addressed to the Chair of Local Governors, St Stephens Community Academy, Roydon Road, Launceston, PL15 8HL and marked as confidential)
- The school has a Complaints Policy which can be found on the school's website
- Contact the Special Educational Needs team at County Hall Truro, Treyew Road, Truro, Cornwall TR1 3AY

- **How is your School Offer reviewed?**

As from September 2014 it is the responsibility of the Local Governing Body to review the school's offer in consultation with the Senior Leadership Team of the school. This review will happen formally at the beginning of each academic year at a full Local Governors meeting. If this offer needs to be reviewed before the start of each new academic year it will be the responsibility of the Head of School to place this on the next full Local Governors agenda for their full consideration. The Senior Leadership Team will monitor the School Offer throughout the academic year.

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