

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The Local Offer from special schools

Cricket Green School

September 2014

<p>1. How does Cricket Green School assess whether they can meet my child's needs before they join the school?</p>	<ul style="list-style-type: none"> • Consideration of paperwork ; look at needs, levels and professional input required (eg: OT, SLT) • Discussion at panel with other professionals such as Educational Psychologist/ Speech & Language Therapist • Possibly visit to current setting • Parental visits made to the school with the Head or senior staff. • Child or young person may visit.
<p>2. What is the process for applying to the school or asking for a placement at the school or who would refer my child?</p> <p>Please list eligibility criteria (e.g. must have an EHC plan) and the general process by which pupils are referred to the school.</p>	<ul style="list-style-type: none"> • All pupils must have been assessed and given an AR /EHC plan, unless new to the country • Assessment places for those with out an AR /EHC plan at LA request • Eligibility criteria is that learning needs fall into the moderate / severe learning range, possibly with other diagnosed needs such as ASD, Sp &Lang, medical, physical, sensory impairment. (Pupils with PMLD are not eligible for the provision at CGs as their learning needs cannot be met through the curriculum delivery, nor do we have appropriate health professionals on site.) • Admissions are through the LA admissions processes. • Pupils may be referred by Early Years professionals, through an Annual Review request to panel, by parental request to the LA or from another LA SEN department. • If anyone wishes to view the school visits are arranged directly with the Headteacher. • Parents are advised to visit prior to placement on occasions being supported by the LA "Parent in Partnership Service."
<p>3. How will I know how Cricket Green School will support my child/young person and how any therapy or specialist,</p>	<ul style="list-style-type: none"> • All pupils' progress and well-being is monitored throughout the year primarily by the class teacher and reports are generated through scheduled IEP, Annual Review/ Educational Health Care plans and pupil progress meetings. During the meetings the

alternative provision will be delivered?

- How and by whom are support plans developed?
- How is it decided what the appropriate package of support might be?
- What evidence base may be used?
- How is it decided if specialist support is needed e.g. link day placements, outside teams involved (LAC, youth justice), music therapy, ASD support, behaviour support etc.
- How is that managed? How will it be explained to me?
- Who might provide any extra input or provision (including people from within the school or from outside)?
- How does the school ensure that these people are up to date and have the required skills?
- How are appropriately skilled people from outside the school inputting into the package of support?
- How do the Governors know what provision is needed and what are

relevant professionals will agree in conference with the parent and child, where appropriate, and arrange for the pupil to gain access to wave 1,2, and 3 support and interventions as needed. This support is monitored and reviewed on a provision map and updated termly or when the intervention is complete.

- All support and provisions are agreed upon in a multi-agency approach usually with the Head teacher chairing the meetings.
- We use a range of evidence inclusive of hard and soft data from the necessary professionals, parental and pupil testimonies/opinions, observation reports and the Educational Health Care plan.
- The specialist support is allocated if the pupil's needs meet the criteria in the referral process.
- A meeting will be set up to explain the process with parent or carer, this may be during a scheduled meeting like Parents Evening or a discrete meeting may be arranged at the parents/carers' or Head teacher's request.
- Interventions may be provided by trained support assistants, teachers, senior or specialist teachers, therapists, sensory teams, therapists and CAMHs.
- Each intervention is delivered by practitioners with the necessary training and experience. All interventions are monitored and reviewed to measure impact and progress towards targets.
- All school staff access training throughout their careers, from Induction to developing specialist skills.
- Appropriately skilled and trained people work with the pupils, and train school staff, as appropriate, to create as much opportunity for professional development as possible.
- Each provision is monitored rigorously and recorded on SIMS (provision mapping) to measure the quality of impact and cost effectiveness. All pupils have an Individual Education Plan which is officially reviewed and updated twice per year.

<p>their responsibilities?</p> <ul style="list-style-type: none"> • How does the school check that the provision is effective? Do all children/young people have Individual Education Plans (IEPs)? 	<ul style="list-style-type: none"> • Governors are appraised of the provisions and support offered by the school during governor's meetings. They also play an integral part in the school's growth, providing employment and resources for specialists inclusive of therapists and agencies that may work with pupils and their families.
<p>4. How will the curriculum be matched to my child/young person's needs?</p> <ul style="list-style-type: none"> • What is the school's approach to differentiation of the curriculum? • Who plans any specific individual education/intervention programme? • How is the curriculum organised according to need? • What happens if specialist equipment is needed? 	<ul style="list-style-type: none"> • At CGS we believe it is our duty to personalise the curriculum and environment to meet the needs of every individual. This means that all lessons are differentiated and tailored to enable pupils to access the curriculum and achieve their very best in all areas of school life. Their achievements and progress are tracked and measured where we aim to increase the life opportunities of all of our pupils and young adults. • A range of professionals may help to plan specific interventions for pupils alongside the class teacher. • The curriculum is based on the Creative Curriculum combined with specific work on literacy, numeracy and social skills. Our approach enables pupils to develop skills, follow patterns of thought and revisit topics on a two yearly basis. The Creative Curriculum is underpinned by the Skills Ladders developed by the school to show skill steps in History, Geography, Science, Art, Technology, Drama, Music, Personal Social Health Education, Social skills, R.E and ICT. All pupils have individual education plans (IEPs), which reflect annual review /EHCP targets and termly objectives. All pupils in the Secondary school use the specialist rooms for Art, Music and Food technology. All areas of the curriculum are delivered either as discrete subjects or as part of the Creative Curriculum • Specialist equipment is obtained by the school through various resources including: Grants, pupil premium funds, school budget and requests for funding from the borough.

5. How will the school know how well my child/young person is doing?

- How are attainment and progress measured and monitored for all pupils?
- How will the school meet the social, emotional and educational needs of the child or young person and measure progress across all areas?

- Attainment and progress is measured, monitored and recorded by class teachers and senior leaders using curriculum levels and skills ladder descriptors. There is an embedded cycle which encompasses the quality of Teaching and Learning and the accuracy of levelling. Pupils' levels are kept on CASPA and the standard of their progress is compared to the guidelines set out in the National Progression Guidance, Raise and the extensive comparison set (up to 100,000 pupils) on CASPA.
- The social and emotional needs of the pupils and students at CGS are met primarily through the ethos of the school, the manner in which they are treated and the invisible curriculum. Care guidance and support is the foundation on which all learning is built. Their progress is measured using hard and soft data inclusive of reports, assessment skills ladders from Social skills, Drama, PSHE lessons, parental and pupil questionnaires/testimonies, therapy intervention, case studies and small group CAMHS/ELSA work. Samples/data will be kept on CASPA and in the 'pupils' profiles' and measured using the most up to date bench marks.

6. How will I know how well my child/young person is doing?

- In addition to normal reporting arrangements what opportunities are there for parents to discuss progress with staff?
- How do parents know what progress child/young person should be making?
- If you have any children without an EHC Plan, how do you plan their provision and reviews?
- If you look after any children who are out of school, how do you

- Initial IEP meetings are held within 2 months of a pupil first attending CGS
- There are two Parents meetings a year to discuss progress and IEPs
- IEP / SLT / OT targets are all shared with parents.
- Meetings can be arranged outside of these usual meetings with class staff or other professional such as SALT / OT
- Statement review / EHCP review meetings are held annually
- Celebration evening at the end of the year with the opportunity to discuss the end of year report and see the pupil's work
- For any pupil who is out of school work will be provided and opportunities will be made for the parent to discuss the work and progress with the class teacher and assistant head
- Home school books are used for all pupils in KS 1 &2 and may be used for some pupils in the secondary phase of the school
- E mail contact can be used

<p>communicate with them and how often?</p>	<ul style="list-style-type: none"> • After pupil progress meetings some pupils will receive additional support or interventions which will be shared with the parents • Pupils attending alternative provisions are subject to the same reviews and target setting.
<p>7. How will you help me support my child/young person's learning?</p> <ul style="list-style-type: none"> • How is regular contact maintained about things that have happened in school (such as home/school book)? • What opportunities are offered to parents to enable them to help support their child/young person out of school? • Do you offer any training or learning events? • How are parents involved in planning any support offered in or out of school? 	<ul style="list-style-type: none"> • Prior to the starting at Cricket Green, schools are contacted to make transition plans. This can take the form of informal visits to school, regular link visits for particular topics, attendance at Annual Reviews or Cricket Green staff visiting the children at their current school. • Important information about a child's learning and social needs are obtained from their current provisions to inform our planning and any adaptations that need to be made. • The primary children and any other child where it is deemed appropriate receive a home visit by the Assistant Head and / or Family Support Worker, to meet with the family, talk through any concerns or anxieties and signpost support networks • Once at school, children are given a home/school book which is used for communication between the school staff and families. Staff write a newsletter every Friday to inform the parents what their child has been learning/doing that week. Staff will also write regular personal comments about individual achievements and challenges. Parents are encouraged to do the same. • At the beginning of every half term, parents are sent home a Curriculum outline which presents all the topics that their child will be learning about. This also has ideas for the parents as to how to support and extend this learning at home. • Reading journals are sent home daily to inform parents of their daily reading sessions - parents are encouraged to write in these too. • "Star of the day" certificates are sent home to show parents what is being celebrated

	<p>for that child at school.</p> <ul style="list-style-type: none"> • Parents are encouraged to attend all festivals to celebrate learning alongside their child e.g. Harvest, Christmas, Film festivals, Art exhibitions etc. • Parents have access to the parenting programmes, Early Bird Plus courses, ICT training, literacy and numeracy basic skills or any individualised support provided by the Family Support Worker. • Questionnaires are produced at parents evenings to consult with parents about their views of aspects of school, what we do well and what we need to improve upon. • Parents continue to remain in contact with the school long after their child has left and are always welcome. This is possibly as a result of the support and nurturing they received, and continue to receive.
<p>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p> <ul style="list-style-type: none"> • What types of pastoral, medical and social support is available? • What support is available to improve attendance, support behaviour and avoid exclusions? • How does the school manage the administration of medicines or 	<ul style="list-style-type: none"> • Child Protection training is given to all new staff through their induction and updated annually for existing staff. This explains the importance of sharing information and following procedures to ensure the welfare of our pupils is our primary concern.] • Two staff have responsibility for CP, the Headteacher and an Assistant Head. Their training is ongoing and subject to constant update. • Care plans are completed by the school nurse and parents as needed for individual pupils. • Information on pupils with care plans are shared with the staff across the school. • Medical training is renewed annually for all staff, for managing epilepsy and anaphylactic shock and Specific training is offered to groups of staff as needed eg: epilepsy, diabetes, tracheotomy etc. • Regular meetings are held between the school nurse and the assistant head with responsibility for pastoral care

personal care? Is a care plan developed for these specific needs? What level of training provided for staff?

- What is the approach to bullying, safeguarding and promoting positive mental health?

- Merton CAMHS referrals can be made by the school. Names of pupils who may be referred come through discussions with parents, requests for support directly from the parents, concerns raised by staff or from the pupil themselves.
- We have a Tier 2 CAMHS worker based at the school 3 days a week. Pupils receive support either on an individual basis or as part of a small group of pupils who may all be experiencing the same issues.
- Music therapy has been offered through CAMHS

- Regular meetings are held with the EWO to monitor attendance. The parents of any pupils whose attendance is causing concern are contacted initially by letter. If there are no improvements phone calls will be made to discuss the concerns and a plan to increase attendance put in place. Support may be offered by the school to improve this.
- Letters from the Education Welfare Officer and further action may be taken in cases where attendance doesn't meet expectations.
- Positive attendance is rewarded by certificates awarded for 100% attendance at the end of each term

- Management plans are used as needed to support pupils to modify their behaviour, in conjunction with parental support.
- The schools educational psychologist can offer support and guidance.
- Anti-bullying work and self-esteem raising forms part of the PSHE programme
- The school has focused weeks when issues about appropriate social behaviour are discussed and celebrated.
- Any incidents of bullying or inappropriate behaviour are managed by staff who know the pupils. The ways of resolving issues depends on the age, ability and needs of the

	<p>pupil.</p> <ul style="list-style-type: none"> • Through social skills lessons, Circle times and class reflection time pupils are encouraged to share their feelings, seek resolution and deal with upset or conflict. • Annual reviews are held termly and run by the Head or senior staff. • The transition to EHC plans will run alongside this process. • Yr 9 Annual Reviews are transition reviews and start the process of considering and planning for the transition into adult life. • Yr 11 Annual Reviews consider placement post 16. • Dependent on stated need or professional involvement reports are requested and invites sent. Meeting dates are offered to parents. • Minutes are recorded and shared, usually at the meeting. These record progress, views and recommend any changes to the statement of provision. In exceptional circumstances some reviews are typed up post meeting. • All information is shared with parents / guardians/ professionals.
<p>9. How will my child/young person be able to contribute their views on how things are going?</p> <ul style="list-style-type: none"> • How can the pupil voice be heard and child/young person enabled to contribute their thoughts and 	<ul style="list-style-type: none"> • Pupils have an opportunity to express their views through Circle times, pupil Council meetings and our "Rights Respecting Schools" initiative. Aside from these set times, pupils also have opportunities to speak with staff or mentors on a daily basis. • The pupils have the opportunity to organise Pupil Voice events throughout the year through "Rights Respecting schools" and the Pupil Council. • Pupils from KS3 upwards may contribute to review meetings. • Pupils from KS3 upwards may be involved in their target setting and review.

<p>ideas?</p> <ul style="list-style-type: none"> • How will the school support my child/young person to do this? 	<ul style="list-style-type: none"> • A variety of augmentative communication tools are used to increase pupil capacity to offer an opinion, make suggestions or make a decision.
<p>10. What specialist services and expertise are available at or accessed by the school?</p> <ul style="list-style-type: none"> • Are there any very specialist staff at the school and what are their qualifications? • Please list the services that you regularly use from LA teams, Health, therapies and social care? <p>How does the school manage Annual Review meetings? e.g. who runs them, invitees etc.</p>	<ul style="list-style-type: none"> • Occupational therapy • Speech and Language Therapy • Physiotherapy • Sensory teams: HI /VI • Educational Psychologist • School nurse • Drama therapist (school based) • Play therapist (school based) • CAMHS worker and access to CAMHS team • Virtual school for LAC pupils • Integrated service team for support with social needs • Short breaks service • MENCAP • Qualified Travel trainer • ASD qualified staff leading the MAOS outreach service.
<p>11. What training have the staff supporting child/young person and young people with SEN had or are having?</p>	<ul style="list-style-type: none"> • All staff (teachers, admin, support assistants and lunchtime staff) have access to training which is delivered through the school's CPD programme and linked to observations, school improvement programme and the appraisal process. Training of staff includes courses, weekly INSET and training through the Teaching School offer.

<ul style="list-style-type: none"> • Please set out the general training provided to all staff (including teaching and non- teaching staff) • Set out the qualifications and experiences needed by key staff with overall responsibilities. 	<ul style="list-style-type: none"> • Head teacher - QTS, Degree level qualification, NPQH, evidence of advanced study • Deputy head - QTS, Degree level qualification, experience of different settings, mainstream experience • Assistant head - QTS, Degree/ Masters option, Specific experience of SEN • Teaching and Learning responsibility postholders - Qualified Teacher Status, Degree/ Masters option, Middle leaders course and extensive experience in subject area • Teaching staff: QTS
<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> • Does the school organise outings and/or residential trips? • How are parent carers involved in planning school trips? • Who completes risk assessments and how are they signed off? • Will my child/young person be able to access all activities? 	<ul style="list-style-type: none"> • All classes participate in educational visits both locally and to key areas around London related to the curriculum. Currently residential visits have been offered to KS4 and KS5 students to Sayers Croft, Eastbourne and Butlins. • Every child will have access to activities that are appropriate for their social, emotional and cognitive development, the inclusivity of which is based upon equality and need. • Life skills and using the local community are key aspects of the CGS curriculum offer • Parents are invited to participate in the process of planning residential visits and they are also welcome to experience day trips with their child's class. • Risk assessments are completed by key members of staff and signed off by a senior member of staff. • Key staff undertake training in organising Educational Visits.
<p>13. How accessible is the school environment?</p> <ul style="list-style-type: none"> • Is the building fully wheelchair compliant? 	<ul style="list-style-type: none"> • Most buildings at CGS are one level, making it wheelchair accessible. • Facilities exist throughout the school to enable access for all learners, staff and visitors irrespective of specific need. • Equipment or adaptations are used as advised by the sensory team, and the environment

<ul style="list-style-type: none"> • Are there appropriate disabled changing and other facilities? • Is your school up to date with additional auditory and visual equipment for sensory-impaired learners? • How would any specialist equipment which is needed be acquired? • How does the school communicate with families where English is not the first language? • 	<p>is considered to be comfortable for those with SI.</p> <ul style="list-style-type: none"> • Specialist equipment is provided by the school, advised by the sensory team, the physio or OT. • Regular visits by the Sensory team ensure that we are up-to-date with any auditory or visual equipment / adaptations that we may need. • For families where translation is required or requested, this is a service we buy in as needed. We also use the skills of our multi lingual staff.
<p>14. How will the school prepare and support my child/young person when joining Cricket Green School, transferring to a new school or planning for the next stage of their education, employment or training?</p> <ul style="list-style-type: none"> • Describe how you as a school plan for transitions at any age or stage. • What information is provided to the receiving school/placement/college and what do you receive? • What personalised careers advice to you provide and how to involve 	<ul style="list-style-type: none"> • On entry to CGS initial visits are made with the Head or senior staff. • Specific pupil visits or induction days can be arranged. • In the summer term induction days are planned for the autumn intake so all pupils know certain information before they arrive. Information is given verbally, pictorially and with symbol support as appropriate to age and need. • The Family Social Worker arranges coffee mornings to give information to parents and facilitate introductions • For primary pupils - there is liaison with the Early Years team and the FSW and AH who may do home visits. • For transitions from CGS visits to new schools or colleges are offered, - for groups and individual - for students and parents (supported by staff or Family Support Worker if needed)

<p>parents in this?</p> <ul style="list-style-type: none"> • What preparation will there be for both the child/young person and the setting before the child/young person joins? 	<ul style="list-style-type: none"> • Discussion takes place at yr 9 and yr 11 review meetings where options are discussed, aspirations shared and processes explained. • A 139a is currently written or an EHCPlan amended. • A specialist Careers evening at CGS is an Annual event and transitions fairs are attended by pupils • College induction days are arranged. Individual students have specific induction planned • Statement, latest AR's may be sent on to new placements together with IEPs, behaviour / medical plans or communication passports • For 6th form students there is liaison with adult services as appropriate and "Step up plans" may form part of the AR. • Careers guidance and work related learning are part of the curriculum at CGS including Employability, work experience, and Enterprise. Therefore transition is the end of a process that starts in KS3.
<p>15. How are the school's resources allocated and matched to child/young person's special educational needs?</p> <ul style="list-style-type: none"> • How are the SEN budget and any other resources the school receives, such as Pupil Premium, allocated, monitored and evaluated? • What happens if the funding is not adequate to meet the child/young person's needs? 	<ul style="list-style-type: none"> • The schools budget is allocated and monitored by the Finance Manager , Head and Governing Body. • Pupil premium is allocated to support interventions through funding staffing, training, activities and resources. These are decided in Pupil Progress meetings, Annual Reviews and in discussions with parents and professionals. • Reviews of targets and PP meetings monitor progress through interventions. • All interventions and provision are based on developing an individuals potential and skills. • Additional funding is sought from the relevant LA if input is over and above the schools

<ul style="list-style-type: none"> • How can we be sure decisions are made based on need not on available resources? 	<p>resources.</p>
<p>16. How are decisions made about what type and how much support my child/young person will receive?</p> <p>Describe the decision making process and how the parent/carer can be involved</p> <ul style="list-style-type: none"> • Who will make the decisions and on what basis? • How does the school judge whether the support has had an impact? 	<ul style="list-style-type: none"> • Interventions are decided through stated need, individual needs and identification of need through teacher assessment and pupil progress meetings. Interventions are decided in Pupil Progress meetings, Annual Reviews and in discussions with parents and professionals. • Reviews of targets and PP meetings monitor progress through interventions.
<p>17. How can I be involved in the school more generally?</p> <p>Describe how parents can be involved in the work of the school.</p>	<ul style="list-style-type: none"> • Welcome to visit any time, by prior arrangement • Volunteering to support in class or on trips and outings • Helping with craft/cooking/gardening on a one off or more regular basis • Supporting events throughout the school year: drama productions, sports events, parents evenings. • Potentially, offering work experience opportunities for our students • Becoming a School Governor • Supporting the schools PTA Friends of Cricket Green School
<p>18. Who can I contact for further</p>	<ul style="list-style-type: none"> • Contact with the school can be made by phone or e mail.

<p>information?</p> <p>Set out who to contact and the best way to do that.</p> <ul style="list-style-type: none"> • Who would be the first point of contact to discuss my child/young person? • To whom can I talk if I am worried? • Who do I contact to find out more about the school? • Where can I find the school's complaints procedures? • How can I access independent advice and support or Local Authority advice, if necessary? 	<ul style="list-style-type: none"> • Visits can be requested by phone or e mail or filling in the form on the website. • For a visit appointments are arranged by and with the Headteacher • For a child in the school contact can be made with the teacher or Key stage Assistant Head. • The schools website advises where policies can be found, including the Complaints Procedure.
<p>19. What should I do if I am considering whether this is the right school for my child/young person?</p> <ul style="list-style-type: none"> • How to access Local Authority or independent advice and support if necessary. • Contact details at the school. 	<ul style="list-style-type: none"> • Arrange to speak with the Headteacher to discuss the child and provision. • Arrange a school visit. • Share opinion and views at current provisions Annual review meeting • Apply through LA admissions procedure. • Invoke support from the LA's Parent in Partnership service. <p>Cricket Green School, Lower Green West, Mitcham, Surrey. CR4 3AF Tel: 02086401177 E mail: office@cricketgreen.merton.sch.uk Website: www.cricketgreen.merton.sch.uk</p>

