

Sketchley School and Forest House Local Offer

Name of site	Sketchley School and Forest House
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1. What does your service do? (USP)

Sketchley School and Forest House provides day education for young people with a diagnosis of autistic spectrum disorder. The education service offered includes a differentiated National Curriculum adapted to the needs of young people on the autism spectrum. Music therapy, speech and language therapy, occupational therapy, a life skills curriculum, social skills development, sensory integration and social communication work provided through individual learning packages are designed to maximise individual potential.

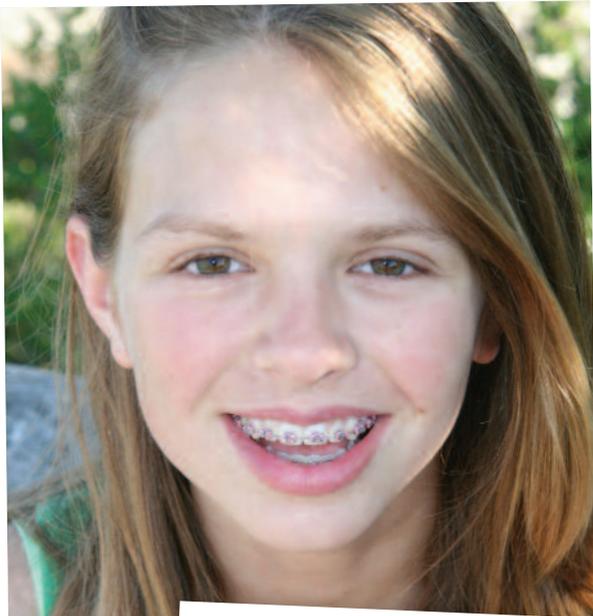
Highly trained and experienced staff, all who have undertaken extensive training in ASD, differentiate teaching activities to support our young people to become adults who can function well within society in the broadest sense. We use a range of strategies to support learning, including TEACCH, visual support systems, social stories, anger management techniques and anxiety reduction strategies. High expectations of the students are maintained in all areas of the curriculum and school life whilst staff understand the impact that an ASD has, not only on the child, but on the family as well.

Packages for the young people who are placed in our services are bespoke. Detailed assessment allows us to plan individual programmes to support student's academic and therapeutic needs and to develop life skills. Our older students take part in vocational work in school, but also where appropriate have work experience placements in local businesses and charities. College links exist for some students and we have inclusion links with maintained community schools both special and mainstream. We also maintain close partnership links with parents, offering daily contact via diaries, emails, phone calls and regular meeting in school as well as coffee mornings, support groups and evening training sessions.



2. How are decisions made about who can use your service?

Local Authorities request placement via placement panels. The School Principal and Senior Management team make decisions about the appropriateness of a young person from the information received from the Local Authority. They will meet the young person and their family to decide on the package of education and therapy required.



3. How will school staff support the child/young person?

All classes are led by a Teacher and a number of Teaching Assistants based on pupils requirements.

Teachers plan and deliver lessons and Teaching Assistants support the learning, work in 1:1 situations, implement behaviour management packages and support the classroom Teacher in delivering the lessons.

4. How will the curriculum be matched to the child or young person's needs?

The curriculum follows National Curriculum guidelines but all aspects of the curriculum are individually planned for the students. The learning programme is bespoke and work is planned, delivered and monitored individually for all students. All students have an Individual Education Plan (IEP) which includes educational, social and therapy targets and is monitored by teaching staff weekly. Students have access at 14 to a core offer of GCSE subjects with the ability to tailor the curriculum to their individual interests and strengths. Work experience, mainstream school and college links allow students further ability to access a package that will suit their needs.

All sites use a structured approach to teaching which focuses on routine and predictability.



An eclectic approach is used to develop holistic programs which are person centered. Multi-disciplinary teams are used to integrate therapeutic approaches into the waking day and this is part of the learning program. The aim in schools is for the curriculum to be underpinned with an understanding of psychological theories relating to autism. The curriculum in all schools is compensatory rather than a catch up approach. Student voice is particularly strong across sites.

The schools aim to create positive communication environments and the development of self advocacy for students. Some sites have a daily timetable which follows a predictable pattern across the week with core subjects and topic work forming the morning and the arts, swimming and PE in the afternoon. Some schools offer small group social groups to develop language skills and social interaction. All schools offer comprehensive positive behaviour support.

5. Do you offer any therapeutic services?

Music therapy, Speech and Language therapy, Occupational therapy, a Life skills curriculum, social skills development and social communication work provided through an individual learning package designed to maximise individual potential.

6. How does the school celebrate the success of children with SEND?

- All students have a statement of Special Educational Need or Education, Health and Care plan.
- Achievement is celebrated on a weekly basis in assembly, termly and yearly.
- Students access the reward system in lessons daily and have longer term targets to work towards.
- Celebrations of success go hand in hand with our practice. In order to develop self-esteem in our young people the curriculum is designed to support success in all its forms as much as possible within the school day.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

We hold parents' open events 3 times a year, plus parents' evening and parent training events termly. We have an open door policy and parents are welcome into school at any time to discuss progress, behaviour or curriculum.



We hold a review for all students after 3 months of joining the school followed by full reviews every six months. Reviews provide an opportunity to discuss progress and future targets.

Progress is tracked against national standards termly and assessment information is shared with parents regularly.

Individual Education Plans (IEP's) are sent home for parents to sign and all students in KS2, 3 and 4 have daily communication books between home and school as gate contact for many of our parents is minimal.

Behaviour tracking takes place half termly and soft targets are tracked for all students daily, weekly and termly.

Assessment by the therapy team occurs at least annually, however progress reports are written after each block of sessions and reports are prepared for annual reviews.

8. What support will there be for the child's overall well-being?

All pupils have a key worker and are in classes where there is a maximum of 6 students.

The curriculum follows a primary model so those students predominantly stay with one teacher for the majority of the curriculum. Classroom support staff are consistent for the whole timetable. This enables staff to develop positive relationships with their students and to know them well. Pastoral support and the welfare of all students is a particular strength of the schools.

Medicines are administered according to regulatory guidance and controlled drugs can be administered in school, should this be required. Students with care plans receive personal care from designated staff and a medical room is available for students who require it.

Students attend well and are supported by the extensive pastoral support systems in school.

Positive behaviour support takes place in all aspects of school life and tracking demonstrates that our young people have excellent outcomes in improving both behaviour and attendance.

All students have a behaviour plan and contribute to the systems in place to support them achieve their



targets. Students are encouraged to attend all their reviews and share their own views through a pupil questionnaire. Student councils chaired by the Principal or other Senior Leaders run on both sites and allow students to share their views and help to develop the schools.

The schools encourage students to fill in company questionnaires to feedback to the service and a 'suggestions and grumbles' box allows anonymous ideas, feedback and responses to be posted in school. Students are able to see senior staff at request to discuss issues and senior staff regularly support, teach and work with young people in school.

9. What specialist services, training and expertise are available at or accessed by the school?

We are developing specialist training for induction which sits alongside mandatory training. There are three modules which are going to be piloted in a new facility. There is a day module on ASD, a day module on AS and a half day module on understanding sensory perception and sensory integration.

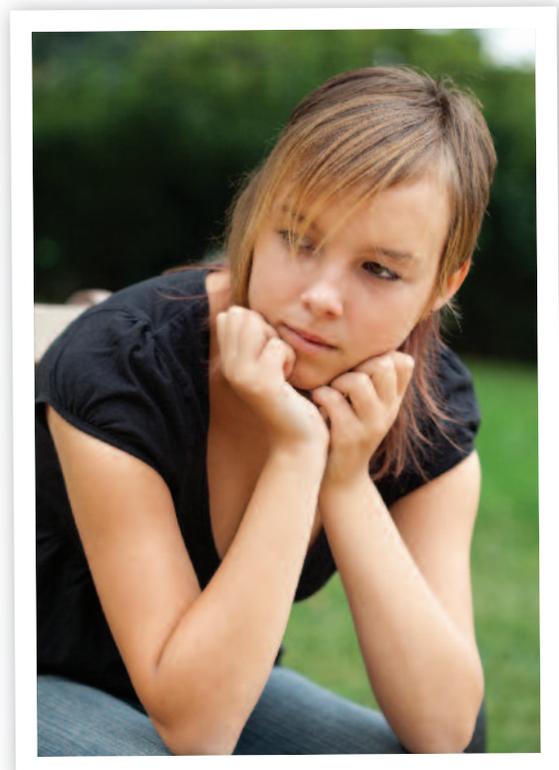
We are going to offer AET training at level 2 for all staff on a rolling program and level three for leads in schools. We are also investigating accreditation of training modules. Currently all staff have a induction which is site specific and ongoing training which is also site specific.

Some training is offered through central services on specific approaches such as TEACCH and PECS. All staff are trained in Team Teach. A number of staff have accessed the accredited training for the Post graduate qualifications in autism through the University of Birmingham. We are piloting an audit of staff skills at Newbury Manor and this will be rolled out to other settings including care settings. At some sites both care and education receive the same training.

Specialists in Autism Spectrum Disorders (ASD) trained to post graduate and masters level are employed on site as are behaviour specialists and curriculum specialists. Teachers are trained in TEACCH, visual systems and behaviour management and all classroom staff are trained in positive handling using Team Teach.

Therapeutic staff have extensive training in a variety of areas to include sensory integration, SCERTS, TEACCH as well as their accredited qualifications in speech and language therapy, occupational therapy and music therapy.

Staff all carry out an extensive training programme through induction and ongoing training delivered both in school and centrally by the Priory group.



10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

All students have SEND and activities and trips are designed around student need. Mainstream inclusion for students as appropriate to their need is considered with parents and relationships set up with individual schools where possible.

11. Does your school offer any outreach?

Sketchley School and Forest House offer an outreach service to Local Authorities which supports young people in their community schools and those who are currently without placement and can also offer training to schools, parents groups and Local Authorities. Some young people in mainstream placements access facilities at Sketchley School and Forest House School via outreach to enable delivery of specific work. Dual and joint placements can be arranged.

12. How accessible is the school environment?

The buildings are fully DDA compliant, although the upper floors of Forest House are not accessible by wheel chair. The visual environment has areas of low arousal and students have distraction free work areas and consideration has been given to the light and sound quality in the schools.

There are disabled changing and toilet facilities in both schools. We are able to communicate with parents in written communication in their first language and if required we can use interpreter facilities.

13. How will the school prepare and support the child for transition or the next stage of education and life?

Student's induction into Sketchley School and Forest House is built around their need, transition is planned with parents and the Local Authority to best support the young person. This may be over an extended period of time or a short one. Transition to the next phase of education is also planned around the individual and can be supported by staff from school to include visits, classes, time in a college setting or work placement. Dual placement is possible if all parties involved with a young person deem that to be the best type of provision to meet their needs.

14. How is the decision made about what type and how much support the child will receive?

Support in class is based on identification of students needs from the statement, meetings with parents, the Local Authority and then child. Support is monitored at reviews and never removed from a child without consultation with all the relevant authorities and parents' knowledge.

15. Do you have a children's/young person's council?

There is a student council in both schools that make decisions about fund raising, school equipment, budgets, rewards, school expectations, visitors and plan for future development.

16. Does the school provide any specialist equipment?

Sensory room and equipment as required. There is also a swimming pool on site at Sketchley.

17. How do you support young people to move onto the next stage of their life?

We have post 16 provision in school and students leave when they are ready to do so and have a route planned according to their aspirations and goals. This may be at age 16, 17, 18 or 19. It is our hope that we prepare young people for adult life and support them into onward placements that cater for their needs; this may be mainstream college placements, supported or individual work placements and apprenticeships or specialist colleges.



18. Where do young people go when they leave your service?

Some of our students go onto college courses, apprenticeships and work.

Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Sketchley School and Forest House, please contact our dedicated enquiries office today on **0845 277 4679**.