

The Appleton School's Local Offer

Area	What schools should be looking at. What to take into account	<ol style="list-style-type: none"> 1. Our school's response to the key questions 2. Analysis of our provision and its impact
Introduction		
<p>School Ethos for SEND</p>	<p>The principles of The Appleton Schools Special Educational Needs and Disability (SEND) Policy are: To set high expectations for children with SEND; To promote the inclusion of children with SEND within mainstream education; To support parents/carers of children with SEND; To take account of children's views in the SEND process; To operate within the statutory framework; To develop knowledge and skills of all staff working with SEND children.</p> <p>The Appleton School Mission Statement highlights the worth of each individual and the importance of partnership with parents/carers. The Index for Inclusion and the school's Equal Opportunities Policy explains how we aim to enable all students to feel highly valued and realise their potential. This policy explains how we aim to do that for students with special educational needs thus developing skills and raising achievement for all.</p>	<p>The Appleton School is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special needs and disabilities in the whole of the local area. Local provision is very similar as no one school has a particular specialism in relation to SEND.</p> <p>The Appleton School is an 11-18 comprehensive secondary school which admits students to the school in line with the school's admission procedure. The school believes that all children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • Develop lively, enquiring minds, encouraging the ability to question and argue rationally. Confronting them with challenging mental and physical tasks in order to ensure the highest possible level of achievement. • Instill respect for each other, for religious and moral values and tolerance of other races, religions and ways of life. • Acquire knowledge, skills and attitudes relevant to adult life in a rapidly changing world. <p>The Appleton School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (<i>'achieving excellence'</i>) are the same for all students, whatever their abilities.</p> <p>The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the SEND 2014 Code of Practice. A young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> ▪ Have a significantly greater difficulty in learning than the majority of others of the same age; or ▪ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>The school makes provision in accordance with the Code of Practice [2014], 8 the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEND policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to have their views listened to when making decisions and exercising choices that affect their futures. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.</p>

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Partnership Ethos			
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<p>Is there a clear policy in place on the involvement of parents?</p> <p>What opportunities are there for parents to have structured conversations with teachers about progress?</p> <p>Parents' role on Governors, role of SEND Governor and how the school is going to involve parents more generally-SEND policy consulted on and easily available.</p> <p>Relevant Policies: Code of Practice sections on parental and young person's involvement; guidance on role of school governors. Access to structured conversation training/AfA approach.</p>	<ul style="list-style-type: none"> ▪ Liaison with parents/carers is a key aspect of the school's policy and procedures are in place to enhance this partnership including The Appleton School website, newsletters and Consultative evenings. The following pertains for parents/carers of students with SEND. ▪ Our aim is to actively involve parents/carers in line with need – some have weekly telephone calls with Key Workers, others receive information at Consultative evenings, some come for termly meetings with the Director of Curriculum Support and some have annual meetings with the Director of Curriculum Support. Most parents/carers will have intensive involvement at the initial stages or in times of difficulty and less when programmes are working well. In all cases it is recognised that parents/carers are pleased to share recognition of positive progress, to enter into dialogue with learning support staff and to receive prompt feedback on their concerns. ▪ The opportunity to speak to Key Stage Co-ordinators. ▪ The Director of Curriculum Support is happy to meet with parents/carers and requests for appointments can be made by contacting the Curriculum Support Office. Phone calls and emails will be responded to within a maximum of 3 days; however the Director of Curriculum Support acknowledges that if a parent has concerns that warranted them initiating communication then a speedier response would be appreciated and therefore endeavours to respond to all emails and telephone calls as soon as possible. ▪ Meetings to agree transition arrangements and support (yr6 into Yr 7, KS3 into KS4, KS4 into Post 16) 	<p>From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:</p> <ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support; ▪ Termly meetings to discuss progress with the Director of Curriculum Support or other appropriate member of staff; ▪ Statutory meetings and reviews.

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| | | <ul style="list-style-type: none">▪ Statutory meetings and reviews▪ Attendance at professionals or multidisciplinary meeting▪ Through parent & stakeholder surveys and events | |
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<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>What process is in place to ensure the full engagement of children and young people with SEN?</p> <p>If there is a school council or pupil body are pupils with SEND represented?</p> <p>Schools need to be able to show good involvement of children and young people at every stage of their education. Specifically in assessment, agreeing learning outcomes, process of producing an ECH plan.</p> <p>Relevant Policies. Code of Practice- especially section on ECH plans. UN Rights of the Child.</p>	<ul style="list-style-type: none"> ▪ Use of student passports (provides information for teachers) ▪ CPD for staff ▪ SEN student representation on the School Council ▪ Use of Student Ambassadors ▪ Making presentations in assemblies ▪ Student surveys ▪ Age appropriate conversations about targets and progress with a nominated Keyworker. ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person ▪ Working with outside professionals ▪ PSHEE education advises students of a wide range of agency to use for support. ▪ Supportive conversations with appropriate members of staff. ▪ Director of Curriculum Support Open door policy for students ▪ Area Reviews take account of the views offered by SEN students. 	<p>The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:</p> <ul style="list-style-type: none"> ▪ Use of student passports ▪ CPD for staff ▪ SEN student representation on the School Council ▪ Age appropriate conversations about targets and progress ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person
<p>3. The name and contact details of the SEN Co-ordinator.</p>	<p>Are details of the Senco readily available?</p> <p>Does the Senco have access to and knowledge of the available resources for SEND?</p> <p>Schools should also be ensuring that Senco are trained and have the national qualification and are supported in their role. Ideally Senco should be part of the senior management team.</p>	<p>The Area Advisor for Curriculum Support (Director of Curriculum Support) is Mrs Julie Ledger, who is the member of staff responsible for the day to day provision for learning support in the school. The Director of Curriculum Support works five days a week and is available to parents/carers through individual appointments and at parental consultative evenings.</p>	<p>Director of Curriculum Support:-</p> <ul style="list-style-type: none"> • Mrs Julie Ledger BA(Hons) QTS, ADV DIP, National SEN Award, ACER <p>Director of Behaviour for Learning</p> <ul style="list-style-type: none"> • Mr David Clout BSc (HONS) QTS, NPSLBA <p>LSA Team Leader</p> <ul style="list-style-type: none"> • Mrs Sophie Benson <p>Administrative Team</p> <ul style="list-style-type: none"> • Mrs Lindsay Johnson • Miss Louise Tilbury • Miss Clare Scott <p>Learning Support Assistant Team</p>

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<p>4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Is there a clear process in place to handle complaints?</p> <p>How are problems addressed so they do not have to become complaints?</p> <p>There should be a clear process in place for parents to complain and how the outcomes of any complaint should be handled. Schools should ensure that there is a culture of acceptance of complaints as helping to improve the service and those parents are not worried about doing so.</p> <p>Relevant Policies: Guidance on school governance and complaints; indicative Code of Practice. SEN Policy and Report to Governors. Monitoring Equality Act duties.</p>	<p>Arrangements for considering complaints about special educational provision at The Appleton School are in compliance with the school's complaints procedure policy. Any complaints are dealt with at appropriate meetings convened by all concerned with the agreed consensus in respect of results and actions.</p>	<p>As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the Director of Curriculum Support has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.</p>
<p>5. Information on where the Local Authority's local offer is published.</p>	<p>Where can parents access the Local Offer?</p> <p>Ensure that parents are aware of the local offer and where it can be accessed and the schools place within that –e .g. specialist resources centre.</p> <p>Relevant Policies: Local Offer regs and guidance.</p>	<p>On the Essex County Council Website. www.essex.gov.uk</p>	

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Identification and Early Intervention			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents
<p>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<p>What are our current processes for identification and assessment of SEND?</p> <p>What is our evidence base for the interventions we are using?</p> <p>What process have we got in place for children with a EHC plan or statement currently?</p> <p>How are we deploying the Pupil Premium and monitoring effectiveness? (DfE monitoring form)</p> <p>How is this reflected in our deployment of the delegated SEND Budget?</p> <p>Schools would need to have in place policies on graduated response to the identification and assessment of children falling behind age appropriate expectations as per the draft Code at 6.5. Systems need to be in place for evaluating interventions and how they are working. School needs to paint a picture of what typical interventions are and what levels for different needs and how it assesses and evaluates progress.</p> <p>Relevant policies: code guidance</p>	<p>Current "stages" process:</p> <ul style="list-style-type: none"> ▪ Liaison with Primary Feeder to discuss current level of support upon transition ▪ Mid-year transfers uses information from previous school if available plus school battery of tests ▪ Teacher raises query with DIRECTOR OF CURRICULUM SUPPORT/Deputy Senco/Student Support Manager (CP officer) ▪ DIRECTOR OF CURRICULUM SUPPORT/Senior LSA observe pupil in subject area ▪ Suggested strategies are put in place by class teacher and review after next assessment date (try better differentiation first before adding to SEN profile). <p>Curriculum Leaders also track pupils after every report cycle and have their own interventions at their disposal</p>	<p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:</p> <ul style="list-style-type: none"> ▪ 1-2-1 small group speech and language work ▪ Paired reading (older/younger students) ▪ Input from specialist teacher ▪ Specific Equipment requirements <p>All interventions are monitored and evaluated for the effectiveness of their impact.</p>

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	<p>on schools 6.5. and Chapter 7 on ECH plans; Pupil Premium Guidance including guidance on effective use of Pupil Premium from Sutton Trust and AfA; links to schools overall use of its SEN budget up to 10k and any banding guidance; any policies relating to EHC plans from DfE; OFSTED guidance on progression.</p>		
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<p>7. Information on the kinds of special education provision made in the school.</p>	<p>What types of SEN is specialist provision available for? E.g. specialist support units either at the school or provision that school can draw on, staff with specific expertise and other specialist staff that work in the school or visit. What is important for parents to know in this context?</p> <p>Definitions in Code of Practice. Chapter 1. Local Offer statements and also what is available more widely.</p>	<p style="text-align: center;">Please see the table at the end of this document</p>	<p>In order to fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support.</p> <p style="text-align: center;">Please see the table at the end of this document</p>
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>What expertise do we have in the School on SEND and at what level?</p> <p>What are the arrangements for triggering additional support in the school and are there any specialist local resources which the school uses?</p> <p>Is there a CPD plan in place to fill any current gaps in specialist support at the school level?</p> <p>Picture of school's overall level of expertise and approach to SEND. Information about specialist resources within the School or which the School has access to. How it deploys learning assistant support and the level of training of that support in respect of SEND. What arrangements and access</p>	<p>Director of Curriculum Support:-</p> <ul style="list-style-type: none"> • Mrs Julie Ledger BA(Hons) QTS, ADV DIP, National SEN Award, ACER <p>These qualifications allow her to be a practicing SENCO. She also holds other post graduate qualifications focussing on the leadership and management of SEND.</p> <p>Director of Behaviour for Learning</p> <ul style="list-style-type: none"> • Mr Dave Clout BSc (HONS) QTS, NPSLBA <p>He has gained an expertise specific to emotional and behavioural need via working for the Local Authority. This is further enhanced by gaining the National Programme Specialist Leaders in Behaviour and Attendance.</p> <p>As a team we offer knowledge and expertise in Primary, special and Secondary School education and use this to provide the best possible outcomes, guidance and support to all students and parents at The Appleton School. The areas of expertise include:-</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 	

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	<p>they have to outside support.</p> <p>Relevant Policies: Code of Practice 6.5; Relevant banding requirements from LA; specific resources connected to delivery EHC Plans; Schools role in relation to local offer e.g. location of specialist unit or area of expertise Chapter 5. Consideration of online resources through NASEN, DfE, Dyslexia, Comms, Autism Trusts, NatSIP, AfA and other voluntary sector resources.</p>	<p>3. Social, mental and emotional health 4. Sensory and/or physical</p> <p>Where further advice is required the team use their expertise to strategically use outside agency support.</p> <p>The whole school runs a full programme of CPD for all staff to access as a Thursday afternoon training session. Staff can be directed where necessary if specific training is required with respect to effective support of students with SEND.</p> <p>A full programme of induction for all new staff includes modules on SEND provision, identification, and effective use of support and behaviour management.</p> <p>There are a highly skilled team of LSA's who all hold specialism's and receive regular training according to student and school needs.</p>	
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Quality First Teaching and Personalisation			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents
<p>9. Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>How are we using our tracking data in respect of pupils with SEND -how is this being used in discussions with parents and young people?</p> <p>What plans are in place when provision or interventions need to be escalated?</p> <p>What wider provision is available for supporting emotional needs and wider engagement?</p> <p>Schools need to have a clear framework on the assessment of children they suspect fall into the SEND category. Focus on ensuring the schools basic offer is good and meet the needs of children who are falling behind and can differentiate well before having to introduce additional support. Clarity about what does trigger additional support and how the school is going to assess progress. Ensuring that interventions are assessed for their effectiveness.</p> <p>Relevant Policies: Code as above; pupil tracking data and use of raise online and other tracking data; monitoring and reporting requirements; AfA type approach to data.</p>	<p>Identification, Assessment and Review: The process of identification and assessment of students' requirements involves:</p> <ul style="list-style-type: none"> • Primary school records, National Curriculum records and verbal information gathered during the transition process; • Use of the Provision Guidance to establish the level of need; • Advice from outside agencies; • Meetings with parents; • In house testing, including reading and spelling assessments; • Information from school staff; • Implementing the model for identification, assessment and provision of special educational needs as outlined in the Code of Practice. <p>The identification of pupils with SEND involves allocating a level of concern (SEND Level) and a main area of difficulty (category of need). There is a staged approach for the identification of need and the level of support this brings for the student. The Appleton School fulfils the requirements of the Code of Practice in ensuring all students receive their full entitlement for support.</p> <p>Once a One Plan is agreed by the Local Authority an Education Health and Care Plan will be awarded to the student. A Statement / EHCP carries particular targets for improvement and a package of resources to ensure that the student makes educational progress. All students with Statements / EHCP must undergo a thorough Annual Review of their progress, which is sent to the local authority for monitoring. Parents/carers, the student, teachers, LSAs and relevant professionals from outside agencies are all invited to contribute to the Annual Review. This is in addition to half termly reviews of progress carried out by the student's nominated Key Worker.</p>	<p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. The Appleton School aims to ensure that:</p> <ul style="list-style-type: none"> ▪ All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. ▪ Members of staff understand that they are all teachers of students with special educational needs. ▪ All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. ▪ Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

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		<p>Progress with Pupil Passports are monitored informally by LSAs throughout the year and reported to the Director of Curriculum Support. In addition each child receives an annual review of the progress with Pupil Passport outcomes by the Director of Curriculum Support. At these reviews their SEN level and category of need will also be reviewed. These reviews are timed to coincide with Consultative evenings to maximise the involvement of parents/carers. The Director of Curriculum Support uses multiple sources of information when preparing reviews including:</p> <ul style="list-style-type: none"> • Reports on progress made with last outcomes from LSAs, • Written reports from LSAs, • Pupil profiles of identified strengths and weaknesses completed by all class teachers, • Written comments from class teachers, • Progress reports, • Results of assessments completed since the last review, • Reports from outside agencies, • Behaviour records. <p>At the Consultative evening the views of parents/carers and the student are also gathered and added to the review. In an effort to ensure all parents/carers are involved, should a parent/carer not meet with the Director of Curriculum Support at the Consultative evening, their views are sought in writing.</p> <p>In addition to these reviews the Director of Curriculum Support is happy to meet with parents/carers by appointment to discuss progress and any concerns. Information may have to be gathered from colleagues in advance of these meetings to ensure an accurate review of progress can occur.</p> <p>Some pupils with mental health issues may jump these stages depending on what has happened/the nature of their condition.</p>	
<p>10. Information about how equipment and facilities to support children and young</p>	<p>Is there an up to date access plan in place? Schools should be able to provide a</p>	<p>Equality Policy & Disability Access Policy</p> <ul style="list-style-type: none"> ▪ Toilet for the Disabled ▪ Ramps 	<p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team.</p>

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<p>people with special educational needs will be secured.</p>	<p>good level of access and equipment for the pupils in the schools and demonstrate their awareness of basic access needs or how these will be secured.</p>	<ul style="list-style-type: none">▪ Mobility training▪ Access to specialist teacher input i.e. PNI, HI, VI▪ Coloured overlays▪ Access to laptop technology▪ Specialist PE Equipment▪ Specialist consideration for exams▪ Partnership arrangements with local Special Schools	<p>Our broad approach here is captured in our equality and disability policies which are available on our website or open request.</p>
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Early Intervention and the Education Health and Care Plan			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents
<p>11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>What the arrangements for those with and without an EHC plan to get additional support from outside the school?</p> <p>Relevant Policies: Code of Practice. Health and Social Care Act Requirements.</p>	<p>The majority of students on the SEND Register should be identified as being at Additional Needs (K) Students on this level of the Code of Practice require additional support to access the curriculum. The majority of this support should be in-class and can be achieved through LSA support, specialist resources, differentiated teaching styles and materials. Targets for improvement are set termly by the Director of Curriculum Support in liaison with the LSAs, teachers, parents/carers and the student. Progress with these targets is reviewed termly by the LSAs and any concerns are flagged to the Director of Curriculum Support.</p> <p>In exceptional circumstances, after significant intervention from the school and significant involvement of a range of professionals from outside agencies, it may be necessary to apply to the local authority for a Statutory Assessment of a students' needs. In these cases the Director of Curriculum Support will work closely with parents/carers and the student to ensure that the process is fully understood.</p>	
<p>12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>Is other information easily available?</p> <p>Ensure that there is a clear narrative about other support services available with or without an EHC plan.</p> <p>Relevant Policies: Indicative Code of Practice; Guidance on Clause 32- Advice and information for parents and young people.</p>	<p>The Local Education Authority Main contact number and Essex Social Services</p> <p>Ely House Churchill Way Basildon Essex SS14 2BQ Tel: 033301 08843</p> <p>From this point the centre will be able to direct you to the best possible support.</p>	

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1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
Examples from School Provision	Examples from School Provision	Examples from School Provision	Examples from School Provision

13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	<p>How are transfer arrangements between school phases supported? What arrangements are in place between school and colleges? What arrangements are in place between School and Social Care and other adult services?</p> <p>Code of Practice; Social Care Legislation.</p>	<ul style="list-style-type: none"> ▪ Schools PHSE Programme & Careers Guidance/Education ▪ Alternate KS4 Curriculum Provision with focus on confidence, team and life skills ▪ Personalised KS4 Programmes ▪ Working arrangements KS2-KS3 ▪ Transition Pathways Service (Yr9-KS4/KS5) ▪ Travel training ▪ Personalised Work Experience ▪ Professionals Meetings 	<p>Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:</p> <ul style="list-style-type: none"> ▪ Close liaison with Primary Feeders to ensure successful transition into secondary school ▪ Working with the Transition Pathways Service (Yr9-KS4/KS5) ▪ Schools PHSE Programme & Careers Guidance/Education ▪ Organising travel training ▪ Providing Personalised Work Experience ▪ Facilitating transfer onto appropriate Post 16 College Courses
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Director of Curriculum Support and Deputy Senco Director of Behaviour for Learning LSA Specialists	Director of Curriculum Support and Deputy Senco LSA Specialists	Director of Curriculum Support and Deputy Senco Director of Behaviour for Learning LSA Specialists	Director of Curriculum Support and Deputy Senco LSA Specialists
<p>1:1/small group speech and language Small group teambuilding/social skills. Educational Psychologist</p> <p>One to One Social Skills Time to Talk Specialist Teacher External Support from Speech and Language Therapist Collaborative work with local specialist school Classroom survival skills BfL Life Story work Restorative Justice Solution focused approaches Counselling Mentoring Student Mentoring Time Out facility Cooling Off spaces Senior Staff Availability PSP</p>	<p>In class support to support pupils and teachers with differentiation Small group phonics Paired reading (older/younger students) Accelerated reader Educational Psychologist Mymaths.co.uk Lexia Mangahigh.co.uk Additional Literacy and Numeracy focus groups 1:1 Tuition Handwriting intervention Study and Exam skills support Homework Club Laptops AlphaSmart Ergonomic pens</p> <p>Literacy Interventions which may include:-</p> <ul style="list-style-type: none"> • Dyslexia specialism i.e. • Toe by Toe, • Lifeboat • Reading intervention • Coloured overlays • Spelling intervention • Dyslexia specialist • Educational Psychologist • Exam Access • Handwriting interventions <p>AlphaSmarts</p>	<p>1:1 Counselling Small group teambuilding/social skills 1:1 mentoring Young Carers CAMHS Catch 22 The Lighthouse Children's Development Centre Family Solutions Youth Offending Team Essex Youth Services Educational Psychologist Community Nurse Team Pastoral Team</p> <p>Mentoring Programme</p> <p>Student Skills Courses:-</p> <ul style="list-style-type: none"> • Anger Management • Emotional Literacy <p>Self Esteem Social Skills Resiliency Classroom survival Life Skills</p> <p>Link LSA</p> <p>Specialist Teacher</p> <p>Timetable adjustments</p> <p>Passes</p> <p>PSP Positive Referral to CSS</p>	<p>Input from specialist teacher Specific Equipment (tables/stools etc.) input from Occupational Therapy / Physiotherapy</p> <p>Specialist Staff</p> <p>Specialist Equipment</p> <p>Support from OT and Specialist Teacher Team</p> <p>Quiet Spaces</p> <p>Stress balls</p> <p>Ergonomic pens</p> <p>AlphaSmart / Laptops</p> <p>Coloured overlays</p> <p>Timetable adjustments Visual Timetables</p> <p>Passes:- Time Out Leaving 5 minutes early Lunchtime Toilet Uniform Medical</p>

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	<p>Numeracy Interventions which may include:-</p> <ul style="list-style-type: none">• Small Group/Individual• Specialist teacher support• Telling the Time and Money workshops <p>Life skills</p> <p>GCSE Intervention groups</p>		
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The Appleton School's Local Offer

<i>How do we evaluate the effectiveness of the impact of the provision listed above?</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>
<p>Track Levels of Progress with each report cycle (Director of Curriculum Support)</p> <p>Reading and spelling ages assessed once a year (Director of Curriculum Support)</p> <p>Accelerated reader STAR tests to track improvements.</p> <p>Round Robins</p> <p>LSAs complete caseload notes</p> <p>Review meetings</p> <p>Start and end point assessments</p> <p>LSA Feedback sheets</p> <p>External reports</p> <p>Pupil feedback</p> <p>Parent feedback</p> <p>Reporting cycle</p> <p>Review Meetings</p>	<p>Track Levels of Progress with each report cycle.</p> <p>Reading and spelling ages assessed once a year.</p> <p>Accelerated reader STAR tests to track improvements.</p> <p>LSAs complete caseload notes</p> <p>Review meetings</p> <p>Director of Curriculum Support tracks all progress</p> <p>Teacher Feedback</p> <p>Start and end point assessments</p> <p>LSA Feedback sheets</p> <p>External reports</p> <p>Pupil feedback</p> <p>Parent feedback</p> <p>Reporting cycle</p> <p>Review Meetings</p>	<p>Track via weekly behaviour log</p> <p>Attitude to Learning scores on reports</p> <p>Round Robins</p> <p>LSAs complete caseload notes</p> <p>Review meetings</p> <p>Director of Curriculum Support tracks all progress</p> <p>Teacher Feedback</p> <p>Start and end point assessments</p> <p>LSA Feedback sheets</p> <p>External reports</p> <p>Pupil feedback</p> <p>Parent feedback</p> <p>Reporting cycle</p> <p>Review Meetings</p>	<p>Round robins</p> <p>LSAs complete caseload</p> <p>Review meetings</p>