

ABBEY HILL ACADEMY LOCAL OFFER

How we know if children need extra help and what parents/carers should do if they think their child may have special educational needs

- We are a special school for children between 11 and 19 who usually have an Education, Health and Care plan relating to Learning Difficulties.
- We have children with complex needs, severe learning difficulties, moderate learning difficulties and children with Autistic Spectrum Conditions.
- If you feel your child's special educational needs have changed or are not being met within their current school then please get in touch with either your child's class teacher or the Principal, Rebecca Whelan.

How our academy staff support children

- All of our staff are highly skilled; they oversee the short and long term outcomes identified in the EHC Plan.
- All staff will be aware of your child's needs and will ensure that you are kept fully involved if there are any changes to that plan.

How the curriculum will be matched to your child's needs

- Our curriculum framework was developed through in-depth evidence based research and collaborative work between other specialist education providers and our own teachers, assistants, families and students.
- The curriculum framework is based on three key principles; to empower knowledge (Head); provide experiences and situations focusing on developing young people for the adult world (Heart); and promoting creativity and problem solving (Hand).
- In order to provide students across the Academy with experiences that are relevant, interesting and challenging and to identify opportunities for progression, we have adopted a three tiered curriculum model (Pre-Formal, Semi-Formal and Formal)
- The curriculum is inspiring and it is planned carefully to make sure it meets the particular learning needs of all pupils, whatever their ability.
- As part of our commitment to ensuring that each child makes exceptional progress from their own starting points we have implemented a robust target and tracking system, so that a student's progress can be mapped out over time and each term teachers will be able to report on how far each student has progressed in terms of meeting specific targets. At Abbey Hill Academy this is a vital tool that ensures consistently high expectations which leads to stronger outcomes.

How we tell you how well your child is doing and what support we have put in place to help your child

- We encourage parents and carers to have regular contact with school.

- There are regular opportunities and events to talk to your child's teacher about their progress, including Open Evenings and Annual Review meetings.
- You will receive regular progress reports in the form of a full yearly report as well as two interim reports. These reports detail what your child has been learning to do and what they will be expected to learn in the future. Each child receives termly targets in core subjects. Students with complex and additional needs will receive a Next Steps documents/IEP (Individual Education Plan) which specifies the child's targets and how parents and carers can support their child's learning. In addition to the regular reports parents and carers receive, each child will have their EHCP reviewed annually, parents and carers are encouraged to attend the review.
- For those children identified as needing additional support, timely interventions are put in place.
- Some children will have a home school book to support communication between tutor teams and parents/carers.
- Opportunities for parents/carers to support their child's learning is done through the Academy's home learning scheme. Examples of this can be found on the Academy website.
- If you have any concerns about your child, staff want to hear from you. Whatever the problem, large or small, please do get in touch.

Support we will provide to ensure your child's overall wellbeing

- The Academy is also committed to promoting, protecting and improving the mental health and wellbeing of students, therefore, has worked in partnership with Stockton LA on the Future in Mind project. To ensure that our students have access to effective support the Academy continues to work with Alliance and has two counsellors based in school one day a week. The Academy also has several members of staff trained as Mental Health First Aiders.
- All students feel safe and secure during their time with us because of our very robust, caring pastoral system. The pastoral system is strong and tutor teams will support your child as they move through the school. Students make good gains in their personal development. Staff understand their individual needs very well and are highly skilled in helping them. We have high expectations of all the children and have excellent reward systems to promote good behaviour.
- The academy's new Behaviour Policy highlights the importance of positive relationships to promote and support students to demonstrate a high standard of behaviour.
- Transition between lessons and/or activities is smooth, so that little time is wasted. There is an atmosphere of mutual respect throughout the school.
- Exclusions are extremely rare.
- If children are struggling with their anxieties, interventions will be put in place to support them including access to a key worker or counsellor.
- Safeguarding systems are detailed, well used and crucial to the needs and safety of the students.

- The school's breakfast club provision is offered to all, and is there to support young people who travel independently and arrive at school before the official start time.

Specific services and expertise available and accessed at your child's school

- We have highly skilled specialist teaching staff.
- Where it is appropriate children have access to educational psychologists, speech and language therapists, occupational therapists, physiotherapists and specialist resources i.e. hydro therapy.
- Other services that may be involved are Youth Directions, CAMHS, Alliance Counselling Services and Social Care.

How our staff are trained to support children with their special educational needs

- All staff follow a comprehensive professional learning programme, which is tailored to the special educational needs of the children.
- All staff are trained in Team Teach, which equips them to de-escalate the majority of problems which children may display.
- The Professional Learning programme ensures that all staff have an awareness of epilepsy and other medical concerns such as asthma.
- There are opportunities to enrich understanding through additional training in autism, attachment difficulties, dyslexia etc.
- We have access to Educational psychologists, an Occupational Therapist and Speech and Language professionals to ensure the specific needs of individual pupils are addressed.
- All Teaching and Teaching Assistants completed a year's professional learning programme in relation to supporting children and young people with attachment difficulties and the impact of this training was monitored through the appraisal process

How we include all children in activities outside of the classroom and on school trips

- All children will have the opportunity to take part in activities, whatever they are, outside of the classroom.
- We have an inclusive approach for all children regardless of their disability or special educational needs.
- All activities and school trips are designed to enhance a child's life skills.
- The academy offers a strong enrichment programme during and after the school day. (See Enrichment Section of our website for more information)

How accessible our school environment is

- Our school environment is fully compliant with accessibility regulations and, in addition, has specialist equipment to ensure inclusion for all within the curriculum.

How school will prepare and support your child to join the school, move to a new school and move onto their next stage of education or life

- We have comprehensive transitions packages in place at all key stages.
- We have teachers who as part of their remit have responsibility for transition.
- We have a good transition programme in place which begins at the end of year 6.
- Parents are welcome to visit the school, as many times as they need, before their child attends. Monthly tours around school are available and can be booked through reception.
- If a child is joining us mid-year then, again, parents are invited to visit and to discuss any concerns they might have.
- Parents are also involved as pupils move to Sheraton (Abbey Hill Academy Sixth Form) or to other colleges in the area.
- We have two members of staff to support transition as well as a Parent Support Advisor and Youth Directions who all offer support and guidance.

How we allocate resources to meet your child's special educational needs

- Each young person has allocated to them a budget that will meet their specific educational needs which will be outlined in their Education, Health and Care Plan.
- If we feel that a child's needs have changed then we will talk to you about this.
- We may need to ask for additional support for your child, you will be involved in all decisions about support.
- We have access to Educational psychologists, an Occupational Therapist and Speech and Language professionals to ensure the specific needs of individual pupils are addressed.

Who you need to contact if you need further information

Rebecca Whelan

Principal

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