

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
<b>Name of Setting</b>	NASAT CHURCH LAWTON SCHOOL
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input checked="" type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input checked="" type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	4-19
<b>Number of places</b>	70
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; width: 100%;">                     Autism                 </div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

----- Click here to return to the front page -----

**Identification**

**How will you know if my child or young person needs extra help? (IRR)**

As a specialist provision, all of our students must have a diagnosis of autism.

During the course of the first 6 weeks all young people will undertake a comprehensive baseline assessment this will allow staff to ensure that all the pupils' needs are being met. Should further needs be identified then this would be communicated appropriately and involve the appropriate professional for the identified need.

All staff have expertise in autism

Student progress is tracked constantly and carefully monitored.

We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Admissions & SEND Manager about any concerns they have. We have some in-house expertise in special educational needs.

Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our Admissions & SEND Manager leads on this aspect and the head teacher shares this information with governors/trustees

**What should I do if I think my child or young person needs extra help?**

**Where can I find the setting/school's SEND policy and other related documents? (IRR)**

<https://www.autism.org.uk/our-schools/church-lawton>

(IRR)

----- Click here to return to the front page -----

**Teaching, Learning and Support**

**How will you teach and support my child or young person with SEND? (IRR)**

Students are taught in small groups, where groups have been determined through a group rationale process, so that work can be clearly differentiated and individualised to their needs both within and between groups. Differentiation is embedded in our curriculum and practice.

We have a tailored personalised curriculum and regular Learner Progress Meetings with children and young people and their families helps us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team.

Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.

**How will the curriculum and learning environment be matched to my child or young person’s needs? (IRR)**

Senior leadership team have regular meetings through the academic year to check progress of all students.

Pupils have 3 assessment check points throughout the academic year and education staff will use these to monitor progress and check learning. Should pupils experience difficulty in any identified areas then the school will ensure an intervention strategy is implemented to support the student.

In our newsletter and on our website we regularly share information about the curriculum and we encourage parents to support their child’s learning through additional activities outside the school.

**How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?**

Autism is a spectrum condition and requires a range of different provisions and placements to meet the whole spectrum of need. NASAT offers a range of different types of provision and placement, which will vary in each school according to identified local need

The school provides an education for young people who require autism specific provision which is tailored to meet their social, sensory and communication needs, as well as providing support to enable them to manage levels of anxiety. These students are those identified as requiring a modified yet structured national curriculum content, with support from specialist staff within a specialist environment. This support includes a structured environment and high levels of targeted intervention and differentiation throughout the school day.

**How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)**

Please see admissions policy on school website.

<https://www.autism.org.uk/our-schools/church-lawton/about-us/policies>

----- Click here to return to the front page -----

**Teaching, Learning and Support**

**How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

Please see admissions policy on school website.  
<https://www.autism.org.uk/our-schools/church-lawton/about-us/policies>

**How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)**

All learners have a key worker who they can talk to at any time, and who is responsible for close monitoring of that specific student.

We have an active school council which is made up of representatives from each class so that all students get a say in things like the caterers, outdoor play equipment etc.

Independence is promoted through giving students choices of activities, and through presenting them with structured tasks that they can complete alone.

In our newsletter and on our website we regularly share information about the curriculum and we encourage parents to support their child’s learning through additional activities outside the school.

**How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)**

The school has an open door policy for all our parents and we actively encourage participation. The School has parent governors who feedback to the principal on a regular basis. The school also has home school diaries to ensure regular and consistent communication.

Parents are invited to various school activities throughout the school term and are invited to attend annual reviews.

THE National Autistic Society and School conduct regular questionnaires to views of parents, families and students are captured and understood

**How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)**

Senior leadership team have regular meetings through the academic year to check progress of all students.

Pupils have 3 assessment check points throughout the academic year and education staff will use these to monitor progress and check learning. Should pupils experience difficulty in any identified areas then the school will ensure an intervention strategy is implemented to support the student.

----- [Click here to return to the front page](#) -----

### Teaching, Learning and Support

Annual EHCP Reviews are also used to review provision and effectiveness of the setting.

----- [Click here to return to the front page](#) -----

### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

All learners have a small group of key workers who they can talk to at any time, and who are responsible for close monitoring of that specific student  
Staff are available for support throughout the day including breaks and lunchtimes.

A risk assessment is completed on each student on admission and all trips/activities are risk assessed and recorded. Risk assessments are reviewed annually or sooner as required.

The School is registered with Evolve which is a National Toolkit for the evaluation and monitoring of all School Activities outside the classroom.

#### What pastoral support is available to support my child or young person's overall well-being?

All learners have a small group of key workers who they can talk to at any time, and who are responsible for close monitoring of that specific student.

We have an active school council which is made up of representatives from each class so that all students get a say in things like the caterers, outdoor play equipment etc.

Independence is promoted through giving students choices of activities, and through presenting them with structured tasks that they can complete alone.

Every learner has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated by the governors. We have a school council to elicit the views of the learners. We promote the development of independence across the school/setting.

#### How will the setting, school or college manage my child or young person's medicine or personal care needs?

A number of staff are trained to administer controlled medication and monitor eating at breaks and lunchtimes.

Emergency contact are kept up to date regularly and parents are asked to keep the school informed of any changes.

Proof of appointments is requested if unavoidable during school time

For those students with medical needs an Individual Healthcare Plan is produced with parents and professionals and kept updated and relevant staff are made aware of medical needs.

A number of staff are trained in First Aid.

----- Click here to return to the front page -----

### Keeping Students Safe and Supporting Their Wellbeing

#### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

All learners have a small group of key workers who they can talk to at any time, and who are responsible for close monitoring of that specific student.

##### The role of key worker

Each pupil in our schools is allocated a key worker. Their key worker is a pupil's advocate in school and parents' main point of contact. The key worker can be any member of the staff team who is in a good position to build and maintain trusting relationships with a young person and their family.

A key worker supports your child by seeking to understand their views and wishes and giving them a voice in their education liaising with school staff, and where appropriate attending annual reviews or other meetings on their behalf being involved in planning careers' education and work experience supporting the planning of transition arrangements (school entry, year to year transitions in school and leaving school).

A key worker supports parents and the rest of your family by: explaining their role and how they will support the pupil by talking to parents and families to help understand the family and what life is like for the pupil developing a supportive relationship

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

School operates Zones of Regulation and a behaviour system which all students are made aware of. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, social skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The Zones of Regulation curriculum incorporates Social Thinking concepts and numerous visuals to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.

Church Lawton School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff, multi-agency staff and volunteers to share this commitment. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

Church Lawton School has policies and procedures in place to deal effectively with child protection and safeguarding issues, which include tackling radicalisation and extremism, together with recording and monitoring processes.

----- [Click here to return to the front page](#) -----

### Keeping Students Safe and Supporting Their Wellbeing

To promote a safe environment for students, Church Lawton School employs a strict selection and recruitment policy which includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks.

All staff are trained to a level appropriate to their safeguarding responsibilities ranging from basic awareness for all, to Level 2 for key staff. Other safeguarding training is attended by relevant staff and governors. The training is monitored, and comprehensive records kept by the DSL.

All concerns are passed through members of staff who are trained as 'Designated Child Protection Officers' in school in compliance with the HM 'sharing of information' guidance March 2015. Staff are required to report any causes of concern to the school safeguarding team. Referrals are logged and monitored to make sure that they are followed up appropriately.

Student attendance is monitored closely, and concerns shared as appropriate with parents/carers, Education Welfare Officers, Social Care and the school Safeguarding team. Church Lawton School works effectively with other agencies and parents/carers when necessary to safeguard young people. If you have any serious concerns about your child, another student or a member of staff at Church Lawton School please do not hesitate to contact the Designated Safeguarding Lead (DSL) who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

Keyworkers are responsible for communicating information to parents and students including addressing themes such as attendance and timekeeping.

The school attendance officer monitors attendance across the school.

----- [Click here to return to the front page](#) -----

### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The class teacher leads the learning for the student and is supported by a team of learning mentors.

#### Who else has a role in my child or young person's education?

All students are supported in class by the class teacher and learning mentors who are in every class to support all students during the school day. Every student will have access to a keyworker who will be identified to them.

Students may also access support from the Multi Agency Support Team (MAST) including Speech and Language Therapy, Occupational Therapy and contact with the Educational Psychologist OR Assistant Educational Psychologist.

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?



----- Click here to return to the front page -----

### Working Together & Roles

Every student's EHCP is reviewed annually in line with the SEND Code of Practice 2015. Class and form teachers are expected to update the information with support from the Admissions and SEND Manager to ensure outcomes are being met and the correct provision is in place. Keyworkers will also be asked to contribute. Student views are sought and recorded and every student is encouraged to attend their annual review.

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

All new staff to the school have access to the five Ask Autism modules to ensure that they have a good understanding of autism. Staff are also enrolled onto the ongoing programme of CPD, which includes more specialist training opportunities delivered by the MAST team.

All new staff also receive mandatory training in Studio 3. All new Agency or Temporary staff are given an 'introduction to autism' when initially joining the service. They are also signposted to the students' passports which are developed by the students and displayed within their class.

There is an ongoing programme of CPD which is delivered during INSET meetings and Twilights. The focus of the sessions links directly to the school's development plan or any identified needs of students or staff. A high number of staff have also completed the NAS Autism Education Programme which is a level 3 equivalent qualification.

Planned training for this term includes refreshers from the MAST in Blank Levels, Colourful Semantics, Sensory Supports, Intraception and Lego Therapy. Training is also delivered by external internal staff based on their specialist area.

All staff complete additional training each year specifically focussed on supporting students on the autistic spectrum.

Regular staff meetings are also used to share skills and knowledge between staff from within the setting, and from other related settings.

We have links with an Occupational Therapist, a Speech and Language Therapist and an Educational Psychologist, all of whom specialise in working with young people on the autistic spectrum.

Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

We have links with an Occupational Therapist, a Speech and Language Therapist and an Educational Psychologist, all of whom specialise in working with young people on the autistic spectrum.

School will work closely with external agencies and professionals

----- [Click here to return to the front page](#) -----

### Working Together & Roles

#### Who would be my first point of contact if I want to discuss something?

Students and parents are encouraged to raise any concerns or issues directly with either the class or form teacher or keyworker as soon as possible. Students have a communication or home/school book which can also be used to highlight any issues or raise a concern.

#### Who is the SEN Coordinator and how can I contact them? *(IRR)*

The Admissions and SEND Manager is responsible for all support in school.

**Rachel.whitehurst@naschurchlawton.cheshire.sch.uk**

School phone number 01270 877601

#### What roles do have your governors have? And what does the SEN governor do?

Church Lawton School governors (also known as the local governance body or 'LGB') is made up of representatives from the local area and covers a number of governor roles. School governors have a key role in setting the strategic direction of a school, ensuring the accountability of teachers and staff, and thinking critically about the welfare of a school. For further information, see our NASAT Governance Plan and Scheme of delegation.

#### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

For EHCP reviews all student are asked to record their individual views and these are recorded on the EHCP paperwork, and every student is encouraged to attend their annual review.

There is an active student council with representatives from across all areas of the school.

The Quality of Life (QoL) curriculum encourages students to share their views and aspirations and all students are encouraged to take part in all class activities and assemblies, etc.

#### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

The school has an open door policy for all our parents and we actively encourage participation. The School has parent governors who feedback to the principal on a regular basis. The school also has home school diaries to ensure regular and consistent communication. Parents are invited to various school activities throughout the school term and are invited to attend annual reviews.

We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback.

#### What help and support is available for the family through the setting, school or college? *(IRR)*

School has a designated family liaison officer who can support parents with any issues or queries.

The Admissions and SEND Manager can also signpost parents to external agencies or professional who may be able to help



## Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

### **Working Together & Roles**

There are regular parent forums held throughout the school year to give parents the chance to meet each other, key staff members and raise any issues.

The Local Authority is responsible for making suitable and appropriate transport arrangements with the parents and will inform the school accordingly. Transport will be carefully considered alongside the child's transition plan and individual needs.

----- Click here to return to the front page -----

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

There are frequent off site activities that all students have the opportunity to participate in. These include trips to the local shops, parks and leisure centre.

Some students will access these activities in smaller groups where there are safety concerns.

All pupils and activities will have the appropriate risk assessment in place. Off-site activities are visited prior to pupils attending to ensure appropriate Health and Safety and Risk assessments are in place.

We are an Adventure Learning School and children in the Primary and Middle School classes take part in a range of adventurous activities each week- this has in the past included skiing, climbing and horse riding. Some of these activities take place off site.

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

----- Click here to return to the front page -----

**Inclusion & Accessibility**

<https://www.autism.org.uk/our-schools/church-lawton/about-us/policies>

The School adopts the SPELL approach at the heart of which is a low arousal environment. We make significant adjustments to our physical environment to meet the needs of all young people we support where appropriate, we adopt TEACCH approach to ensure a clearly structured environment in order to reduce anxiety for the young people we support. To keep people safe the school is split into different zones operated by fob locks.

School will use the information provided on the child’s EHCP to identify what additional appropriate provision to put in place.

----- Click here to return to the front page -----

**Transition**

**Who should I contact about my child/young person joining your setting, school or college? (IRR)**

<https://www.autism.org.uk/our-schools/church-lawton/about-us/policies>

**How can parents arrange a visit to your setting, school or college? What is involved?**

Regular open days are arranged throughout the school year. Parents can make enquiries through the NAS website or Church Lawton School website or can ring the school directly.

Visits to school can be arranged and are conducted after school on a very regular basis.

**How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)**

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.

Students join us from a range of previous settings. To aid with transition, staff from CLS will visit the prospective student in their existing setting, possibly attending an annual review. The number and format of visits is personalised to each student’s requirements.

Depending on the time frame for a student starting, there may be further visits to their current setting, or the student may then begin their transition program of visits to CLS.

----- Click here to return to the front page -----

### Transition

All students will have access to a qualified Careers Adviser to discuss their post 16 and post 18 options.

The QoL curriculum (which incorporates PSHCE, Life Skills and Careers) will equip all students with life skills and the opportunity to practice practical skills such as travel training.

Students can also study a number of BTEC qualifications alongside their GCSE's

Work experience is offered in Key stage 5.

----- Click here to return to the front page -----

### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

The National Autistic Society has many services which can help a child or family. The charity runs these services throughout the UK, and they include:

- Outreach services
- Supported living services
- Residential services .

Find out more about these services on The National Autistic Society's website.



## Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----

### Additional Information

Our staff are well informed and therefore able to help parents seek external help.

### When was the above information updated, and when will it be reviewed?

Updated February 2022. To be reviewed February 2023

### Where can I find the Cheshire East Local Offer? *(IRR)*

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

### What can I do if I am not happy with a decision or what is happening? *(IRR)*

Policy available to download on the schools website.