

Local Offer from Glyne Gap School

This Local Offer responds to the parent questions formulated by the SE7 consultation groups and complements the range of information presented on the school website. Please do contact the school directly for any further information.



How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Glyne Gap School makes provision for pupils aged 2 to 19 with complex needs and autism. Most pupils have severe or profound learning difficulties: many have additional needs and disabilities (such as a sensory or physical impairment) as well. The school has a nursery for pupils aged from 2 as well as provision for pupils aged 5 to 16. Students aged 16 to 19 are part of the Glyne Gap Faculty (situated within Bexhill College).

All pupils who attend Glyne Gap School have a statement of special educational needs, or an Education Health Care Plan that sets out each child's individual needs. These plans outline the provision and support we must make in order to meet each child's needs.

In addition to this the school undertakes a broad range of formal and informal assessments – starting with talking to parents - to enable us to constantly review the needs of our pupils and respond accordingly. We have excellent systems in place to discuss progress with parents and carers that allow any emerging issues to be discussed promptly and, where necessary, change support or provision within the school.

How will school support my child/young person?

Staff are experts in their field. We are committed to meeting the range of needs each child has and as such we use a wide range of recognised approaches to the teaching of pupils with severe and profound learning difficulties. Class sizes are small (between 6 and 10 pupils) with high staff ratios.

Pupils have an Individual Education Plan (IEP) that details priority learning and then follow a personalised programme tailored to meet the learning detailed in the IEP. Each pupil's programme is planned, delivered and evaluated by the class teacher, supported by a team of teaching assistants and teachers share these plans with parents.

Each pupil's communication goals are planned and evaluated by a multi-disciplinary communication team that includes teachers and therapists. Many pupils access approaches such as TEACCH and structured teaching, PECS (Picture Exchange Communication System), sensory diets, intensive interaction, and positive behaviour management. Senior leaders rigorously monitor pupil learning through observation, discussion and data, and all staff are focussed on improving pupil learning.

The school's Governing Body are actively involved in the life of the school and receive reports on all aspects of pupil progress and whole school performance.

How will the curriculum be matched to my child's/young person's needs?

As a child passes through the school and develops, it could be said that she/he is climbing a ladder. Each step represents a skill and the ladder is taking the child towards independence. Because each child is different and has different strengths, the next rung on the ladder will be unique to them. For some the next step will be sitting, walking, or pointing to a chosen toy, and for others it may be cooking lunch or reading the sports page of the newspaper. Therefore, to meet each pupil's needs an individual programme of work is drawn up every term. This programme is usually a number of steps or goals that the pupils will work on and aim to achieve by the end of that term.

In addition to the above individual programmes, classes or groups will be working on topics that provide exciting, stimulating and wider learning experiences. National curriculum subjects pitched at an appropriate level will usually determine the content of these topics.

There is a health education syllabus that runs through the whole school ensuring that knowledge is built up gradually over a period of years. So for example, at five years old a child may be learning about washing hands and at 19 a young student may be learning about boyfriend/girlfriend relationships. As well as this syllabus, individual needs are met as and when they arise through individual programmes.

Besides out of school activities like swimming and community based learning some pupils, if appropriate for their learning and social needs, spend time in the school week working alongside mainstream school pupils. Some older students also take part in the awards schemes like the Duke of Edinburgh Award and go on vocational (work) experience placements.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

It is our belief that the most effective learning takes place when school and home work together. Parents are particularly encouraged to take an active part in, and contribute to, the setting of their children's individual termly goals. Parents are always welcome in the school and no appointment is necessary (although prior notice is appreciated). Staff are always happy to make home visits. To help communication, each pupil is given a book that passes daily between home and school with news and achievements being exchanged.

Home learning is always discussed as part of an annual review and our Home Learning tutor is happy to make home visits to support families in extending and celebrating their child's learning.

The school monitors progress in a range of ways to ensure pupils are making expected progress and will pick up if a child is underperforming and in need of additional support. Progress informs discussion at annual review and parents will be asked for their view of their child's progress at this time. This judgement will be informed by the annual review report, each pupil's evaluated goals and the range of evidence that can be seen through work and/or photos in the pupil's zig zag book.

What support will there be for my child's/young person's overall wellbeing?

The school is committed to supporting pupil's wellbeing alongside their learning needs and, as such, staff are trained to manage a wide range of health needs. A range of clinics take place within school where parents, teachers, health colleagues and specialist staff come together to ensure and enhance pupil wellbeing. These include posture clinics, nutrition clinic, Multi-disciplinary therapy forums and transition planning.

In addition, the school offers a series of opportunities for pupils outside ordinary school hours and term times. There are after school clubs for juniors, seniors and for those interested in cooking or sporting activities. There are holiday clubs in the main school holidays, a breakfast club and each term a family day on a Saturday where children and their families can come in and enjoy the facilities in school. The school also provides information to parents about private childcare arrangements.

What specialist services and expertise are available at or accessed by the school?

A range of therapy services are available at school and delivered through C.I.T.S. Therapists/therapy assistants work alongside teachers to ensure a combined approach. Each pupil's communication programme is discussed and planned by the Communication Team which is a multi-disciplinary team of teachers and therapists. Occupational therapists and physiotherapists from the Children's Integrated Therapy Service work alongside teachers to discuss, plan and deliver therapy input as part of pupil's everyday activities.

The Service for Sensory Needs comes to school to offer advice to pupils with hearing and/or visual impairment as and when necessary.

The school has itself developed a range of specialist services to support pupils and their families. We run a pre-school Portage service, offer home learning tutors and have in-school experts to advise on areas such as enuresis/toilet training.

What training do staff supporting children and young people with SEND have and receive?

Staff across the school are committed to maintaining their own professional development and there are opportunities for all staff to develop their expertise in response to pupil's learning and wellbeing needs.

All staff new to the school complete a comprehensive induction programme that includes child protection, first aid and how we support pupils with their communication and behaviour needs. This is then updated on a yearly basis.

All staff access regular professional development that links to areas on our school monitoring and development plan as well as their own performance management. Staff make best use of the knowledge of their colleagues and some of this professional development is delivered 'in house'. We also use external specialist providers to support training in specific areas such as specific communication approaches.

How will my child/young person be included in activities outside the classroom including school trips?

Glyne Gap School offers pupils in all age groups ample opportunity to learn outside the classroom and our local community provides a rich resource to do so. Pupils regularly access local facilities such as parks, shops and libraries, as well as going further afield to visit other places of interest such as museums and historical buildings.

All pupils have the opportunity to take part in a residential visit during their time in school. Learning outside of the classroom is always planned to ensure all pupils can actively participate and trips that are further afield are planned well in advance to enable parents to understand the purpose of the trip and support their child to prepare.

How accessible is the school environment?

We make all activities as accessible and inclusive as possible by making reasonable adjustments. Our buildings are single story and all are wheelchair accessible. There are hoists in the pool area and within teaching spaces to support pupils with mobility needs. We have fully fitted personal care rooms in all departments of the school. We have a hydrotherapy pool, soft room, sensory room and quiet spaces – all of which support students' specific needs. We have a fleet of 7 vehicles to support pupils learning in the community.

There are special advocates in place to ensure the specific needs of families are met and we have a range of methods that can be used to meet these needs such as finding taxis to support attendance at annual review and providing interpreters when needed.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition into and through the school is planned to support pupils and families. We arrange home visits to new pupils and visit them in their previous school (if appropriate). We meet with parents either at home or through our transition coffee morning to gather information and plan a timely and effective transition. We write 'Moving On' books to support pupils in the transition process and pupils have a planned introduction to their new class.

Securing transition to post 19 opportunities is extremely important and we plan carefully for this with each pupil according to their aspirations and needs. Support for this transition starts early (when a pupil first joins our FE department) and we work in partnership with parents and colleagues in social care and further education to manage this. We also provide pupils with independent travel training to help them familiarise themselves with local public transport services and to develop confidence in planning routes to different destinations.

How are the school's resources allocated and matched to children's/young people's special educational needs?

The school has a vast range of both high-tech and low-tech specialist resources to support pupil learning. The majority of these resources are shared across the school and allocated to meet particular learning needs as advocated and agreed by class teachers. Further resources as

defined through discussion at annual review, progress meeting or class/SLT discussion will be agreed by the Head teacher and provided by the school.

How is the decision made about what type and how much support my child/young person will receive?

Once pupils join the school, it is the responsibility of class teachers to assess how much and what type of support will enable each pupil to reach his/her learning goals. These decisions are discussed termly with senior leaders and colleagues from health/social care and shared with parents. More in depth discussions can be had with parents through planning meetings and/or annual reviews. We are committed to working in partnership with parents and the headteacher will always meet with parents who want to discuss the support their child receives.

How are parents involved in the school? How can I be involved?

Better learning takes place when we work in partnership with parents and therefore, parents are invited to be partners in their child's learning through activities such as joint goal planning, celebrating progress either at annual review or in assemblies and taking part in home learning.

All parents and carers are part of the Glyne Gap community and we hold regular events – coffee mornings, family breakfasts, 'special occasions' assemblies – to come together as a community.

Some parents volunteer within school and support specific activities. Some parents enhance the school's leadership through becoming parent governors. We are open to parents and carers being involved in other ways – let us know your ideas!

Who can I contact for further information?

The admin team are most knowledgeable and approachable as a first point of contact for information or questions and they can be contacted on 01424 217720.

Parents with children already in the school should contact their child's class teacher or a member of the class team for information and discussion regarding their child's learning and wellbeing. Senior leaders are always happy to meet with parents either at home, school or by phone.

Visits to the school can be arranged directly with school staff and parents seeking a place at the school should contact the Local Authority who remain the admissions authority. Nursery places are allocated by the school and will always go to children who need a specialist setting