

THREE WAYS SCHOOL LOCAL OFFER

2018-19

Within BANES, there is a range of specialist provision, of which Three Ways School plays a key role. All pupils at the school currently have an Education and Health Care Plan.

Admissions - Detailed information and guidance on Admissions can be found at - <http://www.threeways.co.uk/parents-carer/school-policies> - accessed from the Three Ways School website.

Area Wide Local Offer - We work with a wide range of Multi-Agency Partners, Voluntary Sector Providers, Independent Providers and Local Authority Services. The following links may support parents/carers who are new to the area or those exploring new services for support.

Web Address	Resources Available
http://www.bathnes.gov.uk/services/children-young-people-andfamilies/send-special-educational-needsdisabilities-0-25	Bath and North East Somerset's SEND Offer
http://www.rainbowresource.org.uk/rainbow_resource/	Bath and North East Somerset's Guide for Young People with Additional Needs
http://www.bathnes.gov.uk/services/children-young-people-andfamilies/childcare-early-years-play/family-information-service	The Family Information Service working to support local families with information and choices including family related issues, childcare, parenting support, benefits and schools.
http://www.wellaware.org.uk/	Your guide to Health, Well being and Community Services for Young Adults/Adults in Bath and North East Somerset

School Based Information	Summary of Responsibilities
<p>1. 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?</p>	<p>As a special school setting all young people have a range of Special Educational Needs and Disabilities. We work in partnership with our Multi-Agency Teams to monitor and assess the pupils in order to meet their needs and to set challenging targets and outcomes.</p> <p>The Head teacher and Senior Leadership Team are responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school • Coordinating all the support for children with special educational needs and disabilities (SEND) to make sure all pupils get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing □ involved in planning for the future • Liaising with the Multi-Agency Team at school to help support your child’s learning e.g. Speech and Language Therapy, Music Therapy, Occupational Therapy, Physiotherapy, Sensory Occupational Therapy which is overseen by our Curriculum Access Team Manager Judy Dumont. • Making sure the Governing body is updated on all SEN and School related matters □ Making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and teaching assistants in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. <p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school’s Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach. <p>The Lead Governor for Special Educational Needs is responsible for: Making sure that the necessary support is made for all pupils to make progress and achieve their outcomes.</p>

<p>2. How will the school staff support my child/young person?</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress – this may involve specific strategies to support your child to learn • A teacher, teaching assistant or professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting • Providing a creative learning environment to engage young people and challenge them.
<p>3. How will the curriculum be matched to my child's/young person's needs?</p>	<p>We offer a highly differentiated and personalised curriculum, based on the style of learning that works best for the young person. We work closely with our multi-agency teams to draw on their expertise.</p> <p>We value pupil led learning to engage young people and prepare them for future independence, where possible and decision making. We use personalised Plans for Learning (PFL) to take a person centred approach.</p>
<p>4. 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?</p>	<p>We have two parents' evenings every year and an Annual Review meeting. We also encourage regular communication through home school books/phone calls/emails/in school meetings – whichever system works best for your family. Class Teams undertake regular assessments of pupil progress using a range of assessment tools including B Squared. The teams set Plans for Learning that are monitored and evaluated in order to set high standards. Home Activities are set and offer a range of activities to support learning at home and in the local community.</p>
<p>5. What support will there be for my child's/young person's overall well-being?</p>	<p>As a school, Well-being is an extremely important part of our work. We want all young people to come to school, enjoy school, make progress and make effective transitions to employment and their futures. For this reason they need to develop skills to manage their well-being and be confident in accessing support.</p> <p>All class teams offer a high level of social and emotional support. Pupils are also skilled in supporting each other. We have School Council that listens to the voice of the young people and campaigns for change linked to specific projects of the pupil's choice.</p> <p>We use a range of assessments such as THRIVE to baseline emotional development and plan for interventions needed. Many of our multi-agency partners support our well-being journey such as our School Nurse and Music Therapist who also support emotional wellbeing and transitions.</p> <p>We work with the Open Storytellers and have completed a 3 year Hamlyn Funded Project on encouraging skills in supporting pupils with Profound and Multiple difficulties to have a voice in decision making and outcome planning.</p>

<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<p>The school is led by a creative, experienced, dynamic team of Senior Leaders and Class Teams. We have a Multi-Agency Team based at the school (some of the services are provided by Virgin) additional services are commissioned by the school to ensure a high standard of multi-agency delivery.</p> <p>We have a Curriculum Access Team, led by Judy Dumont. She oversees the work of the following multi-agency team. - Physiotherapy, Occupational Therapy, Sensory Occupational Therapy Programmes – accessed in our new Sensory Integration Centre, Speech and Language Therapy, Music Therapy, Specialist Behaviour Support Team, Sensory Support Service for pupils with Visual Impairments/Hearing Impairments. We employ a family support worker to support families to access additional services/support and to signpost parents/carers towards events/carers networks and facilities/equipment.</p> <p>Many of the Teachers/Teaching Assistants have specialisms including ASD, Attachment Disorder/Dyslexia, Dyscalculia/Downs Syndrome/C.P/Behaviour Management/Nuture Programmes/Sensory Learning Support/Literacy and Numeracy Specialist Interventions.</p> <p>We have a range of lunchtime and after school club provisions.</p> <p>We believe in a team approach to delivery at Three Ways School. All multi-agency partners work closely with Teachers, Teaching Assistants and Senior Leaders to embed practise and achieve the best outcomes that are possible for the children and young people we work with.</p>
<p>7. What training are the staff supporting children and young people with SEND having?</p>	<p>Professional Development is led by a member of the Senior Leadership Team at Three Ways School and supported by our Curriculum Access Team Manager who leads our Multi-Agency Team.</p> <p>We are privileged to work with such a skilled team and for this reason a lot of our training is delivered in house. All members of staff have an Induction to know about school systems and policies. The induction also includes Medical Training (for allocated staff who support pupils with additional medical needs), Manual Handling Training, MAPA Training in case a level of physical intervention is required to support a young person. We also offer staff opportunities to train in Makaton, ASC, ADHD, Attachment Needs, Behaviour Management, Intensive Interaction and Story Sharing. We have in-house trainers in many of these areas to ensure continuity. Our staff team are our most valuable asset and for this reason we recognise the importance of nurturing and developing a skilled workforce.</p>

<p>8. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>We have a co-ordinator for Education Visits. This lead member of staff oversees all visits and off site educational activities ensuring clear parent/carer communication information sheets, parent/carer consent form systems and risk assessments undertaken by the class teachers.</p> <p>As part of the risk assessment staffing ratios are considered and the accessibility of the venues being visited. We value the local and wider community as an amazing tool for learning so we aim to offer a varied life skills package to ensure aspirational outcomes for the pupils we support.</p>
<p>9. How accessible is the school environment.</p>	<p>Three Ways School is a fully accessible school site. We have two lifts in the building.</p> <p>We have a range of hoisting and other specialist equipment in order to be able to meet the physical needs of our more complex pupils.</p> <p>We have a water mobility pool that is hoist accessible.</p> <p>The car park and main entrance is designed to offer clear access and lowered kerbs for wheelchair users and those with additional mobility needs.</p> <p>We are proud of our school site and the access it offers.</p>
<p>10. How will the school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education and life?</p>	<p>We recognise that ‘moving on’ can be difficult for a child/young person with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers • From Year 9 onwards, the young person will have an Annual Review where we discuss future planning. We consider Education and Employment needs, Health Needs, Social and Leisure Needs and future Housing Plans. Each year, this plan is reviewed and updated so that the young person/parents/carers/school staff/multi-agency teams can work towards making college/setting applications, exploring funding options and visiting available provisions to ensure high aspirations for our pupils futures. Many of our ex-pupils are still in active contact with the school and are in successful employment opportunities.

<p>11. How are the School's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> □ The school budget is managed by the Head teacher, School Business Manager and The School Governing Body. The Head Teacher decides on the budget in consultation with the school governors, on the basis of needs in the school. <ul style="list-style-type: none"> ○ The Head Teacher and the School Team discuss all the information they have about pupils to ensure all necessary services are delivered to maximise progress and outcomes. ○ Through thorough data analysis pupils identified as not making as much progress as would be expected are discussed and additional resources/training and support is allocated.
<p>12. How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Assessment – formal and informal tests. Multi-professional assessment and advice. All pupils have plans for learning and One Page Profiles. We pride ourselves in meeting the needs of children and young people in a personalised way. We work closely with parents/carers and the pupils to take a creative approach to support that works for the individual depending on their additional needs. Everyone is unique and we need to create a package that will work and inspire confidence in learning, independence, progress and enjoyment.</p>
<p>13. How are parents involved in the school? How can I be involved?</p>	<p>Parents and Carers are involved in lots of different ways at Three Ways School. We have an active Parent Teacher Friends Association who organise events such as the Summer and Christmas Fayre, and other social events. Our Family Support Worker organises opportunities for Parents and Carers to meet in an informal setting to offer peer support to each other, discuss events and respite opportunities that they may currently use and to develop support networks. Parent/Carer training is on offer and parents are advised to look at our Outreach Service Website for forthcoming training. Our Outreach Service is provided by Three Ways Brighter Futures. http://www.brighter-futures.uk.net/. Some parents/carers volunteer at the school with opportunities such as developing the school library, supporting readers or developing mathematicians, assisting on school trips. This support work is subject to a Disclosure Barring Service (DBS) Check – this is the same check that is used for all members of staff in the school setting to ensure safety at all times. For further information on volunteering contact the school. We have an on-site facility called 3 Café Kitchen, which is a supported employment café, offering work experience for our older pupils. It is open to the general public and we welcome visitors and families.</p>
<p>14. Who can I contact for further information?</p>	<p>The best way to learn more about our school is to come and visit. We are happy to organise tours/discussion time. Please contact the school to book a time. We also have a virtual tour available on our school website and lots of other photos, information packs, videos and previous school newsletter to give you more information about the school. If you have any further questions about your child/young person, progress, transition needs or general information – please contact your child's class teacher or the department manager. The question may be referred to a multi-agency team member of the Senior Leadership Team if required. The School Governors meet regularly and are also happy to work in partnership with parents/carers.</p>

