



SEN Information Report

Our contribution towards the Local Authority Local Offer for Special Educational Needs and Disability

Aim and purpose

‘Learning and Achieving Together’

Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.

In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.

Intended Outcomes:

The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:

- Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.
- Young people develop their emotional resilience.
- Young people achieve stretching academic and vocational attainment targets to improve future life chances.
- Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.
- Young people are kept safe and are able to make safe lifestyle choices.

The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.

How many young people can attend Alderman Knight School?

At any one time, the school can provide education and support placements to a maximum capacity 220 pupils:

- 195 Pre 16 pupils (aged 7 to 16 years)
- 25 Post 16 students (aged 16 to 19 years)

Commissioned places are as follows:

- Number: 220
- Age range: 7 to 19 years
- Gender: Co-educational

What is the range of SEND that Alderman Knight can provide for and what are the criteria for places?

1. Pre 16 pupils aged 7 – 16 years

The service is for children and young people whose primary special needs have been identified as:

- Communication and Interaction and
- Cognition and Learning

Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)

The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.

This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.

2. Post students aged 16 – 19 years

The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:

- Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger's syndrome, and complex needs including anxieties, emotional, social and mental health needs, and:
- Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* - D, and
- Require a specialist setting to access a further education curriculum

The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that

crossover different areas and their needs can change over time. Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting.

The Commissioning Brief for our school provides additional information about the school and outlines admissions procedures and the Local Authority expectations of us, as a school, in terms of the provision that we must make for the pupils referred to us. This document is available on our website and can also be accessed along with the commissioning briefs of the LA's other special schools, via the Gloucestershire County Council website

What does Ofsted think of the school?

Ofsted judged the school to be "Outstanding" in January 2019. This judgement was given in all areas including the new Post 16 provision.

The summary of key findings for parents and pupils is given below.

- The headteacher has very high expectations of pupils and staff. She has ensured that the school has maintained its high standards of teaching since the previous inspection.
 - School leaders and members of the governing body work very effectively together to closely monitor all aspects of the school's work and plan future developments.
 - Staff are extremely positive about how well the school is led and managed. They value being able to contribute their ideas to improvement plans and feel very well supported in their work.
 - Teachers know the pupils extremely well. They use this knowledge to identify individualised targets which help pupils make outstanding progress in their learning and personal development.
 - Leaders and governors have ensured that the curriculum includes a wide range of subjects designed to develop pupils' academic, vocational and life skills. Pupils are highly engaged in their learning and achieve appropriate qualifications. As a result, they leave school exceptionally well prepared for the next phase of their lives.
 - Members of the senior leadership team and subject leaders keep a very close eye on how well pupils are progressing. If a pupil is not achieving what is expected, additional support is quickly put in place. The impact of this support is carefully checked to ensure that pupils catch up.
 - Pupils show excellent attitudes to learning and enjoy their lessons. Behaviour in lessons and during social times is excellent. Both the tutor and pastoral support teams provide strong support to pupils to help them manage any difficulties they have.
 - Since it was opened in 2016, the sixth form has enabled many students to achieve very well. Students benefit from strong teaching and a curriculum that is planned around their individual needs. They make outstanding progress in all areas of their work.
- Teachers' excellent subject knowledge helps pupils excel across the curriculum, as well as in English and mathematics. Some new staff do not have enough knowledge of pupils' different special needs and/or disabilities (SEND) to ensure that pupils can engage fully in all lessons. However, this does not affect their overall rates of progress.

The full report can be accessed through the school website. www.aldermanknight.gloucs.sch.uk

What else do we do at Alderman Knight School to ensure all our pupils and students have an excellent educational experience while attending our school?

Without doubt one of the most important things we strive to do is provide a caring and positive learning environment where children develop new skills and learn how to apply them in a structured and meaningful way. The school encourages, supports, and challenges all pupils to achieve their full potential, to develop self-esteem and resilience and to understand their own place in their wider community

Alderman Knight School has undergone a complete, new build and refurbishment and the building now provides state of the art facilities especially designed to provide the very best learning environment for pupils with a very wide range of additional needs. There are designated primary and secondary learning areas which allow for delivery of bespoke curricula in each phase. There are 14 spacious [56sqM] classrooms on a single level with specialist teaching rooms for Art, Design Technology, Food Technology (X2), Science and Information technology. There is also a sensory room, a Life Skills flat, and a Dining and Main Hall. The majority of areas are carpeted. The corridors are especially wide, and the play space and surrounding grounds are safe and secure. Externally, the school benefits from a variety of teaching spaces – outside classrooms, poly tunnel, a sensory garden and pond and a 'rural' area.

The Post 16 building was opened in September 2017. This is designed to provide an excellent learning environment and mirrors the main school in many ways. There are four teaching spaces including a computing room, a large communal space, small meeting rooms and group rooms, a gym and a medical room. It is situated between the main AKS build and Tewkesbury secondary School and this allows sharing of provision and encourages further working and links across the two schools.

This academic year, September 2022, we have 22 pre-16 classes and three in Post 16.

- 5 X Primary,
- 10 X Key Stage 3
- 7 X Key Stage 4.
- 3 X Post 16

Pupils are grouped according to ages, social-emotional development and learning priorities. We have high expectations for all our pupils, and we aim to fully extend their academic, physical, and social-emotional development. High levels of quality, skilled staff and individualised learning programmes ensure that both the learning and social needs of each child are met within their class.

In the Post-16 provision, there are currently 24 students, across Years 12 to 14. This is a bespoke Local Authority provision designed to meet the needs of young people who are academically able to attain a range of accreditations at Level 2/ GCSE equivalent Grades A – D and above and they have complex needs usually associated with an autistic spectrum disorder including Asperger's syndrome and complex needs including anxieties, emotional, social and mental health needs. (Please see the school's Commissioning Brief).

Young people transferring to Alderman Knight Post-16 provision will access a bespoke curriculum that builds on their current knowledge skills and understanding, as well as their strengths and interests. The curriculum will ensure progression and include opportunities to further develop essential life skills, vocational skills, academic learning, and personal qualities that will help them towards employability and independence at a level suited to their needs. It is not anticipated that all students will stay at AKS until 19 years of age and some may simply need a bridging year before moving to a local provider college. Others may stay until 19 years of age and access employment

directly. Students will have a personalised pathway that enables them to move on at the most appropriate point.

Pupil Premium funding. The school receives pupil premium funding to address any potential underlying inequalities between children eligible for free school meals and their peers. The school's Pupil Premium Strategy highlights funding received, expenditure and the impact of additional support and provision on pupils' progress. This is available on the school's website.

Our Vision for Learning

At Alderman Knight School we believe that our children should receive a fully rounded education, which provides them with the opportunity to succeed wherever their strengths and skills may lie, and which ultimately develops happy and confident children, who possess the attributes they will require to succeed in adult life. We strive for all children to excel academically and achieve their true potential across the curriculum, but we know that our children have other talents and interests which also need to be nurtured. Pupils are encouraged to think and learn in different ways and develop their social and communication skills. Alderman Knight School is keen to use creative and new technologies as a learning resource to achieve this.

The Curriculum

All subject areas have a responsibility to help develop pupils' literacy and numeracy skills. Physical Education, Food Technology, Personal and Social Development, RE, Music, Art, Drama, Design Technology, and humanities are all studied in addition to the core subjects.

Art, Music, Dance, Drama, poetry, and creative writing all form an integral part of our school curriculum. Alderman Knight School endeavours to foster a love of learning and appreciation of culture to develop our pupils into well-rounded and happy adults. Creative approaches to Teaching and Learning are encouraged in all subjects to inspire our pupils. The curriculum at all phases is strongly supported by a wide range of visiting artists and professionals who work with the children in school e.g. artists, musicians, and dance and drama specialists.

In addition to curriculum allocation, the Arts are celebrated at Alderman Knight School through a wide variety of enrichment opportunities; these both extend the children's curriculum knowledge and also give them additional experiences which fire their imaginations. Pupils experience the Arts being integrated into every aspect of their learning experience in the classroom, in alternative activities and trips outside school, and in the extensive extra-curricular activities we offer. Through partnerships with outside arts organisations and professionals we offer high quality Arts opportunities, and we nurture community involvement through support with curriculum delivery, links with other educational settings and out of school community project work.

We work hard to ensure our children are given the opportunities to have a well-developed understanding of the Arts and culture and of their own artistic voice to stand tall and be proud of their achievements at AKS; and confident enough to continue building on their Arts experiences in their life after school.

Curriculum delivery

Please see curriculum policy on the school website <https://www.aldermanknight.gloucs.sch.uk/>

The curriculum mirrors, very closely, that delivered in a mainstream school. The school has highly specified and well-equipped specialist rooms to ensure all abilities can be catered for and practical subjects can be taught to GCSE level or equivalent as appropriate.

The curriculum is broad and balanced and is carefully tailored to meet the needs of pupils, blending academic, vocational and personal development. Across the secondary phase the curriculum, as

well as developing practical and life skills, allows all pupils to work towards and achieve in a range of accredited, academic, and vocational courses. The curriculum offer is reviewed and amended every year to meet the needs of each cohort, recognising that the needs, abilities, strengths and interests of our pupils are likely to change year on year, so one size doesn't fit all and flexibility is key to how we work.

Pupils are grouped according to need, as well as age, thereby ensuring the best possible learning group. Teaching groups range in size. At the start of September 2020 group sizes range from 6 to 12. The staff-to-pupil ratio is high, with groups having a teacher and usually at least one teaching assistant. The teaching assistant is 'attached' to the group and provides support across the day and across the curriculum. However, the focus throughout, is to promote pupils' independence and the design and size of the school means that pupils very quickly learn how to move around independently. The actual number of teaching assistants is dependent upon the nature of the needs of pupils in the group, and in some classes additional support would be provided for some specialist practical subjects.

Key Stage 2 Curriculum

The Key Stage 2 Curriculum at Alderman Knight School reflects the individual needs of the pupils and the stage they are working within. The National Curriculum is taught using a thematic approach, providing opportunities for cross-curricular and contextualised learning through a broad and balanced curriculum. Although AKS does not take KS1 pupils some pupils are working at KS1 level and therefore elements of the KS1 curriculum are incorporated into teaching plans dependent on the needs of the pupil.

In addition to the curriculum, pupils at Alderman Knight also have opportunities to regular sensory sessions; swimming; Forest School; Horse Riding; and sessions focusing on life skills such as cooking and trips within the local community.

Key Stage 3 Curriculum

At Key Stage 3 teachers plan differentiated schemes of work based on the National Curriculum programmes of study. The core and foundation curriculum for Key Stage 3 is shown in the table below (Please note that MFL is taught through topic days over the year). This is based on number of lessons (each lesson is 45 minutes) over the two-week timetable. The majority of classes in Key Stage 3 are taught in a secondary model with pupils attending classes with specialist teachers. Due to COVID restrictions the specialist teachers will move around to the different classes. Some specialist teaching rooms e.g. Food Technology will still be accessed by KS3/4/5 pupils.

Key Stage 4 Curriculum

Throughout Key Stage 4 pupils are supported to develop their full academic potential within an environment which supports and prepares them for post 16 placement in full-time education or apprenticeships and further training. Each pupil is offered a range of accredited courses and life skill units appropriate to their needs and abilities through from ASDAN, entry level and GCSE and equivalent qualifications. The school offers over 30 different accreditations from a wide range of examination boards. Some groups are offered a choice of subjects to study. This is dependent on the cohorts of pupils moving into Key Stage 4. For more information on the different pathways open to our current Key Stage 4 pupils please see Key Stage booklets available on the school website. <https://www.aldermanknight.gloucs.sch.uk/transition>

Pupils are offered work experience placements in Key Stage 4. Work experience provides pupils with the opportunity to look into job roles they may wish to follow in the future. Preparation work prior to the placement and follow up work at the end of the placement are conducted in school.

Key Stage 5 Curriculum

Pupils in our post 16 unit have a personalised pathway dependent on their individual needs and abilities. This customised offer builds on their current knowledge, skills and understanding to ensure progression towards employability and independence at a level suited to their needs. The curriculum provides opportunities to develop essential life skills, vocational skills and academic learning as well as developing personal qualities. For more information, please see our Post 16 Information booklet on the school website. <https://www.aldermanknight.gloucs.sch.uk/post-16>

Throughout all phases the school provides a very wide range of additional activities to enhance the enjoyment of learning. The school has strong links with Tewkesbury School that are mutually beneficial to pupils from both schools.

All pupils attending Alderman Knight School have some needs in the area of Communication and Interaction, and the development of these skills underpins all the school does. There are specific timetabled Communication and Interaction sessions delivered by tutor teams. This allows time to be devoted to areas of development, identified through careful analysis of personal and social needs. Goals for these sessions could be as simple as using the telephone, or taking a phone message, or perhaps joining a lunch-time club. Pupils also have additional personal and social development (PSD) sessions which include skills over and above the PSD taught curriculum. These learning outcomes are individualised and may include elements like Keeping Safe at Home and the use of Life skills flat, as well as Keeping Safe 'Out and About'.

Break and lunchtimes are well supervised by teachers and teaching assistants and there is a focus on supporting and encouraging social interaction through a wide range of clubs and activities.

Lunchtimes are 40 minutes long. During the first 20 minutes of lunchtime all pupils are supervised eating their lunch [either sandwiches or hot dinners]. Pupils eat together [unless they need to have a quiet space for eating] as this is considered an important time for further developing social interaction skills and self-help and independence/ life skills. There is then 20 minutes' playtime. During this time there are numerous clubs to choose from or pupils can play outside on the multi- use games area or play equipment. There is also a quiet room where pupils can play games, sit quietly or chat.

Provision

Throughout their time in our school, pupils receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the levels of provision, dependent on need, including some examples of specialised support for individuals:

Learning and the curriculum

Whole School	Examples of specialised individual support
<ul style="list-style-type: none"> • Staff expertise and experience in working with pupils with Communication and Interaction difficulties. • Grouping pupils according to need as well as age in both the primary and secondary phases. The dynamics and needs of the group will then determine the timetable for this group including the curriculum balance, staffing and environment. • Individual 'Pupil Profiles' outlining key learning needs, revised annually • IEP targets are linked to pupil's EHCP outcomes • High quality planning for all subjects with differentiated outcomes for every pupil • Medium-term schemes of work ensure a broad and balanced curriculum is on offer • Differentiated learning outcomes to meet learning needs • Regular, planned educational visits to enable pupils to transfer skills into real life contexts and learn in a variety of stimulating environments; all carefully risk assessed • Class termly overviews outlining curriculum information are sent home on a termly basis • Focus on positive behaviour management for all pupils through the Behaviour for Learning Policy and practice. • On-going contact with parents through the school communication app - Weduc • On-going assessment of pupil progress and attainment which is monitored termly • Regular Pupil Progress meetings • Phonics Test and SATS where appropriate for individuals • Individualised KS4 and KS5 accreditation possibilities • Annual review of Education, health. and care plans • Regular meetings with Parents and carers including meetings with tutors, subject teachers as well as review of EHCP. 	<ul style="list-style-type: none"> • On-going review of individual learning needs and focus on outcomes set at EHCP reviews • Regular contact with parents • Support from specialist health and therapy teams • Multi-agency meetings to review effectiveness of support • Interventions, e.g. literacy and numeracy, speech and language, social skills, developing self-esteem and resilience, managing emotions • Differentiated timetable and activities • Use of visual timetables • Detailed individual social stories for a range of activities and lessons • Individualised charts with external motivators and reward systems used throughout each day • On-going monitoring and analysis of individual Behaviour Management Plans, Pastoral Support plans

General support that promotes learning

Whole School	Examples of specialised individual support
<ul style="list-style-type: none"> • Small tutor groups and class sizes for all lessons • 1 teacher to 10 pupils is the average, with the number of Teaching Assistants appropriate to support the needs of the class • Use of Gloucestershire Total Communication across the school, as appropriate. • Regular meetings to review pupil progress and share information etc. • Programmes and training to ensure all staff have the knowledge and skills to meet pupils' wide- ranging needs • A highly skilled Pastoral team to support pupils and staff, across the school • A learning mentor to help support any pupil with on-going emotional or behavioural needs. • Class groups and intervention groups reflecting pupils' learning needs • Structured environment within each class • Consistent routines and systems across the whole school • Relevant information shared at team, key stage or at whole school meetings to ensure consistency for pupils. 	<ul style="list-style-type: none"> • Use of some of the TEACCH principles as and when appropriate • Visual and signing strategies in the teaching and learning routines for some pupils. • Use of social stories to develop thinking skills and support changes in behaviour or preparation for change • Close work between external agencies and the teachers and teaching assistants to ensure strategies and approaches are used consistently across the school

Environmental and physical resources that support learning

Whole School	Examples of specialised individual support
<ul style="list-style-type: none"> • Clean, bright, well organised, spacious environment • Well-resourced environment including a Life Skills flat • High quality ICT facilities, including suite of PCs, IWBs in each classroom, cameras, iPads and laptops • Access to specialised areas such as multi-sensory rooms and large external, accessible play areas • Access to a range of additional enrichment activities, e.g. horse riding, swimming working at Tewkesbury Abbey Tea rooms 	<ul style="list-style-type: none"> • Dedicated learning areas, resources matched to pupils behavioural, physical, communication, social and learning needs with individual motivators and rewards • Specialist communication aids as defined by assessed need

Provision to support Emotional Well-being

The school was awarded the Mental Health Champions Award for Gloucestershire in July 2019.

The feedback from the Quality assurance group stated that it was extremely impressed with the excellent practice at Alderman Knight School and it was clearly evident that emotional health and wellbeing is not just a 'bolt on' to the school but is at the heart of the school environment as well as the community and important to everyone. Mental health and wellbeing are clearly embedded in all aspects of school life at Alderman Knight and this was noticeable not only for the children but for the staff as well.

Whole School	Examples of specialised individual support
<ul style="list-style-type: none"> • Welcoming and comfortable learning environment in which everyone is valued • Positive adult role models with a 'can do' approach to learning and life • Focus on developing independence, confidence, resilience and self esteem • Personal Social and Health Education is a core curriculum subject • Curriculum time includes significant time with tutor team to focus on personal and social development and individual outcomes • Strong pastoral teams with teaching assistants supporting across the curriculum to provide consistency. 	<ul style="list-style-type: none"> • Pupil and students' emotional development and well-being is a priority at all times for all staff • Effective joint working between parents, school staff and multi agencies • 1:1 work with members of the Pastoral team to support emotional development • Specialist support commissioned for individual pupils as necessary

Frequently Asked Questions

<p>What is the admission process for Alderman Knight School?</p>	<p>Admission is based on the needs of the individual child or young person and may take place at any point in the year, normally at the start of one of the six terms.</p> <p>Admission may be requested in advance of completion of an EHCP, especially where this may assist in determining the level of support required. All other pupils at the school will have an EHCP in place.</p> <p>All referrals for the placement of children and young people with a statement or EHCP are discussed and decided by the Local Authority's multi-agency Special Needs Resource Panel. The views of an Educational Psychologist are always sought in support of this process.</p> <p>Parents/carers are able to contact school and request a visit if they think the school can meet their child's learning needs. This visit is normally carried out with Clare Steel, Head teacher or a member of the Senior Leadership Team.</p>
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	<p>Please note all children will have an Education, Health and Care Plan which highlights their individual areas of special needs and agreed outcomes which support the setting of shorter-term targets within their individual education plans.</p>
<p>How will Alderman Knight School support my child?</p>	<p>Classes have high staffing ratios, and each highly skilled team is able to quickly identify requirements for additional support on an on-going basis throughout the year and will discuss these with senior managers and parents.</p> <p>The teachers plan for the pupils and delivery is supported by highly skilled and experienced teaching assistants. The teacher is responsible for the overall assessment of pupil progress supported by subject leaders and the senior team.</p>
<p>How will the curriculum be matched to my child's needs?</p> <p>Please see Curriculum policy for further details</p>	<p>Curriculum delivery mirrors that of a mainstream school. The school has highly specified and well-equipped specialist rooms to ensure all abilities can be catered for and practical subjects can be taught to GCSE level or equivalent, as appropriate. In Post 16 students may access AS and A level courses. On occasions these will be through Tewkesbury school.</p> <p>From KS3, the vast majority of pupils are taught throughout by specialist subject teachers in specialist subject teaching rooms.</p> <p>The curriculum is broad and balanced and meets the needs of pupils well, blending academic, vocational and personal development. Across the secondary phase the curriculum, as well as developing practical and life skills, allows all pupils to work towards and achieve in a range of accredited, academic and vocational courses.</p> <p>Key Stage 2 Curriculum</p> <p>The Key Stage 2 Curriculum at Alderman Knight School reflects the individual needs of the pupils and the stage they are working within. The National Curriculum is taught using a thematic approach, providing opportunities for cross-curricular and contextualised learning through a broad and balanced curriculum. Although AKS does not take KS1 pupils some pupils are working at KS1 level and therefore elements of the KS1 curriculum are incorporated into teaching plans dependent on the needs of the pupil.</p> <p>In addition to the curriculum, pupils at Alderman Knight also have opportunities to regular sensory sessions; swimming; Forest School; Horse Riding; and sessions focusing on life skills such as cooking and trips within the local community. These are dependent on COVID 19 restrictions.</p> <p>Pupils have the opportunity to generalise and transfer their learned skills to other settings through educational visits. Personal, social and health education is very important, and an emphasis is placed upon all pupils becoming as independent as possible, as both a learner and a young person.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>A review of your child's EHCP or statement is held once a year to discuss your child's progress. There is also the opportunity to discuss your child's progress with their form tutor at the three additional parents' evenings.</p> <p>The school uses a whole school communication app called Weduc to support and ensure effective communication with home. This enables us to ensure parents are kept informed of what is happening in school and for parents to let the school know if there are any issues that may impact on the pupil's day. Telephone conversations support this and the school is very keen to make sure liaison is effective between home and school. Termly newsletters and curriculum overviews are used to inform parents of class- based activities. Curriculum information is also provided on the school website.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Pupils' well-being and emotional health is as important as their academic progress. Staff plan for the holistic development of each child in his/her class, using detailed knowledge of each individual to promote their confidence and self-esteem. On admission, a Pupil Profile is created, outlining a pupil's needs and abilities. This information is based on written reports received, information from parents and early assessments.</p> <p>If a child's behaviour becomes challenging, teachers are supported by senior leaders in understanding the behaviour and agreeing with parents as to how best to manage it in a positive and proactive way.</p> <p>If the school has any concern regarding a pupil's well-being, discussions will be held with parents/ carers regarding possible approaches, strategies and support that may help. Where necessary the school will host multi-agency meetings to plan how best to meet the pupil's needs.</p>
<p>What specialist services and expertise are available at or accessed by Alderman Knight School?</p>	<p>Achieving specialist status in the area of Communication and Interaction impacted significantly on the development of the school and enabled us to experience the benefits of additional therapy, some of which are outlined below. As a result of the positive impact of these on the achievement of pupils, practice in school has evolved to ensure these elements remain.</p> <p>Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural, medical, physical, communication and social needs of pupils.</p> <p>Alderman Knight School does not have its own therapists and if a child requires occupational health, sensory integration and speech and language this will need to be detailed within the EHCP and Health will provide these services.</p> <p>The school has a service level agreement with Gloucestershire's speech and language team and as a result a therapist works in school for 1.5 days a week. The therapist works closely with teachers and teaching assistants of children receiving support through their EHCP which allows the teaching staff to help develop language skills based upon the advice and support of the therapist.</p> <p>The school can access a range of other specialist services according to</p>

	need, including educational psychology and social care.
What training do staff receive?	<p>All staff receive comprehensive and on-going training to meet the needs of pupils at Alderman Knight School.</p> <p>The annual training/ INSET days and weekly one-hour curriculum, planning and assessment sessions, together with regular twilight INSETs are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.</p> <p>All staff are provided with extensive professional development opportunities to extend and enhance their knowledge and understanding of pupils with autism, thus enabling the pupils to make outstanding progress with their academic learning and in the development of their personal and social skills.</p> <p>Alderman Knight School works closely with the Gloucestershire Branch of the National Autistic Society and staff from school take key roles within the organisation. As a result, the programme of talks, meetings and activities are frequently held at Alderman Knight School. Places at all talks by the NAS are provided for Alderman Knight staff free of charge – the costs being met by the school CPD budget. This allows all staff to access on-going valuable learning opportunities to support the teaching of our pupils.</p> <p>Teaching and support staff currently in school have undertaken a wide range of training/courses to support them in meeting the needs of pupils with Autism. Examples include:</p> <ul style="list-style-type: none"> • Regular whole School INSET sessions – from conferences organised by Alderman Knight for all staff and its community focusing on Autism to twilight sessions and evening talks • Skills network training focusing on SEND (ASD, Dyslexia, Dyspraxia,) • Skills network training focusing on mental health • Mental health First Aid training • TEACCH [1 and 3 day courses] • ASD – online training provided by the Local Authority Advisory Teaching service • ASD training for teaching assistants – Level 1 and 2 • Specific modules focusing on Autism as part of SEN degrees • ASD and sensory related issues • ASD and Challenging behaviours • Engaging Children and Young people with complex needs • Understanding PDA • Writing and sharing social stories • Applied Therapeutic skills • Total Communication - there is an on-going programme to ensure all staff are skilled up in using Total Communication [a form of signing] to support and enhance use of language. This is done through 'directed time' on a weekly basis after school. • Team Teach
How will my child be included in school trips?	<p>Throughout all phases the school provides a very wide range of additional activities to enhance the enjoyment of learning. The school aims to provide where possible a number of residential opportunities for pupils during their time at Alderman Knight. The curriculum at all phases is strongly supported by a wide range of visiting artists and professionals who work with the</p>

	<p>children in school. e.g. artists, chefs, sports coaches, musicians, dance and drama specialists, visitors to support delivery of RE and PSHCE.</p> <p>As a fully inclusive school, all pupils participate in whole school, curriculum, and off-site activities wherever possible and unless this might give rise to health and safety concerns. The extent to which each child participates, and the levels of support received will vary between pupils and across time, but we differentiate the activities and expectations to enable all pupils to take part wherever possible.</p> <p>Parents and carers are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. Visits which last for a whole day or are further afield, involve detailed risk assessments and information is both sought from and shared with parents.</p>
How accessible is the school environment?	As a purpose-built special school, Alderman Knight School is fully accessible.
How are resources matched to pupils' needs?	Each child receives support matched to their own level of need. The focus of support and resources is related to individual needs and circumstances. Teachers and teaching assistants work hard at creating resources and lessons that stretch and challenge pupils of all abilities within a safe environment where they feel supported.
Who can I contact for further information?	<p>If you do not have a child at the school but wish to find out more about what we provide then please ring the school office on 01684 295639 and ask to speak with Christine Beale or a member of the senior team.</p> <p>If you have a child at the school, the first point of contact is usually the class teacher or form tutor. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone the office or write in the Home School diary.</p> <p>For any other queries please contact the school office who will provide you with the information you need or will pass on to someone who can help.</p>

What should you do if you feel the Local Offer is not being delivered or is not meeting your child's needs?

Parents who believe their child's needs are not being met within school are asked to meet the head teacher to talk through their concerns.

Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision.

How is our local offer reviewed? The local offer was developed in consultation with staff and parents and will be reviewed by Governors on an annual basis.

Reviewed
