

Cruckton Hall School Shropshire Local Offer

The purpose of this document is outline information on Cruckton Hall School in Shropshire, to reflect the Provisions of the 2014 Children and Families Act, and the Code of Practice for SEN. From September 2014, each Local Authority will provide a Local Offer of services available within their local area, and should provide information about DFE approved non-maintained establishments which young people from the authority may be able to access. Cruckton Hall School is proactively contacting all placing Local Authorities to ensure that information about the school's provision is available to parents and professionals, and will aim to provide an electronic link in order to access the information on this document.

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Information about the school:

Cruckton Hall School is part of the Kisimul Group. The school is located alongside separately registered Children's Homes, and the majority of the residential homes are located on the same site, enabling close partnership working between Education and Care Staff. All students at the school have a Statement of Special Educational Needs, which are being revised into Education Health and Care Plans (EHCPs) from September 2014 in accordance with individual Local Authority procedures and timescales. Cruckton Hall School is an Independent Special School (a non-maintained provision), and students' placements are funded by over 20 different Local Authorities, often with joint Education and Social Care funding supporting the placement.

All students at the school have a diagnosis of Autistic Spectrum Disorder and Challenging Behaviour. A significant majority have associated complex conditions. The school has a significantly high staff to student ratio, reflective of the needs of the students, and based on risk assessments of individual needs and presentation of behaviour.

Parents / professionals can contact the school on 01743 860206 and speak to the Headteacher, Marcia Garnet, or email Mary Owen, Referrals Manager, on mary.owen@cruckton.com or alternatively contact Kisimul on 01522 868279 and ask to speak to the Director of Education, Danny Carter, or the Operations Director, Tjerk de Haan for Kisimul Group placement enquiries.

What are the aims of the school?

We aim to:

- *Ensure that the care and education provided each day is consistent and is offered by a trained, fully integrated multidisciplinary staff team.*
- *Devise individual education and care programmes which aim to address the challenging behaviours that so often block socialisation and learning.*
- *Provide a safe, secure and structured environment in which pupils can gain confidence and achieve their potential.*
- *Help pupils to learn ways in which to manage and control their own behaviour.*
- *Work with the pupils to help them to develop their own self-help skills, leading to a greater level of independence and improved self-esteem.*
- *Provide opportunities for our pupils to learn socialisation skills both within school and in the local community.*
- *Provide physical exercise, which not only improves health but also releases unrestrained energy.*
- *Provide on-site additional therapies including Speech and Language and Occupational Therapy.*
- *Provide Equine Therapy to supplement and enrich the curriculum and the Speech and Language therapy.*
- *Forest School outdoor learning environment.*

- *Work closely with parents and key staff from placing authorities to ensure that everyone is working towards the same goal.*
- *Involve pupils' families in the life of the school by inviting them to reviews, social events and to help with fund raising.*
- *Provide regular detailed reports of pupils' progress and work together with all concerned to plan post-Cruckton Hall School placements.*

Information about the School Environments:

The school environment reflects the needs of the student cohort. Cruckton Hall is a magnificent building in beautiful grounds. The purpose built education block provides classrooms with interactive whiteboards and a fantastic drama studio. The school site accommodates a large gymnasium that is also used by the boys outside of the school day.

The school has access to 10 minibuses as well as 3 MPVs, which enables regular access to the local community, to support contextual learning and to enable learners to access additional curriculum items such as horse riding, swimming, sailing and indoor wall climbing.

How are students placed at the school?

Students are placed at the school by Local Authorities seeking specialist placements for learners with complex and challenging behaviour profiles and learning difficulties. All students at the school need to have an active Statement of SEN or Education Health and Care Plan (EHCP) in place, outlining their specific needs and the provision determined to meet those needs. Parents are advised to speak to their local SEN department, or current school placement, if they wish to enact provision of an EHCP for their child. Parents or Professionals wishing to pursue a placement with Cruckton Hall School are very welcome, and actively encouraged, to visit the school. Visits can be arranged by contacting the school on 01743 860206 and asking to speak to the Referrals team. Parents may also wish to contact the SEN department within their local authority to advise that they wish to pursue a placement at the school. If there is active Social Care agency support in place for families, it is advisable to contact those professionals and inform them of the desire to seek a placement at the school.

If Cruckton Hall School is asked to consider a learner for placement at the school, and the Local Authority is in agreement with the suitability of the placement for the individual, Cruckton Hall School will need to assess the young person. This is achieved through liaison with parents and professionals, visits to the current placement by senior Education, Residential and Therapeutic Staff from the schools, and provision of a Pre- Assessment Report outlining identified needs, and how the school will enable provision for the long term placement of the young person. A variety of placement types are available, ranging from, but not exclusively, 52 week full time, or 38 week term time residential placements to include the Educational provision, or day placements focussing solely on a school placement.

Cruckton Hall School has good working relationships with placing authorities, and works closely with commissioning professionals in seeking approval to assess young people. Placements at Cruckton Hall School are typically pursued when a child or young adult's needs are unable to be met in local provision, or placements are at risk of breaking down, or have actively broken down already.

If a parent wishes to challenge a Local Authority's decision not to support a placement at the school, and Cruckton Hall School advises that it is able to meet the needs of the individual, then parents may wish to seek legal advice or request advice through agencies such as IPSEA or Parent Partnerships, to identify ways forward in appealing decisions. The new Code of Practice further outlines appeal processes.

What is the curriculum on offer at Cruckton Hall School?

Cruckton Hall School predominately follows the National Curriculum. Each learner will have an Individual Education Plan (IEP), which learners have individual outcomes and expectations. The school offers a full range of GCSEs, Functional Skills and Independent Living awards which is ideal for the school cohort in enabling learners to access and complete accreditation at a level appropriate to their ability and functioning. Forest school is our outdoor learning environment and Bushman Skills is one of the accredited courses available. The therapeutic provision at the school is integrated into the curriculum and forms part of the core weekly provision for each learner, reflective of their Statement or EHCP.

How does the school support the acquisition of functional skills, such as literacy, numeracy and life skills?

Each student has an Individual Pupil Care Plan (IPCP) which outlines behavioural, educational, communication, care and health plans in place, alongside detailed risk assessments, to enable consistent and evidence based interventions for each learner at the school. All staff, within both Educational and Residential provision, are encouraged to use the strategies and approaches outlined in each individual's plan, and care is taken to ensure that familiar staff work with young people in order to build up familiarity and consistency, and give reassurance to young people to undertake challenging and unfamiliar learning tasks or activities. Learners have 24 hour targets within their IPCPs which are supported across the provision, and are rehearsed in contextual real life situations, such as organising personal belongings, meal preparation or shopping.

Literacy and numeracy targets are broken down into incremental steps of learning for each young person, and these are delivered during daily objectives sessions for learners, with a detailed recording system in place to ensure that each achievement is noted and built on over time.

What accreditation is offered at the school?

The school uses both internal and external awards to acknowledge and value the achievements of learners, considering individual developmental ability and differentiation expectation accordingly. The school follows the GCSE schemes for those able to access, Functional Skills and AQA awards to support independence. The school also accesses the Duke of Edinburgh Award Scheme and has led successful residential trips for learners with complex and challenging behaviour patterns with great success for a number of years.

What additional therapeutic services are available at Cruckton Hall School?

Cruckton Hall School has a large number of multi disciplinary services accessible to all students at the

school. A short summary of services is outlined here, but parents /professionals seeking additional information are encouraged to contact the School for more details.

Educational Psychology – There is an Educational Psychologist and a team of assistant psychologists, assessing cognitive and developmental progress of individual students. The team also provide training and support to education and care staff, and co-ordinate multi-disciplinary intervention for learners with challenging behaviour patterns or those new to the school.

Speech and Language – There is a Speech and Language therapy team. As part of the core provision for learners, both direct interventions through individual and small group work is provided. The Speech and Language Therapist also runs the Equine Therapy and Horse Course.

Occupational Therapy – Cruckton Hall has access to Occupational Therapists to ensure that those who need the intervention obtain 1:1 support, which is continued in the classroom and the residential home where appropriate.

The school also has an active PE Curriculum, including mountain biking, football, trampolining and swimming.

How does the school track the progress of learners, and report back to parents and professionals?

Cruckton Hall School uses a variety of internal and external assessment systems to track the progress of learners. Each individual learner has a detailed assessment profile that is informed by record keeping during sessions and outcomes prescribed within each aspect of the curriculum.

Parents can contact the school at any time, and many take up the offer of weekly emails from teachers including photos of work produced and learners engaging in curriculum activities. Progress is formally reported at Annual reviews, and LAC (residential focussed) reviews, and annual assessment records for each individual contain both academic and behavioural assessments, alongside accreditation achieved. An Education report is sent to parents/carers regularly.

How does the school ensure that young people are safe and healthy, and that pupils' views are taken into account?

The school has detailed record keeping processes for each session of the school day, which record responses, behaviour patterns and well-being of learners, and reflect the residential team's recording processes for each learner. Staff have regular safeguarding children training from senior leaders within the school to ensure they are aware of the signs and symptoms associated with possible child protection concerns. The school has designated child protection personnel and very detailed and comprehensive procedures for dealing with any concerns raised by students or staff. The school has a detailed whistle blowing policy and staff are prompted to be transparent and raise concerns where they feel it is necessary. Incidents, accidents and any physical interventions necessary to keep young people safe from harm, are recorded in detail. This includes schedules and symbolised support to speak to learners after incidents to reassure them and ascertain their well being. The child protection policy and complaints policy for the school can be accessed on the Kisimul website.

Students are regularly weighed and monitored by our on-site nurses in relation to healthy eating patterns, and a varied array of nutritional meals are prepared by the kitchen staff at each residential

site.

Cruckton Hall School takes a very determined approach to gleaning pupil views about their environment and the provision on offer. There is an active school council, which are supported in making decisions around items for the school curriculum, additional resources and whole school events.

How does the school deal with the challenging behaviour of the learners?

The school takes an individualised approach to the challenging behaviour presented by the students. Behaviour management is non-aversive, and all staff are trained in Protecting Rights In a Caring Environment (PRICE), a BILD (British Institute of Learning Disabilities) accredited programme of de-escalation, recognition of cues and triggers, legal and statutory procedures and safe physical intervention where necessary. Individual strategies and intervention for students are comprehensively risk assessed, and any new or emerging behaviour patterns are added and analysed accordingly. Cruckton Hall School is very skilled in dealing with students with extreme behaviour patterns and aims to replace negative behaviours with more positive and appropriate outcomes for learners.

The multi-disciplinary team monitors handover information from all settings to look for patterns, cues and triggers for behavioural outbursts, and the success or otherwise of interventions undertaken at the time. This informs strategies and plans within the IPCP, which is accessible to all staff working with young people to ensure a consistent approach. Where students are experiencing negative patterns, or behaviour is becoming a concern and an obstacle to engagement, a multi-disciplinary approach is undertaken, utilising information and input from Education, Residential and Therapeutic teams.

The school's Behaviour Policy can be accessed on the Kisimul website.

How is the school held accountable for outcomes for young people?

Cruckton Hall School School is subject to regular inspection and monitoring from commissioning local Authorities, and OFSTED. The school's latest OFSTED report can be accessed on the Kisimul website.

The school leadership have a comprehensive Self Evaluation document, linked to Inspection outcomes, and allied to a School Improvement Plan that identifies key areas for development. There are regular lesson observations and learning walks, with a varied focus, and all teachers are required to keep an individual portfolio of evidence for Cruckton Hall School's Teacher Standards, which outlines expectations for teaching and learning within the schools. All teachers and leaders have annual performance reviews and appraisals, with targets for pupil achievement and whole school developments. The Headteacher of the school is accountable to the Director of Education for Kisimul Group, and provides regular feedback on school performance allied to the school improvement plan.

The leadership of the school are proud of their teaching teams, who provide a dedicated service for a very challenging cohort of learners, and often go beyond the realms of expected parameters in their determination to 'get things right' for the young people in their care.

What training is in place for the staff at the school?

The school has a comprehensive and detailed training programme in place for all staff. New staff are mentored by senior staff and have a detailed induction programme in place on appointment. Training days include statutory courses and refreshers in safeguarding and PRICE, as well as updates on new recording processes and school developments. External training is also a key feature of the school's programme for staff. Additionally, the therapeutic teams deliver a range of training in communication, sensory processing and behavioural management, as well as training that is responsive to the needs of the school cohort.

How does the school ensure it values cultural diversity?

The school has a varied curriculum, which aims to ensure that learners can experience a variety of cultural beliefs and diversity. On an individual basis, students' beliefs and cultural dynamics such as diet are outlined within the IPCP for each student, so that all staff are respectful and aware of specific needs. The school has an active approach to supporting local, national and international causes. The school embraces key sporting events such as the World Cup or the Winter Olympics to introduce other cultures to learners within the school, making this tangible by taking a multi-sensory approach to learning through using music, dress, diet and real life artefacts thus enabling students to experience different elements in a meaningful way.

How can I find out more information about the school?

Parents /professionals are welcome to contact the school on 01743 860206 and ask to speak to the Headteacher, Marcia Garnett, or one of the Assistant Headteachers, Lucy Williams or Rachel Stokes.

Enquiries about a placement at the school should be directed to the Referrals Team for the Group (Swinderby) who will liaise with the Operations and Education Directors to respond to enquiries and make arrangements.

Enquiries can also be made by emailing the school on enquiries@kisimul.co.uk