

The Endeavour School Offer

1. What special education provision is available at our setting?

What do we do here to meet your needs?

We are a special school that caters for pupils from 5-16 with moderate learning difficulties and complex needs. We offer 120 places with small, well-staffed classes.

All our pupils have either a Statement of their Special Educational Needs or an Education and Health Care Plan (E.H.C.P.).

We are committed to an educational environment that provides an equal opportunity for all our pupils. We offer a balanced curriculum that addresses our pupils' individual needs. Our pupils are encouraged to become responsible and confident citizens, able to express their needs, thoughts and feelings and respond appropriately to the demands of living in the community.

We aim to extend the opportunities for pupils to experience learning and social experience in the wider community.

We work in a partnership with parents, pupils and other professionals to give the best care and education possible to enable all to share their hopes and concerns. It is our sincere aim that pupils will feel valued and in turn will value themselves and others.

Our whole approach is built upon a supportive, positive and nurturing framework aimed to create a strong sense of belonging in each and every pupil.

2. What criteria must be satisfied before children and young people can access this provision/service?

What sort of needs would you have for us to be able to help you?

All new pupils must have an Education and Health Care Plan (E.H.C.P.) Admission to the school is through Essex Local Authority. New pupils would normally be admitted in September.

3. How do we identify the particular special educational needs of a child or young person?

How do we work out what your needs are and how can we help?

All pupils have an E.H.C.P. or Statement and lots of information is included in that and subsequent Annual Reviews. Alongside this we collect information from parents, carers and professionals, and make our own observations at and hold discussions with the pupil's previous placement prior to admission during transition arrangements. We then have frequent parents meetings to keep up to date. If we

need anything specific, we phone home. Our Family Support team are there to ensure we support pupils' needs to enable them to focus on learning.

4. How do we consult with parents and/or children and young people about their needs?

How do we find out about what you and your parents think you need to help them?

All parents, carers and young people are invited into school to look around before the offer of a place is made. We hold a New Parent Evening early in the Autumn Term. We have an "open door" policy and employ a full time Family Support Worker, who runs a weekly drop-in session alongside being available to contact anytime during the school day. We organise regular parent meetings, a parent evening in October to sort out any issues early in the school year, an Annual Review in the Spring Term, and an evening in the Summer Term which is a report on progress through the year. We constantly talk to pupils about school, progress, options and making good choices.

5. What is our approach to teaching children and young people with special educational needs?

How will we teach you?

We teach pupils in small class groups – each class has a teacher and Learning Support Assistants (LSAs). We ensure that lessons are interesting, often setting the topic up with a visit or visitor. Lessons are differentiated according to need and a wide variety of strategies are employed to ensure all pupils are engaged and progress. We employ subject specialist teachers.

6. How can we adapt our curriculum for children and young people with special educational needs?

What sort of things will you learn here?

Our curriculum is totally designed to meet the needs of our pupil population. We have specialist facilities for all curriculum subjects e.g. designated science lab, adapted food technology room, design technology room. We are also fortunate to have a Sensory Room, outside classroom, purpose built gym trail and allotments. We offer residential trips and many sporting events including inter school matches. We run a forest school programme for targeted classes in Key stage 2/3, and in Key stage 3/4 we offer a bespoke horticultural based curriculum to selected groups of pupils.

7. How will we ensure we get the services, provision and equipment that the children and young people need?

How will we make sure that you get all of the help that you need from different people?

We want every child to be as successful as they can be. This means if we don't have it, we will make every reasonable effort to get it. We want all our pupils to experience all we offer. We have purchased specialist equipment including a building a fully equipped sensory room, specialist ICT equipment including a full class set of iPads, purpose built outdoor playground including outdoor gym equipment, and we

subsidise trips and visits where appropriate. Our family support will chase to ensure needs are not forgotten or overlooked.

8. How is provision funded?

Who pays for this?

We are an Essex Local Authority School. We also fund raise, through our parent group Anchorage, and have successfully employed a professional fundraiser when necessary.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?

What else will we do to help you learn and how will this happen?

We are able to provide additional support through visiting professionals such as Educational Psychologist, Speech and Language therapist, Occupational Therapist, Physiotherapist, Careers advisors and School nursing team. We refer pupils to the appropriate service as needs arise. We have a dedicated Therapy Room.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?

How can we help you learn about your feelings and relationships?

Each class has a teacher and LSAs: they know their classes really well. They deliver a comprehensive Personal, Social and Health Education programme. Alongside this our Family Support Worker offers one to one sessions, Lego Therapy for small groups. In addition we employ a Counsellor one morning a week and a Music Therapist for one day a week, and run, with outside help, self-esteem work for groups of pupils. We also refer pupils to Family Intervention Fund – an early intervention scheme that offers help in a number of areas including parenting support, coaching and mentoring, counselling and risky behaviours work, the Emotional Well-being and Mental Health Service (EWMHS) -Learning Disabilities team and Social Care – The Children and Young People with Disabilities Service (CYPDS).

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

How can we help you to get ready to change to a different place or to leave here?

One of our main aims is to prepare pupils for adult life and hopefully the world of work. We have developed programmes on Life Skills using Functional Skill, Entry Level Certificates, and Entry Pathways allowing personalised learning. Pupils undertake First Aid Courses, Food and Hygiene courses, Travel Training, Enterprise schemes and go on external work experience placements. We have good links with many employers and local businesses. Furthermore, we have a school council with representatives from every class and Key Stage 4 students are given positions of responsibilities including prefect roles and other duties. We are developing our vocational courses including introducing a horticultural course.

12. What other support is available for children and young people with special educational needs and how can they access it?

What other help can we give you or help you to get?

Our Family Support Worker is able to sign post families to other outside agencies and help them to access them. Information is also available on our website.

13. What extra-curricular activities are available for children and young people with special educational needs?

What other activities can you do here?

After school activities are difficult due to the transport network, which takes pupils home at 3:15 pm. We offer a free morning breakfast club, a full programme of lunchtime clubs and we have a residential visits programme. We also offer regular community visits – trips to parks, the library, shops and further afield – museums, theatre etc. We pride ourselves on our sporting activities including attending MESSA events.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?

**How do we know that help we are giving you is working?
How can you and your family tell us what you think?**

We hold regular parent evenings including an annual review. We are available by phone and will call other meetings (team around the child) when necessary inviting outside agencies to join us. Our Family Support will do home visits and organise transport to meetings if this is a barrier.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

**How do we make sure that we are being the best that we can be?
How can you and your family tell us what you think?**

We regularly review our work and we are subject to OFSTED inspection. We collect information from parents and pupils through an annual survey and are happy to receive feedback at any time.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

We have a good record of staff training. We are mindful that as staff gain promotion elsewhere we need to be preparing the next group to manage the school. We enable teachers to receive specialist subject training and updates by attendance at local groups and visits to other schools. Staff attend training courses and relevant conferences throughout the year. For example, members of staff are trained in Makaton. We have a rigorous induction programme for all new members of staff. We

provide a wide range of in-school training opportunities. Staff are all trained in Essex Steps.

17. How can parents, children and young people make a complaint about our provision?

What can you do if you are not happy about something that has happened here?

Our complaints procedure is available on our website or a paper copy can be obtained from the school.

18. How can parents, children and young people get more information about the setting?

How can you find out more about us?

Look at the website first if possible (www.endeavour.essex.sch.uk), attend one of the many events on offer or ring and make an appointment to visit.