

## iMap Education The Local Offer

Local Offer age bands  
Primary 7 – 11 (KS 2)  
Secondary 11 – 16  
Transition to adulthood 14+  
Alternative Provision 7 - 19

### **Introduction**

Our Education Service, part of the iMap Centre group, is based on a beautiful 84 acre site in Barrowmore, rural Cheshire. We have a day and residential specials school providing the highest quality of educational services for students aged 7 to 19 years of age.

The students are at the centre of everything we do. Our dedicated staff provide first class support. The education, health, care and therapy teams work in partnership and we pride ourselves on having strong relationships in place with parents, carers and funders. This tried and tested approach ensures every iMap student reaches their optimum level of achievement.

The Education Service is in an incredible place for children or young adults with complex needs arising from autism, behaviour difficulties and learning difficulties to thrive, learn new skills, grow in confidence and make new friends.

### **What is the Local Offer?**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0 – 25. The Local Authority refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### **What is the Special Education Needs Information Report?**

Schools utilise the Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Policy.'

How does the school know if my child needs extra help and what should I do if I think my child has special educational needs?	All of our young people attend our placement with an Educational Health Care Plan. This outlines the needs of the young person, with clear guidance on support, therapy and education. All of our young people who attend iMap have a diagnosis of Autism or have Autistic traits.  During the first 6 weeks when a pupil starts with us, we will follow a strict baseline process, which will take into account all information passed from previous providers, the EHC plan and parental/carers
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	<p>information to help the school plan for a clear education programme and timetable.</p> <p>At any time during the process you may like to raise concerns with members of staff, the following will give you an understanding of what roles they do within the school.</p> <p>The support worker is responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting your child, follow plans created by the teacher, and evaluate their learning against a set target.</li> </ul> <p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking the progress of your child and identifying, planning and delivering additional help.</li> <li>• Writing Individual Learning Plans and targets, sharing and reviewing these with staff on a termly basis, and shared with Parent/Carers on an annual basis.</li> <li>• Ensure that the school's SEND policy is followed in their classroom and for all pupils taught.</li> </ul> <p>The SENCo and Principal– Sharon Beddow is responsible for:</p> <ul style="list-style-type: none"> <li>• Developing and reviewing the school's SEND policy.</li> <li>• Coordinating the support for all young people.</li> <li>• Ensuring that parent/carers are informed about the child's learning, and their progress.</li> <li>• Involved in reviewing students progress.</li> <li>• Liaising with all the other people who may be coming into the school to help and support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, CAHMS etc.</li> <li>• Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.</li> <li>• The day to day management of all aspects of the school.</li> </ul>
<p>How will the school staff support my child?</p>	<p>Support worker input For your child this would mean:-</p> <ul style="list-style-type: none"> <li>• That the support worker has the highest expectations for our child.</li> <li>• They would monitor the learning against set targets and record student progress against this.</li> </ul> <p>Class teacher input For your child this would mean:-</p> <ul style="list-style-type: none"> <li>• That the teacher has the highest possible expectations for your child and all students in the class.</li> <li>• That all teaching is built on what your child already knows, can do and can understand.</li> <li>• Different ways of teaching are in place so that your child is fully involved in learning in class. The often involves practical learning.</li> <li>• Specific strategies are in place to support your child to learn, i.e. communication needs, the ethos of TEAACH methods etc.</li> <li>• Your child's teacher will have carefully checked on your child's progress, and make clear plans to help support further progress.</li> </ul>

<p>How will the curriculum be matched to my child's needs?</p>	<p>The wide and varied curriculum will ensure a multidisciplinary and holistic approach towards education which centres on social, communication and flexible think approaches. Where necessary we ensure that students follow the National Curriculum through topic work.</p>
<p>How will you both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The student's progress is monitored on a half termly basis, ILP targets will change if necessary following this review.</p> <p>A report is written on a yearly basis, where we also hold a meeting to discuss the student's progress, and their targets for the next year.</p> <p>Class teachers and Principal will also ring to contact parents about any concerns of difficulties that the student may be having.</p> <p>Students have a home/school diary that informs the parents/carers of the work they have been doing, and how they have managed the day.</p> <p>Parents/carers are welcome to contact the class teacher or Principal at any time if they have concerns.</p>
<p>What support will there be for my child's overall well being?</p>	<p>Students have registration with their class teacher on a daily basis, here they can discuss their feelings and emotions, these are explored on the day, and issues and anxieties discussed. Each student has a keyworker, who ensures that we are all aware of each individual's medical, support, and behavioural needs to ensure that they are supported to their full potential, whilst helping to reduce anxieties.</p> <p>The school follows a bullying policy, which all staff are aware of.</p> <p>The School has a clear medical policy and all processes are followed for each individual on medication. Key staff are trained in dispensing medications. Staff are trained for specific medication needs with individuals.</p> <p>The School works closely with the Positive Behaviour Manager to ensure that all student's have a Positive Behaviour Support Plan, which ensures all staff work appropriately with each individual to help reduce anxieties, and therefore challenging behaviour.</p> <p>All students have the opportunity to make a choices, the number of choices, is dependent on the student's needs and understanding. All are given the opportunity to voice their views, through a variety of mediums, i.e. verbally, PECs, Communication tools, Makaton etc.</p> <p>School Provision</p> <ul style="list-style-type: none"> <li>• Teaching Assistants – trained in Autism, Makaton, PECs</li> <li>• Higher Level Teaching assistant - trained in Autism, Makaton, PECs</li> <li>• Teacher – trained in Autism and TEACCH, Makaton, PECs</li> <li>• Deputy Teacher –trained in Autism, Makaton, PECs</li> </ul>

	<ul style="list-style-type: none"> <li>• Principal – trained in Autism, ProAct Scip, Makaton, PECs</li> <li>• Head of Behaviour – trained in ProAct Scip and Autism</li> </ul> <p>External Provision</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Paediatricians</li> <li>• CAMHS</li> <li>• Therapists i.e. music, rebound, art</li> </ul>
<p>What training are the staff supporting children and young people with SEND have or are having?</p>	<ul style="list-style-type: none"> <li>• The school provides training and support to enable all staff to improve the teaching and learning of students with SEND. This includes whole school training on SEND issues, such as Speech and Language Difficulties, Autism, Complex Behaviour and health needs.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.</li> <li>• In-house training is also organised by the Training Co-ordinator and delivered to teachers and support assistants.</li> </ul>
<p>How will my child be included in activities outside this classroom including school trips?</p>	<p>All activities are planned to enable individuals to access the full curriculum. This means that each trip/activity is planned and organised for the needs of the student.</p> <p>All trips and activities are supported with fully trained iMap Staff.</p>
<p>How accessible is the School/College environment?</p>	<p>The School/College is fully compliant with DDA requirements.</p> <ul style="list-style-type: none"> <li>• The school is on one level with easy access and wide doorways.</li> <li>• There is a disabled toilet/wet room.</li> <li>• We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.</li> <li>• Activities are accessible for all children with SEND.</li> </ul>
<p>How will the School prepare and support my child when they are leaving?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving into further education:</p> <ul style="list-style-type: none"> <li>• We will contact the placements SENCO and ensure that they are aware of any special arrangements or support that needs to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul> <p>If your child is moving into residential/supported living:</p> <ul style="list-style-type: none"> <li>• We will contact the placements Registered Manager and ensure that they are aware of any special arrangements or support that needs to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul>