

**The local offer will provide information about:**

**Our setting will:**

*Ethos, Vision and Values  
Statement for Welburn Hall  
School.*



### VISION

At Welburn Hall School, we have a simple vision:

**WELBURN HALL SCHOOL WILL BECOME RECOGNISED LOCALLY AND NATIONALLY AS AN EXCELLENT SCHOOL WITH AMBITIONS FOR LIFE LONG INDEPENDENCE FOR ALL STUDENTS**

### VALUES

Working with pupils, parents, staff and governors we decided that our core driving values are:

- Respect
- Excellence
- Perseverance

These values permeate all of our work with our pupils regardless of informal, semi-formal or formal learning environments. We work with pupils aged 8-19; there is a very wide range of special educational needs. Pupils come from all locality areas within North Yorkshire and some from neighbouring local authorities. Our mission is to ensure that, to the best of our ability, each and every pupil has a tailored offer that meets their needs. 28 pupils board at Welburn Hall, the vast majority are 6<sup>th</sup> Form students, with some provision for younger pupils.

We expect our pupils to achieve the highest outcomes they are capable of, because we have the highest expectations of them. This means respecting and valuing each child as an individual and finding out what will allow them to thrive in school and in their future lives. It also means providing challenges for them, building resilience, aiming high. We successfully blend an excellent academic offer underpinned by various therapeutic approaches and services. The school is a Grade II listed building set in 20 acres of magnificent grounds, with a school farm



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<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<p><i>Identifying the particular special educational needs of a child or young person;</i></p>	<p>All pupils that attend Welburn Hall School already have a Statement of Special Educational Needs. Types of additional needs catered for currently: MLD, ASD, PMLD, PD, SLCN, SEMH and HI.</p> <p>The Statements cover 4 areas of need which are:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional &amp; Mental Health</li> <li>• Physical, Sensory and Medical</li> </ul> <p>Pupils may attend full time or, in some special cases, as a dual placement with their local mainstream school. Welburn also has close links with 3 local secondary schools and some pupils and students attend these mainstream settings for specific subjects, lessons or for social interaction opportunities.</p>
<p><i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i></p>	<p>Consultation with parents/guardians is achieved through:</p> <ul style="list-style-type: none"> <li>• We strongly urge prospective pupils and their parents to visit Welburn before they name us on their EHCP; the relationship between us and parents starts from that first meeting.</li> <li>• An annual review which is held every year to which parents and all agencies involved with the child are invited to attend. These reviews are person centred and include the views of the young person</li> <li>• Our Family Support Manager who regularly contacts all parents and carers</li> <li>• Home visits as a precursor to pupils beginning to have residential opportunities</li> <li>• Home School diaries</li> <li>• Regular opportunities for meetings with the class staff at coffee mornings/afternoons/evenings to discuss EHCP targets and pupil progress</li> <li>• Multi-agency meetings held on site</li> <li>• Annual parents evening</li> <li>• Annual Stakeholder Questionnaires (Pupil/Parent/Staff)</li> <li>• Annual reports to parents</li> </ul>

<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<p><i>Securing the services, provision and equipment required by children and young people with special educational needs;</i></p>	<p>Services that are provided within the school, which we consider a therapeutic and personalised offer, include:</p> <ul style="list-style-type: none"> <li>• By Health <ul style="list-style-type: none"> <li>• Nursing Team - School Nurse is Martha Callagan</li> <li>• Speech and Language Therapy and Occupational Therapy and Physiotherapy</li> <li>• Clinics run by the Paediatrician</li> <li>• Dieticians clinic</li> <li>• CAMHS (Child and Mental Health Services)</li> <li>• Contenance clinic</li> <li>• LDS</li> </ul> </li> <li>• By Advisory Teams <ul style="list-style-type: none"> <li>• Educational Psychologist: we pay for one half day a fortnight</li> <li>• Specialist teachers for Vision and Hearing Impairment</li> <li>• Transitions Service</li> <li>• Specialist Careers Advice</li> <li>• Manual Handling Advisers for risk assessment and use of hoists and slings</li> </ul> </li> <li>• Social Services <ul style="list-style-type: none"> <li>• Disability Social Work Team</li> <li>• Family Support Workers</li> <li>• Youth Support Service</li> </ul> </li> <li>• Equipment <ul style="list-style-type: none"> <li>• Wheelchair Services</li> <li>• Occupational Health for suitable chairs and tables</li> <li>• NYCAP for specialised communication aids</li> <li>• A soon to be refurbished sensory room</li> <li>• Specialised equipment and hoists to support toileting needs of all students</li> <li>• Specialist room equipped for sensory integration therapy</li> <li>• Hydrotherapy pool on site</li> </ul> </li> <li>• Out of school activities <ul style="list-style-type: none"> <li>• After School Clubs</li> <li>• FUSE Theatre Group</li> <li>• Theatre visits</li> <li>• Bowling/Cinema/Eating out</li> <li>• Residential opportunities</li> <li>• Duke of Edinburgh Award Scheme</li> </ul> </li> </ul>

<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<p><i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i></p>	<p>Transition between phases or provision in Education is accomplished through:</p> <ul style="list-style-type: none"> <li>• At the pupil’s Annual Review the placement for their next phase will be identified and robust entry and exit systems are integrated to ensure a minimum level of anxiety for pupils and parents.</li> <li>• When pupils are moving from mainstream settings to Welburn Hall we timetable a programme of induction with the young person having a number of opportunities to visit and spend increasing time in their new setting.</li> <li>• As Welburn Hall we can offer provision for pupils from 8 - 19yrs and many pupils choose to stay on at this school until 19 years of age.</li> <li>• At Year 9 the review invites the Transition Team and the Specialist Careers Adviser to support parents in planning for future provision beyond 16 and 19.</li> <li>• Professionals from post 19 colleges visit the Post 16 department to discuss options.</li> <li>• The 16 - 19 year olds take part in a comprehensive programme of work experience tailored to individual needs and individual interests.</li> <li>• For pupils who move to Welburn Hall from other settings, exchange visits are made by staff, transition meetings are held, visits by pupils and their families to Welburn Hall are encouraged. Families are invited to social occasions being held at the school.</li> <li>• Links with parent support services are successfully formed.</li> <li>• Our Family Support Manager supports all of our parents in a wide variety of ways</li> <li>• Transition between phases in the school is supported by taster days.</li> </ul>

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*Welburn Hall's approach to teaching/ learning and development of children and young people with special educational needs;*

The pupils at Welburn Hall are all provided with learning pathways such as:

Curriculum

- Differentiated formal, semi-formal and informal learning/ curriculum throughout the school, with an emphasis on personalised therapeutic offer
- Small groups for literacy and numeracy enable pupils to develop reading, writing, communication and maths skills.
- Special programmes for physical development such as TacPac, Body Awareness, Hydrotherapy, Rebound & movement therapy
- Specialised therapies such as Music Therapy, Sensory Integration Therapy, equine therapy, mindfulness and iMuse
- Post 16 provision includes work experience, work related learning, options in vocational subjects including our own on site farm for animal care and offsite education with York college. Community and life skills, and preparation for further education which supports students in achieving a variety of accreditations
- Enrichment activities includes theatre trips, science domes, visiting poets, history days, music specialists, art workshops with visiting artists and cultural dance days.
- AQA, ASDAN, OCR, BTEC and other national awards are studied by KS4 and 5 students
- Specialised learning strategies such as Intensive Interaction and Massage for supporting body awareness

Enrichment

- Residentials include outward bound adventurous experiences with a variety of activities. Trips to cities encourage real, experiential learning and cultural experiences
- Horse riding is held on site run by the RDA.

Physical Education - A large number of sports are offered which engage and include pupils with a variety of special needs, such as:

- Rebound Therapy
- Boccia
- Swimming
- Yoga
- Opportunities to ride a variety of cycles
- Sports competitions with other specialist settings
- Archery
- Athletics
- Rugby / Football
- Rounders
- Dance / Trampolining

Accommodation

- Sensory room
- Multi-functional rooms e.g. therapy and medical room
- Meeting rooms and Music room
- Library containing books, story-sacks, CD's and DVD's
- A fantastic 12 acre site with an abundance of learning opportunities.

- Hydrotherapy pool and Therapy suite
- Wellyburn Farm

<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<i>Welburn Hall School adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• We use ICT Technology such as ipads and touch screens with specialist programmes such as: <ul style="list-style-type: none"> <li>○ Cause and effect programmes</li> <li>○ Communication apps for pupils with specific speech and language needs</li> <li>○ Specialist designed programmes e.g. Communicate in Print that creates and adapts curriculum materials for pupils who need symbols</li> <li>○ Laptops and ipads for pupils' curriculum use</li> </ul> </li> </ul>
<i>The additional learning support available to children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• The appropriate staffing to pupil ratios enables the engagement and access for pupils of whatever need to progress in their learning. This can be curriculum or life skills. Other professionals also provide advice and guidance to support this personalised learning including: <ul style="list-style-type: none"> <li>○ The specialist advisory teachers for Visual and Hearing Impaired</li> <li>○ Music specialists</li> <li>○ Art specialists</li> <li>○ Sports partnership specialist coaches.</li> </ul> </li> </ul>
<i>How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</i>	<ul style="list-style-type: none"> <li>• Assessment at Welburn Hall is relevant and rigorous. It includes: <ul style="list-style-type: none"> <li>○ Daily assessment against curriculum and EHCP targets.</li> <li>○ Tracking and monitoring is done termly with Pupil Asset Tracker a bespoke assessment tool.</li> <li>○ Pupils were assessed in all subject using P scales and National Curriculum Levels this is now being replaced with a bespoke "Life without levels package". This will allow for a comparison with national equivalents to show that we are achieving Good to Outstanding progress</li> <li>○ Analysis is also done for the Government's Progression Guidance which again shows the standards of progress are consistently high at Welburn Hall</li> </ul> </li> </ul>



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<i>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</i>	<p>See above and also:</p> <ul style="list-style-type: none"> <li>• Parents and pupils are fully involved in the annual statutory review, recording and sharing their views within the meeting. These are called Person Centred Reviews.</li> </ul>
<i>How facilities that are available can be accessed by children and young people with special educational needs;</i>	<p>Welburn Hall School endeavours to pursue the principles of inclusion at all times by providing all pupils with an education that allows for them to achieve progress and be happy.</p> <p>Equality of Opportunity means that physical barriers are removed and adjustments made so that all pupils with disabilities, such as being in a wheelchair or with sight or hearing impairments or with ASD or any other special needs, can be supported to access opportunities and activities that they can benefit from.</p> <p>Good staffing ratios enable access to a greater range of activities and facilities.</p> <p>School has 3 adapted minibuses that allow wheelchair access. A number of Staff are MIDAS trained so they can drive the minibuses to enable community experiences to be accessed easily.</p>
<i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i>	<p>As indicated above, enrichment activities are wide and varied:</p> <ul style="list-style-type: none"> <li>• The community is used as an environment to learn in.</li> <li>• Clubs run Mon - Thurs between 6 - 8:30pm for boarders on selected evenings: including Keep Fit, Kick Boxing, Film Club, Fishing, Nature Club, Star Gazing, photographic club, model making and Wildlife.</li> <li>• Lunchtime clubs are available most days with choices that include trampoline, football, skipping, walking and gardening</li> <li>• All classes are represented on the School Council which convenes every half term and the Head Boy and Girl report into governing body meetings</li> <li>• College students attend the Fuse theatre group at Pickering on a Wednesday evening.</li> </ul>
<i>What support is available for children and young people with special educational needs;</i>	<p>Welburn Hall has a staff team of highly experienced and skilled people</p> <ul style="list-style-type: none"> <li>• Staff have continuing professional development around the areas of teaching students with special needs</li> <li>• Some staff are trained in specialised areas such as drawing therapy, intensive interaction, sensory integration and rebound therapy and iMuse.</li> <li>• Staff have continuing professional development around the areas of RPI (Restrictive Physical Intervention), Child Protection and Safeguarding.</li> <li>• A staff member is a trainer of Safer Moving and Handling and Back Care Awareness for all staff and delivers regular updates.</li> <li>• We have a dedicated Family Support Manager who supports our young people and their families in a wide range of areas: such as form filling, signposting, advocacy etc</li> </ul>

<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<p><i>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people;</i></p>	<p>Each week staff meetings/directed time are used at least in part for training purposes</p> <ul style="list-style-type: none"> <li>• All staff can attend the weekly staff development meetings</li> <li>• CPD (Continuing Professional Development) is monitored by the Headteacher and Inclusion Manager is targeted at identified areas of skill needs, the School Improvement Plan and also relates to teachers' and TAs appraisal needs.</li> <li>• All staff undergo yearly appraisal procedures which identify training needs and interim meetings to ensure targets are on track.</li> <li>• Annual training is given by the medical team for administering emergency medication and our Residential &amp; Safeguarding Manager regularly updates staff on the administering of medication. It is also part of the induction of new staff members.</li> <li>• Whole staff training is regularly organised for training days on specific conditions eg Autism, ADHD, Attachment Disorder</li> </ul>
<p><i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i></p>	<ul style="list-style-type: none"> <li>• Appropriate curriculum and provision underpins the social and emotional wellbeing of the students</li> <li>• Positive behaviour plans are drawn up to support individual pupils</li> <li>• Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject</li> <li>• PHSE is a subject with a high profile throughout the whole school</li> <li>• Achievement and success is regularly celebrated in the form of certificates awarded at a weekly Praise Assembly.</li> </ul>