

Local Offer updated: January 2024  
Due to be reviewed: January 2025

<b><i>The local offer will provide information about:</i></b>	<b><i>Our setting will:</i></b>
<b><i>Identifying the particular special educational needs of a child or young person;</i></b>	<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, SLD, PMLD, PD, SLCN, secondary 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>

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<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 parents and us 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. We also host a moved-in review for all new starters within the first eight weeks at Welburn.</li><li>• Our SENDco, Deputy Headteacher and Behaviour Manager who regularly contacts all parents and Carer's.</li><li>• Home visits as a precursor to pupils beginning to have residential opportunities.</li><li>• Home School diaries, telephone calls and emails from the class team.</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>
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*Securing the services, provision and equipment required by children and young people with special educational needs;*

Services that are provided within the school, which we consider a therapeutic and personalised offer, include:

- By Health
- Nursing Team - School Nurse is Martha Callaghan, Maxine Tait and Cath McGill
- Speech and Language Therapy and Occupational Therapy and Physiotherapy
- CAMHS (Child and Mental Health Services)
- Continence clinic
- LDS
- Well Being in Mind team
- In school Counsellor
- By Advisory Teams
- Educational Psychologist - 10 sessions per year
- Specialist teachers for Vision and Hearing Impairment
- Transitions Service
- Specialist Careers Advice
- Manual Handling Advisers for risk assessment and use of hoists and slings
- Social Services
- Disability Social Work Team
- Family Support Workers
- Youth Support Service
- Health and adult services
- Equipment
- Wheelchair Services
- Occupational Health for suitable chairs and tables
- Alternative Provision providers, including Nudge and Ryedale Special Families
- NYCAP for specialised communication aids
- Sensory room
- Specialised equipment and hoists to support toileting needs of all students
- Specialist room equipped for Imuse
- Hydrotherapy pool on site
- Out of school activities
- Theatre visits
- Bowling/Cinema/Eating out
- Residential opportunities
- Duke of Edinburgh Award Scheme

<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, staff make exchange visits, transition meetings are held, visits by pupils and their families to Welburn Hall are encouraged.</li><li>• Families are invited to social occasions being held at the school.</li><li>• Links with parent support services are successfully formed.</li><li>• Transition between phases in the school is supported by taster days.</li></ul>

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*Our setting will:*

*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 pre-formal learning/ curriculum throughout the school, with an emphasis on personalised therapeutic offer.
- Total Communication classes.
- 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.
- OPEN AWARDS and OCR are studied by KS4 and 5 students.
- Specialised learning strategies such as Intensive Interaction and Massage for supporting body awareness Enrichment.
- School trips 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
- Rounder's
- Dance / Trampoline Accommodation
- Sensory room

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

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	<ul style="list-style-type: none"> <li>• Hydrotherapy pool and Therapy suite</li> <li>• The Orchard (School Farm)</li> </ul>
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<i><b>The local offer will provide information about:</b></i>	<i><b>Our setting will:</b></i>
<p><i>Welburn Hall School adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> <li>• We use ICT Technology such as iPad and touch screens with specialist programmes such as:               <ul style="list-style-type: none"> <li>○ Cause and effect programmes</li> <li>○ Clicker</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 iPad for pupils’ curriculum use</li> <li>○ Voice recorders and pen readers</li> <li>○ Assistive tools updated with the visual impairment team and through iPads</li> </ul> </li> </ul>
<p><i>The additional learning support available to children and young people with special educational needs;</i></p>	<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>

<p><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></p>	<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> <li>○ Screening tools for phonological awareness and memory ability.</li> <li>○ Boxall.</li> <li>○ White Rose pre and post assessment for each block of learning.</li> <li>○ Tapestry and cherry garden</li> </ul> </li> </ul>
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<p><b><i>The local offer will provide information about:</i></b></p>	<p><b><i>Our setting will:</i></b></p>
<p><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>	<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.</li> </ul>
<p><i>How facilities that are available can be accessed by children and young people with special educational needs;</i></p>	<p>Welburn Hall School endeavours to pursue the principles of inclusion at all times by providing all pupils with an education that allows 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 2 adapted minibuses that allow wheelchair access and has a third mini-bus arriving in 2023-24. A number of Staff are MIDAS trained so they can drive the minibuses to enable community experiences to be accessed easily.</p>

<p><i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i></p>	<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>• Lunchtime clubs are available most days with choices that include iPad club, Dance/ singing, walking, reading and sport.</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> </ul>
<p><i>What support is available for children and young people with special educational needs;</i></p>	<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, swimming, intensive interaction, sensory integration, Lego Therapy, music, 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 Senior Leadership Team who supports our young people and their families in a wide range of areas: such as form filling, signposting, advocacy etc.</li> </ul>
<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>• The Headteacher and Deputy Headteacher monitor CPD (Continuing Professional Development). It is targeted at identified areas of skill needs, the School Improvement Plan and relates to teachers' and TAs appraisal needs.</li> <li>• All staff undergo yearly appraisal procedures that identify training needs and interim meetings to ensure targets are on track.</li> <li>• The medical team for administering emergency medication gives annual training 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 e.g. Autism, ADHD, Attachment Disorder .</li> <li>• A designated Behaviour Manager to oversee safeguarding, in collaboration with the Headteacher.</li> </ul>

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*How the emotional and social development of children and young people with special educational needs will be supported and improved.*

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the students.
- Positive behaviour plans are drawn up to support individual pupils.
- Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject.
- PHSE is a subject with a high profile throughout the whole school,
- Achievement and success is regularly celebrated in the form of certificates awarded at a weekly Praise Assembly.
- Early identification to identify a change in behaviour, attendance and mood, and a clear plan established to support students and their families.
- Joint work with the in-house counsellor and the Well-Being in Mind Team to deliver specific provision.
- All staff trained in Emotional Coaching and Zones of Regulation so students mental health is at the forefront of our learning environments and interactions.
- Strategic plans and adaptations to provision and timetables.