

Our Local Offer

**Our vision**

“Inspiring and supporting young people to make positive choices about the future.”

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**SENDCo:** Carol Goodridge

**Special Needs Trustee:** Anne Bunce

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**What is ‘The Local Offer?’**

The local offer is a record of all services available to support pupils with Special Educational Needs and Disabilities (SEND) and their families. This easy to understand information provides parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting. All Slough schools feed into Slough’s Local Offer.

Slough’s Local Offer can be found on their website:

[Slough Information and Services Guide | Slough Special Educational Needs and Disabilities (SEND) Local Offer](https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5_5)

**What about Haybrook College’s Local Offer?**

Here are some answers to questions that parents/carers might have about Haybrook College’s Local Offer.

**How does the College know if young people need extra help and what should I do if I think my child may need additional help?**

College staff constantly monitor all pupil’s progress (academic, and social and emotional) and are committed to identifying any special educational needs. Any concerns about a child’s needs are dealt with immediately with the relevant intervention and all professionals informed. Parents / carers are able to discuss their child with either the class / subject teacher, the Centre manager or the SENDCo / Deputy SENDCo.

**How will the college staff support my child?**

* All pupils are provided with 'Quality First Teaching' in the classroom with a high level of support – we have developed ‘The Haybrook Way’ which helps us ensure staff are delivering high quality teaching in their classrooms
* All pupils have half-termly subject targets and SEMH (Behavioural) targets: these are reviewed half-termly with pupils. This is a key part of our Assess-Plan-Do-Review process at Haybrook College
* Pupils identified as needing extra support will have interventions put in place by members of the Haybrook College’s Special Educational Needs and Disabilities (SEND) team. These may include, 1:1 literacy or numeracy lessons, 1:1 literacy with the SpLD Teacher, handwriting programmes, reading lessons, delivery of speech and language programmes, Emotional Literacy programme (ELSA) and Social Skills groups
* The College also works closely with the Educational Psychologist, the Speech and Language Therapist, an Occupational Therapist, Equine Therapist and Counsellors (from No22) – all these professionals can be used to offer additional specialist support.

**How will the curriculum be matched to my child’s needs?**

All our teachers are teachers of pupils with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for pupils to access their learning and make good progress. The College’s Senior Team monitor planning, teaching and learning rigorously. College staff effectively use the Assess-Plan-Do-Review process to ensure the curriculum is appropriate for all individual pupils and meets their needs.

**How will I know how my child is doing and how will you help me to support my child’s learning?**

* We have an open-door policy at Haybrook College and welcome parents / carers to come in and discuss any concerns, with the subject / class teacher or the Centre Manager.
* If teachers have concerns, they will contact parents / carers to discuss them and listen to any concerns that you may have too.
* A member of school staff will speak to you regarding any referrals to outside agencies to support your child’s learning.
* All pupils are tracked using school’s data tracking systems to ensure positive progress.
* Termly progress reports are provided for every pupil.
* Regular parents / carers afternoons/evenings are held, so that you can discuss progress with each of your child’s teachers and support staff

**What support will there be for my child’s overall well-being?**

* Staff know their pupils well and are skilled at identifying their needs and in supporting them academically, socially, emotionally and behaviourally. Where pupils need additional support, staff know where to access this either internally or from external providers.
* We have a high staff to pupil ratio with at least one teacher and one Sports Coach Mentor in each class of up to 7/8 pupils.
* We offer a wide range of activities within the curriculum to support their social and emotional development such as school visits, educational trips, links with community for volunteering and reward trips.
* Each Haybrook centre has its own Families First Worker who works to support families with attendance to issues and also offers wider support where appropriate.

**What specialist services and expertise are available at or accessed by the school?**

* Haybrook College employs highly trained staff to educate and care for pupils with social, emotional and mental health difficulties.
* School has direct access to a wide range of services all of which can support both parents/carers and pupils including: speech and language therapists, No22 Counsellors, Educational Psychologists, CAMHS and Mental Health Support Team, Occupational Therapist, the ASD advisory service and HALO’s (Equestrian therapy provision)

**What training do Haybrook College staff do?**

* All College staff are regularly trained in:
	+ Safeguarding - at Least Level 1, with many trained at Levels 2 and 3
	+ ‘Climate for Learning’ - a training programme developed by Haybrook College for its own staff and those in local schools to support them to develop a positive atmosphere for learning
	+ Team Teach - an accredited training programme that focuses on positive behaviour support approaches – all at Level 2
	+ Attachment Awareness and Trauma Informed practice training
* All staff participate in a continuous programme of further professional development: our Educational Psychologist, the Speech and Language Therapist, the SENDCo or any other relevant professionals, may provide this, dependent on need
* Individual staff are trained in First Aid and are strategically placed around the college
* All staff receive regular training from the health service around key medical issues which could arise for pupils, such as epilepsy or severe allergies

**How will my child be included in activities outside the classroom including school trips?**

* We are fully-inclusive and all pupils have the opportunity to attend events and trips linked to the curriculum and are encouraged to take part in activities both within and outside of school
* We aim to provide activities and trips for free, or at minimal cost, so that no pupil misses out for financial reasons
* Where necessary, extra support will be provided to ensure participation by all pupils and parents are fully-informed as to the trips and activities open to every child
* Full risk assessments are carried out and procedures are put into place to enable as many pupils to participate as possible

**How accessible is the college environment?**

* We have wheelchair access and a lift on the main Haybrook College site. Other sites are on the ground floor with wheelchair access
* There are disabled toilets which can accommodate wheelchairs and support individuals with a disability

**How will Haybrook College prepare and support my child to join or to transfer to a new school or the next stage of education and life?**

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.

**If your child is joining our college:**

* We encourage parents and pupils to visit the college centre and meet their new Head of Centre and any key staff prior to joining
* A senior member of staff will be available to show you and your child around the college or to answer any questions
* We can personalise transitions and inductions to a Haybrook according to the needs of your child

**If your child is moving to another school:**

* We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child
* We will make sure that all records about your child are passed on as soon as possible
* We can support transitions to another school according to the needs of your child

**In Year 6:**

* The Haybrook College SENDCo / Deputy SENDCo will discuss the specific needs of your child with the SENDCO of their primary school and share this information with the Head of Millside School and other key staff
* There is a comprehensive induction programme that starts from the Easter term of Year 6: this includes Haybrook staff visiting pupils within the primary school, parent and pupil visits, a timetable of visits to Millside School with their school staff, leading to your child attending Millside School for the whole day on the Slough transition day (usually the first Tuesday in July)

**Moving on at post-16:**

* The Haybrook Moving On Coordinator / Careers Lead supports your child to successfully move on to their post 16 provision – whether this be a local college or an apprenticeship or employment. This support continues until the February after they have left
* Haybrook College staff share the relevant information with your child’s next provision and prepare them for their next steps, such as travel training

**How are the school’s resources allocated and matched to pupils’ special educational needs?**

* All classes have Sports Coach Mentors, who are well trained, as well as an experienced teacher to offer high quality teaching
* Additional support, resources or interventions will be provided dependant on a child’s identified need
* If your child has an EHCP, we ensure we offer the statutory provisions within their EHCP

**12. How is the decision made about what type and how much support my child will receive?**

* These decisions are made in consultation with the teaching team, the Head of Centre and the SENDCo
* Decisions are based upon initial screening of reading, spelling, comprehension and maths skills, along with a Speech and Language screening assessment where appropriate, in addition to regular tracking of pupil progress
* During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being then other interventions can be arranged

**13. Who can I contact for further information?**

If you want to discuss something, your first point of contact is your child’s form tutor. A subsequent meeting can then be arranged with the Head of Centre, the SENDCo / Deputy SENDCo or a member of the leadership team as needed.