

Cressex Lodge School Local Offer

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Value and Vision

Cressex Lodge School, situated in a village in the Thames Valley, is an independent, non-maintained secondary school for boys aged 11-16 who have a history of harmful sexual behaviour. The school is part of a tripartite service which also offers residential care and therapeutic intervention. All of our young people are 'Looked After' whether voluntarily accommodated under section 20 or under a full Care Order (Section 31). Whilst they are with us, our young people have access to cognitive behavioural therapy (on a group and individual basis), speech and language therapy, occupational therapy, art therapy and family therapy.

We offer the full National Curriculum, accredited at GCSE and Entry Level as well as a number of vocational courses such as the Arts Award, Rock School and Unit Awards. We are also a Duke of Edinburgh Award Licenced Organisation offering both Bronze and Silver accreditation. The curriculum is adapted and differentiated to suit the individual learning needs of our young people. We work closely with both residential and therapy teams to ensure that each young person is supported holistically in every aspect of their educational, social and emotional development.

We are a multicultural community with young people and staff from a number of different countries and faiths and are sensitive to cultural differences and religious beliefs. We recognise that everyone has the right to be treated equally and promote a safe, respectful environment for all.

At any one time, up to 60% of our young people may have EHCPs (formerly Statements of Special Education Need). All staff receive regular on-going training on supporting learners with special educational needs; lessons are planned and differentiated according to individual learning styles to maximise access to the curriculum. Young people receive targeted one to one and/or small group support to address their difficulties and close the attainment gap. The majority of our learners have a history of disrupted schooling and are significantly behind traditional age-

related descriptors of attainment. These deficits are investigated and targeted with individualised intervention to ensure the young person experiences success in their education right from the start. Furthermore, class sizes are very small with a teacher and at least one support worker so that teacher input is maximised and no learner is unsupported.

Mission Statement:

Our aim is to provide each of our pupils with an Education for Life, by valuing and respecting them as individuals, developing their self-esteem, relationships and attachments; encouraging their individual abilities to their full potential in a caring, orderly environment.

Teaching and Learning

Do young people have access to the National Curriculum?

All young people follow the National Curriculum, adapted and differentiated according to their learning style, attainment level and special educational needs. Classes are very small (1-3 young people) and groups are carefully considered to ensure that young people are able to work cooperatively. One to one teaching is available both on and off-site for young people who need more intensive input. Every class is supported by skilled and experienced classroom support workers to maximise access to staff input.

What additional support can be provided in the classroom?

Young people have access to individualised strategies to support their learning. All teachers employ multi-sensory teaching techniques and use kinaesthetic activities where possible. Opportunities for over-learning and practise are pre-planned to consolidate learning. Additionally, in class support is offered by the head of learning support and the speech and language therapist to target specific difficulties. Where necessary, occupational therapy resources and strategies are employed within the classroom to support engagement and learning.

One to one literacy support from the specialist teacher is available for those with literacy deficits or specific learning difficulties. One to one speech and language therapy sessions are available for learners with speech, language and communication difficulties. Communication Group sessions are offered to those who need to develop their social and communication skills.

What ongoing support and development is in place for staff regards supporting children and young people with SEND?

We promote a weekly, ongoing staff training programme delivered by the SEND team to ensure that all staff understand how young people learn and how to plan activities and support strategies accordingly. We also use these training sessions to share best practice among the team. All staff are PACE trained and consistently apply the approach to remediate the effects of trauma by fostering attachments with the young people. All staff have regular behaviour management and trauma training to ensure that young people are supported effectively and consistently.

We ensure that all staff are able to identify any difficulties that young people have in relation to their SEND, and work closely with the SEND team to overcome these; either through in class support and planning or through specialist intervention. Staff are encouraged to identify their own training needs and to attend conferences and external training sessions to enhance their skill sets and maintain continuous CPD. Membership of specialist bodies is encouraged and promoted.

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

All young people accessing external examinations are tested to see whether they are entitled to additional support during their exams. These are called Access Arrangements, and can include supporting pupils with word processors or scribes, readers, prompts and extra time. If they do qualify for extra support, this is always provided by staff who know the young people. The head of learning support is a specialist assessor so all assessments take place in-house.

How do you share educational progress and outcomes with parents?

On a daily basis, teachers and residential staff exchange information about how each young person is getting on, and whether there are any issues that need addressing. Therapeutic keyworkers are also updated as necessary.

The education mentor, residential and therapeutic keyworkers meet on a three weekly basis to discuss progress and current issues for the young person. A placement plan covering the whole of the young person's placement is updated and shared with Local Authorities on a three monthly basis.

Full subject progress reports are sent out at the end of each term to the residential manager and the Local Authority. Each young person has a termly Individual Support Plan and these are shared with the residential key-worker, residential manager, therapeutic keyworker and Social Worker. ISPs are also shared with the Virtual School representative for each young person.

At the Annual Review of your child's Statement or Education, Health and Care Plan, a detailed report of progress against identified objectives is discussed.

What external teaching and learning do you offer?

We support young people to develop their vocational skills in partnership with Auto Skills, a car maintenance programme and through the Duke of Edinburgh Award Scheme. We also have links with a local urban gym where young people are supported to develop their physical fitness, coordination and team-work skills. Off-site educational trips and visits are provided regularly for all young people to support education on-site. Historical places of interest, museums, theatres, art galleries and sports venues are all used to enhance the curriculum.

Our young people are also supported residentially to join after-school/holiday clubs and groups to promote development of their self-esteem and social relationships with peers in the wider community.

What arrangements are in place to ensure that support is maintained in "off-site provision"?

Off-site provision, when necessary, is provided by school staff according to an individualised timetable that is drawn up specifically for each young person. Each day is divided into morning and afternoon sessions, which are staffed by one support worker and at least one subject teacher, to ensure that the full curriculum is delivered across the week.

When young people attend Auto Skills, they are accompanied by an experienced member of teaching staff who is on hand throughout each session offering support and guidance. Similarly, trips to the urban gym are supported by the experienced PE team.

What work experience opportunities do you offer?

Preparing young people to move on to College or a job is very important to us. We work very closely with the local Adviza service who meet regularly with our year 10 and 11 young people to help them identify future pathways and the steps necessary to achieve their goals. We have long-established relationships with a number of local colleges offering both academic, vocational and foundation skills courses. Young people are supported through the transition to college through visits, open-days and course taster days and are always accompanied by a member of staff.

When the young people move on to college, there are a number of support options available to them; from daily in-class support to a named member of staff on-site at college with whom they can check in regularly and raise any issues they need help with. College support is coordinated by a dedicated team member who begins working with the young people in year 10 to establish a positive and supportive working relationship.

External work experience is available, where appropriate, and is tailored to young people's needs and interests. It can include animal care at a local rescue centre and retail experience at local shops. It can be accredited through the volunteering portion of the Duke of Edinburgh Award, which is currently developing some exciting new

work experience/volunteering opportunities within the agriculture and fisheries industries.

For pupils for whom external work experience placements may not be appropriate, placements are offered within school or a work based programme is planned. This is accredited through the Unit Award Scheme. This will include visits to local businesses as well as vocational projects at school and in residential settings.

Identifying and assessing SEND

Before a young person is enrolled at Cressex Lodge School, the SEND team will contact the local authority and the previous education provider to gather information about the young person's academic attainment and any difficulties they may be experiencing. This information is collated, along with recommended support strategies, into an Education Summary which is circulated to all education staff to facilitate their planning for the arrival of the young person.

In addition to the battery of psychometric tests conducted as part of the referral process, young people are also assessed using standardised assessments for literacy and, if possible, numeracy to establish their current levels of attainment. Any difficulties, and how these may present in class, are shared with the team and additional support strategies are identified where appropriate. Standardised assessments are carried out by the Specialist Teacher, who is qualified to diagnose Specific Learning Difficulties (SpLD). Upon enrolment, subject teachers use a range of formal and informal assessment tools to further investigate the young person's particular strengths and difficulties.

Our Speech and Language Therapist also conducts a set of assessments to establish whether the young person has any language or communication difficulties that might impact on their capacity to successfully access education. Findings are reported formally to the Local Authority as well as the education team so that appropriate adaptations/support strategies can be applied.

Further assessment may be undertaken to investigate any specific difficulties. If a previously undiagnosed SpLD is identified, this will be communicated to the Local Authority and an EHC plan requested if deemed appropriate. Historically, statements of SEN have not always been deemed necessary as the young person already receives such a high-level of in-house individualised support as part of their education at Cressex Lodge.

If a young person already has a statement or EHC plan, the SEND team will ensure that provision reflects the targets and outcomes that have been identified. An ISP will be drawn up to link the identified outcomes with the young person's learning targets and teaching strategies.

The education staff team meets every day and any concerns about a young person's progress or attainment can be discussed and plans for further investigation/support can be drawn up.

Involving carers/parents and young people in Planning and Reviewing

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

Statement and EHC plan reviews are arranged by the school SEND team. Parents and carers are always invited to the review process, along with the Social Worker, the Virtual School representative and the therapeutic and residential key workers. They have the opportunity to share concerns and alongside the young person, help to write the targets. All young people are supported to share their views of their progress, either verbally or through a visual format of their choosing. The level of detail will depend on the age and ability of the young person. A range of communication strategies are used to enable all young people to participate fully in this process.

What arrangements are in place for children with other SEND support needs?

Cressex Lodge School works closely with a range of in-house professionals who support the young people who attend the school. These include the Specialist Teacher, Speech and Language Therapist, Occupational Therapist, a Consultant Child and Adolescent Psychiatrist, Forensic Psychologists, Art Therapist and Family Therapist. We also liaise with residential workers a minimum of twice a day to make sure that any issues are handed over so that the young person receives wraparound support.

How do you ensure that carers/parents know "who's who" and who they can contact if they have concerns about their child/young person?

As mentioned previously, all of our young people are looked after. Where appropriate, parents are able to visit the school and meet the teaching staff as part of the referral process. Residential key-workers, the day to day carers, attend three weekly 'core group' meetings with the education mentor and the therapeutic keyworker to discuss the young person's progress and any issues that have arisen. Key workers can also contact the education mentor or the Senior Leadership/SEND team if they have any concerns in between core group meetings.

A verbal report is made to residential workers on a daily basis when they collect the young person from school. Social Workers are kept informed of any developments or concerns relating to the education of the young person. They also receive copies of the termly ISPs and school reports which they can share with parents if it is appropriate to do so.

Do carers have to make an appointment to meet with staff or do you have an Open Door policy?

We have daily contact with the young people's carers and an open door policy for them to discuss issues and concerns with any member of the team. Where appropriate, if parents wish to arrange a meeting with the Head or the SEND team, they will be supported by the residential key worker to make an appointment.

How do you keep carers/parents updated with their child/young person's progress?

Academic progress is reported formally at the end of every term. Progress will also be shared at three weekly 'core group' meetings, termly PEP meetings, six monthly Looked After Child (LAC) reviews and annual EHC plan/Statement review meetings. Teaching staff are always happy to discuss more specific progress with carers at any point, if there are any concerns.

How can parents give feedback to the school?

Where appropriate, at the PEP, LAC and Annual Review meetings, parents have the opportunity to give the school feedback. If carers have concerns about the young person, they are encouraged to ring the school.

Do you have home/school contracts?

These are part of our enrolment process and set out the expectations of the partnership between carers, the young people and the school. Homework is discussed at core group meetings and is agreed on an individual basis.

What opportunities do you offer for young people to have their say? E.g. school council

We have a prefect and monitor system where young people take on specific responsibilities within the school and report to one another and to staff on a daily basis. The Junior Leadership Team, led by the Head Boy, volunteer to take on the responsibility of working with the Senior Leadership Team to drive development and introduce new initiatives and strategies. At the end of the school day, there is a meeting where all young people are encouraged to discuss any issues that have arisen during the day with the Senior Leadership and teaching teams.

A weekly 'group meeting' provides a forum for raising and resolving any issues affecting any aspect of the young person's experience within SWAAY. This is possible via our ethos of equal and open communication. The meeting is attended by all young people, a member of the school team, representatives from the therapy team, residential house managers and residential key workers.

Young people are encouraged to attend most meetings that take place regarding their placement. They have an open invitation to attend every third core group meeting and their attendance is expected at LAC and PEP reviews. Young people are invited to attend Statement Reviews if they wish.

What opportunities are there for parents to have their say about their son's education?

Where appropriate, we welcome parents sharing their feelings about their son's education through attendance at LAC reviews and Statement/EHC reviews. They are also able to attend Sports Day in the summer term and can visit the school by appointment.

Additional Support

The 2014 Code of Practice sets out four main areas of need:

- Communication and interaction, including Autistic Spectrum Disorder.
- Cognition and Learning
- Social, mental and emotional health, including ADHD
- Sensory and/or physical

Cressex Lodge School caters for pupils with multiple and complex needs, requiring a highly individualised approach to their education provision. We are especially experienced in supporting young people who have experienced severe trauma, which continues to have a significant impact on their ability to access education. All young people are comprehensively assessed at referral and on enrolment to facilitate the planning and implementation of an individually tailored education. In the spirit of inclusiveness, we make any adaptations necessary to support young people to access their education successfully.

The following interventions provide a summary of the approaches used.

Interventions

Access to a supportive environment:

- Specialist equipment, including IT, to access the curriculum where appropriate
- Small class groups with high adult ratio (usually 1:1)
- Prompt and reminder cards for organisational purposes
- Visual resources to clarify instructions, support behaviour and promote independence
- Use of visual timetables in majority of lessons

Provision to facilitate or support access to the curriculum:

- 1:1 support in the classroom from classroom support worker, specialist teacher, Speech and Language Therapist or class teacher
- Additional small group support from specialist teacher, Speech and Language Therapist and SENCo or Occupational Therapist and SENCo
- Breaking down of activities into small chunks
- Repetition of instructions and key information
- Regular checking of young people's understanding e.g. by asking them to explain in their own words
- Use of specialist equipment such as wobble boards, yoga balls, fidget toys or IT equipment e.g. Alphasmart
- Visual / symbol support for learning activities
- Provision of concrete resources to support abstract ideas
- Use of visual, auditory and kinaesthetic activities across all subjects
- Use of communication frames to support exploration of ideas and opinions

Provision to facilitate development of language and communication skills:

- Communication Group to develop attention, concentration, topic maintenance, topic relevance, turn-taking, listening skills, self-awareness, self-esteem, friendship skills, social skills and expressive and receptive language
- Lego Therapy to develop shared attention, concentration, co-operation, impulsivity management, following rules, giving/following instructions, monitoring understanding and asking for clarification
- MerriMaps to develop giving and following instructions, requesting and providing clarification and monitoring own and others' understanding
- Adaptation of language input by all staff: shorter sentences, simple vocabulary, chunking of information, provision of thinking time and regular checking of understanding

Strategies to support and develop literacy

- Whole-school approach to developing spelling skills
- Literacy focus across the curriculum
- Whole school focus on explicitly teaching vocabulary
- 1:1 specialist intervention for young people with specific literacy difficulties or significant literacy deficits

- Alpha to Omega reading and spelling programme
- TRUGs reading programme
- Reading scheme
- Audiblox reading readiness programme
- Regular staff training by specialist teacher/SENCo and Speech and Language Therapist on effective support/provision for literacy development

Social, Emotional and Mental Health:

- Use of PACE to facilitate the development of attachments
- Communication Group (see above)
- Highway Social Skills and Competency Group delivered by SWAAY Therapists
- Art Therapy
- Family Therapy
- Structured activities at break-time and lunch time
- Individual focused break-time support for some named children
- Peer mentoring
- Daily Education mentoring – young people are paired with a member of staff they have a good relationship with
- Advice and support for the young people from Consultant Child and Adolescent Psychiatrist
- Individual Therapy (based on Cognitive Behavioural Therapy) to address emotional issues and trauma

Strategies/ programmes to support Occupational Therapy /Physiotherapy Needs/ motor needs/Sensory needs

Intervention programmes are planned and implemented on a case-by-case basis. We have an in-house Occupational Therapist and can make on-site adaptations such as allocating a specific classroom/resources/teaching staff as appropriate. Our specialist teacher and Speech and Language Therapist have both received training in understanding and supporting young people with sensory processing difficulties.

Strategies to Support Behaviour

- Use of school's behaviour policy, available on web site
- Use of praise, rewards and sanctions; weekly, ¼ term, ½ term and full term rewards
- Good behaviour recognised on a lesson by lesson basis
- Consistent and fair application of school rules
- Prefect, Monitor and Junior Leadership Team positions
- Processes for taking time out if needed
- Processes for discussing and resolving problems/conflict
- Adaptation of language input with individuals in distress
- Separate provision for young people who are unable to cope with a full week at school or a busy secondary school environment
- Independence Steps to develop responsibility and independence
- Advice and support from Consultant Child and Adolescent Psychiatrist

We have a school-based space boundary whereby the young people do not touch one another or staff, nor do staff touch the young people; unless to offer first aid care. This negates the need for restraint by conferring responsibility for controlling themselves onto individuals.

Extra-Curricular Activities

Extra-curricular provision is provided within the school timetable on a Friday afternoon as part of the school rewards system. Young people can participate in an activity of their choosing, either off-site, or at school. Activities include: fishing, golf, snooker, tennis, geocaching, films, museum trips, cooking, art, music, drumming, i-Media e.g. music production, and film-making are some of the options available. Furthermore, young people are encouraged to join after-school clubs within the local community. These include sports clubs, drama clubs, guitar lessons and cadets.

Meeting Health Needs

Health (including Emotional Health and Wellbeing)

We believe that if young people are not happy and healthy they will not learn. We therefore make sure that young people's needs are met as fully as possible. All staff are trained in Child Protection and First Aid. Specialist training is provided on a case by case basis, for example Epilepsy training is provided when there are young people with Epilepsy at school.

What is the school's policy on administering medication?

The school caters for pupils with medical needs, and some require daily medication. There are clear procedures in place for record keeping of administration of drugs and all staff receive appropriate training. Medication during the school day is administered by residential staff from the young person's home to maintain continuity of care.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

The young person's core group (education mentor, residential keyworker and individual therapist) will liaise with local health-care providers and the Consultant Child and Adolescent Psychiatrist to draw up a Placement Plan that will include any health issues and how these are to be supported. Statements of SEN and EHC plans are also used to inform the Placement Plan. The education mentor will feed relevant information back to the education staff team after each core group meeting.

What would the school do in the case of a medical emergency?

If there was a medical emergency the School would follow the pupil's care plan and call 999 if required. In the case of an accident or unknown medical emergency 999 would be called and a member of staff would accompany the young person in the ambulance. Residential staff would be informed as soon as practically possible. Residential staff have specific procedures for informing parents.

How do you ensure that staff are trained/qualified to deal with a child's particular needs?

There is a training programme in place to support staff: there is a comprehensive induction programme as well as regular Continual Professional Development training for all aspects of pupils personal and learning needs. There is a wealth of experience amongst the staff, including staff who have specialist experience/ knowledge and/or training in the specifics of SEND, such as Dyslexia, ASD, ADHD, and other complex needs. In addition to this, the SWAAY Therapy Team will hold solution-focussed planning meetings which both share good practice and help find effective strategies for young people who may be causing concern. Outcomes from the core group meetings are shared with the education team to ensure everyone is aware of current issues and how these are being managed.

Which health or therapy services can children access on school premises?

There is a range of support available to young people at school, including: Speech and Language Therapy, Communication Group, Lego Therapy, Occupational Therapy, Art Therapy, Individual Work and consultations with the Consultant Child and Adolescent Psychiatrist.

SWAAY also offers offence-specific group work programmes and family therapy outside of school hours.

Keeping up to date with knowledge and skills

Our recruitment policy ensures that when staff are employed by the school, they come with experience, aptitude and skills which are needed to work with young people with SEND.

In addition to this, there is an induction programme which all staff are required to undertake. This training ensures that staff are aware of the correct safeguarding procedures and the management of pupils SEND, including challenging behaviour, as well as approaches to teaching and learning for pupils with SEND.

Throughout the year, the school also has a range of training opportunities to ensure that all staff are kept up to date with their knowledge and understanding of SEND. This includes training INSET days, online courses and weekly twilight training sessions.

A range of professionals are invited in to school to share their expertise as well as well as 'in-house' training and the sharing of outstanding practice across the school.

There is a comprehensive CPD programme available to all staff. Further professional qualifications are encouraged and staff are able to attend conferences and training events throughout the year. We work closely with our exam boards to maintain standards of good practice in teaching, marking and moderating and all subject leaders attend annual standardisation meetings run by the exam boards.

We also have links with a number of local schools with whom we share best-practice and undertake regular visits. We also externally moderate our marking with these partner schools. Courses offered by the Local Authority Education Centre are also a source of training as well as a networking opportunity.

Transition

Pupils can start at Cressex Lodge School at any point during their school career, and careful thought is given to transition to ensure it is successful for the pupil and their family. Transition plans can include;

- Accompanied visits to school to become familiar with the building
- Home visits by SWAAY professionals as part of the referral process
- Transition visits to meet peers and stay overnight at residential houses
- A school 'trial day' as part of the referral process; the young person will attend lessons with their proposed class group and attend an assessment session with the SENCo
- Individualised timetable to facilitate transition
- Liaison with previous educational provision
- There is a tailor made induction process for all young people who join SWAAY

What support is offered for young people leaving the school? (E.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)

Annual Reviews are an opportunity to plan with the young person and their family the variety of options for Post 16 and Post 19 provision. Residential keyworkers are key in supporting the young people to apply to college and to attend interviews and taster days. College support is planned in conjunction with the therapeutic keyworker, according to the young person's level of independence and on-going support needs.

Young people meet with the local Adviza representative from the beginning of Year 10 to discuss options post 16. The Adviza representative offers advice and information about courses, apprenticeships, colleges and entry requirements as well as attending Year 11 SEND annual reviews to make sure that support is transferred effectively to colleges.

We have good relationships with a number of local colleges and we meet with them before a young person enrolls on a course to ensure that they have a comprehensive understanding of the young person's needs. We will also provide on-site support for young people attending college, if needed. This support may be in-class or on-site, as appropriate.

We recognise the challenges that unstructured times can present to many of our pupils. We therefore have arrangements in place during the day; young people report to SWAAY support staff during breaks and lunch-times at college.

What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?

All young people who attend Cressex Lodge School are brought to and from school by residential staff. The staff will bring the young people into the school where they attend a morning handover meeting with the Head and Deputy, whilst the young people attend their mentoring sessions. At the end of the day, residential staff arrive to collect the young people and attend a second handover meeting. We encourage residential workers to call the school in the morning if there are any concerns or important information we need, that may support us in supporting the young people. Staff will equally call residential staff at the end of the day if there is any key information to discuss.

What support is offered during breaks and lunchtimes?

There is a range of activities available to young people at break times and lunch times. All young people are closely supervised by staff, in line with our 24 hour supervision policy. Education mentors oversee the break and lunchtime activities of their designated young people, which facilitates relationship-building and development of social skills.

How do you ensure my son stays safe outside the classroom? (E.g. during PE lessons and school trips)

All activities are comprehensively risk assessed and staffing ratios are high. Staff are always carefully selected to ensure pupils are fully supported. The PE teacher is a fully qualified sports coach and First Aider.

What are the school arrangements for undertaking risk assessments?

There are risk assessments in place for each young person and member of staff as well as for all activities/ learning environments/ classrooms. These are completed by class based staff and are then checked by the Line Manager and the Health and Safety Officer.

Where can parents find details of policies on bullying?

Policies can be found on the website and we will give hard copies to anyone who wants one. Parents and carers are encouraged to contact the school if they have any concerns about their child being bullied.

Further Information

Cressex Lodge School is one aspect of the wraparound care that is provided by SWAAY. Please visit the rest of our website to find out more about the residential care and therapeutic services that we offer. If you have any queries, or would like to make a referral, please contact our head office on 0118 926 1010.