



# **Our offer to our pupils**

As part of the Local Authority “Local Offer” the government has asked all schools to answer the following questions so that parents can compare the answers from all schools they consider. We are only too happy to present the following information. More information about our curriculum and how we meet each pupil’s needs is available on our Website.

## **1) Which types of Special Needs do we cater for?**

Cromwell High School caters for a wide range of pupils with Severe or Complex Learning Difficulties. This includes pupils with:

- severe learning difficulties (SLD) due to levels of cognition (otherwise referred to as Severe Developmental Delay)
- profound and multiple learning difficulties due to levels of cognition and additional sensory or physical impairments.
- more moderate difficulties in cognition plus severe difficulties in learning due to autism
- more moderate learning difficulties plus severe difficulties in learning due to extreme social vulnerability

We are fully equipped and trained to support the additional needs of pupils with the above learning needs including needs associated with personal care, sensory or physical impairments and challenging behaviour.

## **2) What is our school’s policy for making provision for pupils with SEN, and how do we evaluate the effectiveness of this provision?**

All pupils who attend our special school have a statement of special educational need or an Education, Health and Care Plan (EHCP- the government has instructed that all statements will be moved over to these plans over the next 3 years). This document specifies the needs, objectives and outcomes for each pupil and the school is organised to meet those needs. This key document and the pupil’s progress towards the agreed goals is reviewed annually and progress in key areas of development is planned for and monitored termly through Individual Education Plans (IEPs). Pupils with additional medical needs have a Care plan that is reviewed at least every 6 months and those with additional behavioural needs have a “Promoting Positive Behaviour Plan” that, likewise, is reviewed at least every 6 months.

## **3) What are our school’s arrangements for assessing the progress of pupils with SEN?**

In addition to monitoring and review of each pupil’s targets directly linked to their Statement or EHCP and their IEPs, Cromwell tracks pupil progress against curriculum targets through the use of our internal assessment system developed from P Levels and National Curriculum Levels. School also uses supplementary schemes to target and measure progress as and when necessary- for example reading schemes, the level of the Picture Exchange Communication System (PECS) achieved etc

**4) What is the role played by the parents of our pupils with SEN?**

As all our pupils have SEN all our parent involvement is necessarily of this nature. Primary areas of parental involvement are; contribution to the annual review of statement or EHCP, feedback from parents' evenings, parental survey, Parent and Teacher Association (PTA), parent governors on the Governing Body.

**5) What arrangements have been made by our Governing Body to cope with complaints from parents of pupils with SEN concerning the provision at our school?**

Our school is always open to constructive criticism or parental concerns and welcomes such feedback in our continual efforts to further improve. We will do our best to meet any concerns unless this is to the detriment of other pupils (including fair allocation of resources) or against school policy and/or ethos. Should parents have a formal complaint we have a procedure of writing to the Headteacher and if his response is not satisfactory then speaking to the Chair of Governors. If this still does not resolve the issue then there is the opportunity to present a case to the Complaints Committee of the governing body. Further to this there is a right to appeal to the Ombudsman if you feel correct procedures have not been followed. See the full policy on the website under > For Parents > Complaints.

**6) How does our Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils and in supporting the families of such pupils?**

Our school has very close links with Tameside's Integrated Service for Children with Additional Needs (ISCAN). This team comprises of Social Care and Health professionals with expertise in meeting the needs of pupils with complex needs. Disciplines of staff include; Social Workers, Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists and Behaviour Specialists. Our school is also supported by the Local Authority Sensory Impairment team. Our school is part of two inter-school support and mutual challenge partnerships; the Specialist Schools Support Partnership (SSSP) with the other Special Schools in Tameside and work with other Greater Manchester special schools including the Kingfisher Trust based in Oldham.

**7) What are the contact details of support services for the parents of pupils with SEN?**

Details of Tameside Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service can be found at:

<https://www.tameside.gov.uk/sendias>

They can be contacted directly on tel: 0161 342 3383

An excellent parental support network in Tameside is OKE (Our Kids Eyes)- set up originally as a Visual Impairment support group this organisation now supports families with all forms of Special Needs. Details can be found at:

<http://www.ourkidseyes.org/>

**8) Where is the local authority's "local offer" published?**

<http://www.tameside.gov.uk/localoffer>