



A Place to Call Our Own SEND Information Report and Local Offer

The Local Authority is required by law to provide a comprehensive guide to services and support for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND) within their area. In Nottinghamshire and Nottingham City the 'Local Offer' is part of 'Notts Help Yourself'.

As part of this we submit information about our school to be included on the Nottinghamshire Local Offer. You can find the [A Place to Call Our Own School page on the Local Offer](#).

Below you can find our SEND Information Report, which is updated annually (or sooner if we need to).

A Place to Call Our Own SEND Information Report

[What kinds of special educational needs does the school/setting make provision for?](#)

A Place To Call Our Own (APTCOO) is an independent special school for young people aged 5 to 19. Our school offers a warm and welcoming environment where a positive education allows our young people to experience success. Our ethos is the belief that a positive, supportive, and nurturing culture is essential for creating a thriving school that meets the needs of young people that it serves. We believe pupils need an understanding environment in which to rediscover success, self-belief and re-engage with learning.

Prior to coming to APTCOO it has been identified that our young people have not been able to make progress in either mainstream or special schools and need the specialised nurturing environment that APTCOO provides. These are often young people at the highest level of need, who will have an Education Health and Care Plan (EHCP) that identifies but is not limited to neurodiversity, social, emotional, and mental health needs and/or early life trauma.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

A Place to Call Our Own has a rigorous cycle of self-evaluation to ensure the provision is effective and meets the needs of our learners. We consult with parents and carers and work closely with an Education Improvement Advisor to ensure our school continues to improve and develop to maximise the outcomes for our students.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We monitor the progress of every learner on a termly basis which allows us to identify early intervention opportunities and have pupil progress meetings with teaching staff where necessary. Communication between home and school is very important and we communicate using Class Dojo. We hold regular informal parents' afternoons/evening which give the opportunity to discuss in more detail the progress of all learners.

What is the school's approach to teaching pupils with special educational needs?

Our learners are based in a 4 bases 1 in Retford, 1 in Thoresby and 2 in Budby village. Each of our properties offers a unique learning environment where our learners needs are assessed before placement to ensure they have the best opportunity to thrive. Our aim is to develop the full potential of each individual learner involving teachers, other professionals and parents in partnership.

School also commissions services from a sensory occupational therapist, a speech therapist, a complex trauma counsellor and an EHCP co-ordinator.

How will the curriculum and learning be matched to my child/young person's needs?

Our highly specialist Curriculum includes National Curriculum and its pre-requisites, sensory education, communication skills, a wide ranging personal and social education programmes, mobility education, and a post 16 education programme.

Each teaching group is the responsibility of a qualified teacher, supported by at least two teaching assistants. Our learners are encouraged to work collaboratively, resulting in a positive life-long approach to learning, which prepares our pupils for adulthood from their earliest years.

How are decisions made about the type and amount of support my child/young person will receive?

When your child joins A Place To call Our Own we ensure that we have a thorough understanding of your child's needs through discussions with parents and carers and the previous school, where applicable. This allows us to identify exactly what support is needed to maximise progress and development both socially and academically. These levels of support are discussed with class teachers, parents and carers on an ongoing basis to ensure we are continually offering the most suitable level of support for the individual pupil.

How will my child/young person be included in activities outside the classroom, including school trips?

We have an after school club available to learners and we hold holiday activities that are led by the school teaching and support team. Staff plan regular appropriate trips to support the learning and personal development of each individual. All activities and trips are carefully planned and risk assessed to ensure the safe inclusion of every pupil.

What support will there be for my child/young person's overall well-being?

All pupils are allocated a key worker who has a specific responsibility for the welfare, care and pastoral provision, under the guidance of the class teacher. Our curriculum offers tailored Personal, Social, Health and Economic (PSHE) and Relationships, and Sex Education (RSE) to ensure our learners know how to keep themselves and others safe.

What training have staff supporting special educational needs had and what is planned?

We have an ongoing programme of training and development for all staff covering all aspects of working with and supporting young people with special educational needs. We work regularly with outside agencies to ensure our staff are equipped with the necessary skills required to offer the best provision possible. Changes in legislation are passed on to all staff as they happen.

What specialist services and expertise are available or accessed by the setting/school?

We work closely with many different services that provide support for young people and families, these services include:

- The Educational Psychology Service
- Schools and Families Specialist Services
- Cognition and Learning, Communication and Interaction Teams

- Sensory Therapy
- Speech and Language Therapy (SALT)
- Special Community Nursing
- Epilepsy Nursing Team
- Community Paediatrics
- Child and Adult Mental Health services (CAMHS)
- Complex Trauma Counselling
- Social Care
- The Virtual School

How will equipment and facilities to support pupils with special educational needs secured?
How accessible is the school/setting?

We work very closely with our sensory/occupational therapist to ensure all specialist equipment is suitable for meeting the needs of the needs of our learners. Staff are given the appropriate training with regular updates. Our base in Tall Trees, Retford is a single story building and our other properties are able to have adaptations where possible to meet the mobility needs of our learners.

What are the arrangements for consulting parents of pupils with special educational needs?
How will be I involved in the education of my child/young person?

Communication between home and school is essential and we value the input from parents and carers. Staff are always willing to meet with parents and carers to discuss any matters relating to their child.

In addition, we have:

- Class Dojo and our Text Tool service for day-to-day communication
- Termly parents/carers and family events
- Formal EHCP annual reviews
- Informal coffee afternoons

What are the arrangements for consulting young people with SEN and involving them in their education?

Due to the small number of learners placed at A Place To Call Our Own we have regular conversations to gather learner voice where they can have a say in their own education. EHCP reviews give learners the opportunity to have their input and share their views about their own education.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

As a school we are constantly striving to improve the provision we provide. Views and feedback from parents is essential to our ongoing process of improvement to provide the best possible education for all our pupils. If you have a concern or complaint regarding the provision speak to the school via your child's class teacher or a member of the Senior Leadership Team. The school's complaint procedure is available on the school website.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Trustee's delegate the responsibility to the head teacher to ensure the holistic needs all pupils are met. We have a member of the pastoral support team that provides parent liaison and who has a vast knowledge of external services available within the county and can offer advice and guidance to all parents and carers.

How does the school/setting seek to signpost organisations, services who can provide additional support to parents/carers/young people?

Information is passed to parents and carers via the Class Dojo, the school website or specific parent/carer events. The Nottinghamshire County Council Local Offer is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities in the area.

How will the school/setting prepare my child/young person to: Join the school/setting?

Every young person's needs differ when they transition into A Place To Call Our Own. We recognise the need to have a flexible approach to transition that allows us to adapt to those specific needs. The Transition will be carefully planned along with the family to ensure that everyone feels included in the process.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

The aim is always to make the transition as smooth and enjoyable as possible for students and parents/carers. A transition plan will be agreed based on the information provided by the previous school/teacher, parents and carers and the young person when possible.

Prepare for adulthood and independent living?

Throughout all key stages our curriculum is designed to incorporate personal and social development and independence. As pupils progress through the key stages there is more focus on preparation for adulthood including independent living/life skills, work experience and PSHE/RSE. Annual reviews give parents/carers, pupils and school the opportunity to discuss and plan the 'next steps' for independence and adulthood.

Where can I access further information?

Nottinghamshire County Council website - SEND Local Offer
www.nottinghamshire.sendlocaloffer.org.uk

Arranging an appointment to come and see us - please contact the school office by telephoning 01623 629902 or emailing head@aptcoo.org

https://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf