



Pond Meadow School – Local Offer

What is a 'Local Offer'?

There are two expressions of the Local Offer one produced by the Local Authority and another published by the school. They jointly inform parents of the range of school services for pupils with Special Needs across Surrey and the services provided by the local school (mainstream or special).

The Local Offer is linked to the Education, Health and Care Plans (which replace Statements of Special Educational Need from September 2014) as together they set out the general services available within Surrey Schools and then the specific arrangements for an individual pupil.

In this document the Local Offer of Pond Meadow School will be described, firstly through Surrey LA's arrangement and funding model and then through the fourteen questions proposed by the seven counties in South East England (SE7), a group working together on SEND'14.

In setting out this School-based Local Offer we aim to cover some technical information as well as some wider descriptions of our work. If any area is not clear, please do not hesitate to contact the school to discuss it.

Surrey LA's Arrangements and Funding Model

In Special Schools the services provided are very much tied to Surrey's policy as set out in their 'Banding Arrangements for School age Pupils (5-16)' document. This describes the arrangements that Surrey LA expect to be in place within a school and the allocated resource attached to the 'top-up' element of the pupil-led funding to meet the individual pupil's special needs.

Pond Meadow School is classified by Surrey LA as a 'Severe Learning Difficulty' school; however, the school meets the needs of pupils with complex, profound and severe cognition needs from P Scale levels 1 through to National Curriculum Level 2/ Entry Level 2 and also provides specific class streams for pupils with Autistic Spectrum Disorder and separate class streams for pupils with high medical and care needs.

Pupils coming to Pond Meadow will typically have an additional funding arrangement ('top-up') associated to 'Band 3' within Surrey's Banding Matrix. These arrangement descriptors are set out below under the headings of:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical
- Staff training and Qualifications
- Staffing Support

In 2014-15 the 'top-up' resource level associated with Surrey LA's Band 3 for an 'SLD' school is £7,000-£7914. For around 80% of our pupils they will receive a top-up element of £7000 equal to 15hrs of individual support to help implement these arrangements. For our pupils with the most complex and profound needs (about 20% of pupils), the top-up element is at the 'enhanced' rate of £7914 providing around 17hrs of individual pupil support. The school week is 30hrs so the individual support covers around half of the week although it can be 'shared' with other pupils through small group work. The 'top-up' does not fund full 1:1 support across the week.

Surrey's Description of Arrangements for Band 3.

Cognition and Learning

- Individualised delivery of the curriculum provided for the pupil throughout the day.
- Significant modification of the curriculum through presentation, timing and recording methods.
- Multi-sensory delivery of most of the curriculum for most of the day.
- Assistance with and alternative recording methods for most curriculum areas.
- Identified staffing to support access to the curriculum and with personal development. Opportunities for reinforcement /learning enrichments to apply skills learnt within the school setting and wider community, support with organizational, life skills and problem solving.
- Sustained specialist interventions, therapies and teaching approaches will ne necessary to support full access to the curriculum.
- In order to support access to the curriculum and for personal development the pupil will require a combination of individual, small group and small class teaching throughout the day.

For some pupils

- Individualised multi sensory delivery of the whole curriculum and throughout the day.
- Enhanced staffing levels (more than 1:1) to promote engagement with learning, to support transitions, to ensure safety within the school and wider community, to support with personal care.

Communication and Interaction

- Frequent and sustained specialist intervention, therapies and teaching approaches are required to enable full access to the curriculum.
- Structured support to foster skills of tolerance of and engagement with the adult led agenda.
- Support to understand social situations and opportunities to apply skills learnt within the school setting and wider community.
- Access to a structured visual environment to reduce anxiety and promote independence.
- Support to transition within the class, school and wider community

For some pupils

- Individualised multi-sensory delivery of the whole curriculum provided for the pupil throughout the day.
- Access to a personalised learning environment.
- Enhanced staffing levels (more than 1:1) to promote engagement with learning, to support transitions to ensure safety within the school and wider community, to support with personal care.

Social, Mental and Emotional Health

- Additional support to implement crisis management plan.
- Support at unstructured times promoting safety social skills and awareness of danger.
- Strategies to manage regular or occasional self harming behaviours.
- Targeted, individual support available for most of the day as a result of a risk assessment,
- e.g. due to challenging /high risk behaviour.

For some pupils

- Specialist support and intervention to address mental health needs.
- Staff trained in the use of physical restraint (e.g. Positive Options) in line with specialist advice and behaviour policy.

Sensory and/or Physical

- Implementation of health professions programmes including medication.
- Daily support from qualified specialist sensory teachers (QTVI/QTHI/QTMSI) and specialist support staff.
- Targeted specialist advice and regular input for school staff on making special arrangements and adaptations to the curriculum, the environment and maintenance and management of specialist equipment. Moving and Handling plans, Health Care plan and Mobility programmes in place.
- Implementation of health professions programmes including medication. May require 2:1 support for personal care/severe/complex physical/medical programmes/ degenerating conditions.
- Access to specialist school nurse and healthcare assistant.

Staff training and Qualifications

- Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional and special educational needs. Staff in all educational settings who are working with children and young people with special educational needs will receive training in the relevant area following the Surrey County Council staff training programmes
- Specialist centre and special school staff will follow a tailored induction and continuing development programme. Where the young person attends a specialist facility with inclusion into the mainstream school the whole school staff will attend relevant awareness raising training, in order to embed best practice throughout the whole school community.

Staffing Support

- Within SLD and ASD special school settings a nominal staffing ratio of 1 teacher and 3 Teaching Assistants for an average of 7 pupils. For pupils requiring enhanced staffing support within these settings a nominal staffing ratio of 1 Teacher and 3 Teaching Assistants for an average of 6 pupils.

