



Educate, Develop, Enrich, Nurture
A member of the Eden Academy

LOCAL Offer

MOORCROFT SCHOOL

A member of the Eden Academy family of schools



Introduction to the School

Moorcroft School is a secondary school for pupils aged 11-19. We cater for pupils with Severe Learning Difficulties, Autistic Spectrum Disorders and Profound and Multiple Learning difficulties. In September 2017 there were 69 pupils on roll.

9 pupils have Profound and Multiple Learning Difficulties. There are 29 pupils with a diagnosis of an Autistic Spectrum Disorder. 38 pupils have English as their first language. Somali, Tamil, Urdu and Panjabi form the next largest groups.

Headteacher: Andrew Sanders

Eden Academy Director for Schools : Jarlath O'Brien

Eden Academy CEO : Susan Douglas

Moorcroft School, Bramble Close, Uxbridge UB8 3BF

Website: www.moorcroftschoo.co.uk

Email: info@moorcroftschoo.co.uk

Telephone: 01895 437799



Grangewood School
A learning community



Moorcroft School
Learning for life



Pentland Field School



The Eden Academy Trust Local Offer – 2017/18

<p>What is the purpose of The Local offer?</p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> To provide clear, comprehensive and accessible information about the provision available; and To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.
<p>How does a child get a place at Moorcroft School?</p>	<p>Parents are welcome to contact the school if they wish to seek a place for their child. The Headteacher invites the parents / carers if they have not already done so, to make a visit to decide whether it provides a suitable placement. The child will also be invited to the school or will be assessed at home by a member of the Senior Leadership Team.</p> <p>New admissions to our School either will have an Education Health Care Plan or be undergoing the statutory process towards such. All admissions to any of the Eden Academy schools come from the local authority in which the family lives.</p>
<p>What type of placement is available at the School?</p>	<p>Most pupils at Moorcroft are offered full time placements. We can offer assessment places, if a Local Authority wishes to evaluate the appropriate provision for a child. For example, if a Local Authority wishes to secure a placement, when a child's needs are not being met by their current school, then a pupil could be accommodated part-time for a limited period, while an assessment is made.</p>
<p>How much support will my child receive?</p>	<p>All pupils are taught in small class groups with the average class size being eight pupils. Every class is staffed by a teacher and has an average of 4 qualified and experienced Teaching Assistants, depending on class size. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.</p> <p>There are four creative therapists on site, who are employed for 80% of the school week. Creative therapy is allocated according to need.</p> <p>There is a two Speech and Language Therapists and two Occupation Therapists, who each work 2 days per week. The Occupational Therapist supports pupils with physical and sensory needs.</p> <p>We have one physiotherapist. He implements programmes that are then carried out by classroom staff. We have an educational psychologist who visits the school regularly to support with pupils who are struggling to achieve their best.</p> <p>The class teacher will ensure that all staff that work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child. If a child's needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that further support is available to them.</p>
<p>How accessible is the</p>	<p>Moorcroft School is on one level. It is purpose built and designed for disabled young people. The doors are wide enough for</p>

<p>School?</p>	<p>wheelchairs to pass through. When taking part in Food Technology lessons; cookers, sinks and work surfaces can be adjusted to wheelchair level. There are overhead hoists throughout the building, so all pupils are able to fully engage in learning.</p> <p>The building is light and spacious, with large well-equipped classrooms and a number of specialist teaching areas.</p> <p>The site is both safe and secure. There is an entrance system to ensure pupils are safe, and outdoor fences are high.</p> <p>We have a large outdoor playground, and there are several, fully secured garden areas.</p>
<p>What resources are available at the school?</p>	<p>ICT provision is excellent. All teaching areas have at least one computer. All computers can be touch operated and are installed with a range of appropriate software to enhance learning. We use “Communicate in Print” to produce resources for pupils. We have 8 interactive plasma screens. These are all touch-operated and can be adjusted to the level of the pupil. WiFi is available throughout the school.</p> <p>The majority of pupils have access to tablet computers and many of these are loaded with software that enables pupils to develop their communication skills. Some pupils are provided with their own communication devices, following an assessment by the Speech and Language Team. We also provide switch access to enable pupils with Multi-sensory needs to communicate better.</p> <p>We have our own hydrotherapy pool with overhead hoists to enable pupils with physical disabilities to access the pool.</p> <p>There is a large hall which is used for PE, assemblies and for lunches for Lower School pupils. In the Sixth Form, there is a large “Life Skills Area” to enable pupils to develop independence skills. This includes a kitchen and café. There is also a separate garden for sixth form pupils.</p> <p>We have a well-equipped darkroom/sensory room, and there is also a Sensory Integration room for pupils with sensory processing difficulties. There is a dedicated department for pupils with multi-sensory impairments. The classroom, in this department, has curtained and quiet areas, to enable pupils to participate in multisensory activities.</p> <p>Pupils with Autistic Spectrum disorders have access to small spaces where they can work quietly and without distraction. ASD pupils have their own workstations and follow a programme based in the TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) system. Classroom have shared “quiet rooms” for individual work.</p>

<p>How do children travel to the School?</p>	<p>The majority of our pupils are eligible for free home to school transport, which is provided by their local authority.</p> <p>Pupils may travel on a mini bus or a taxi with other children from their locality. In addition to a driver, all pupils who travel on home to school transport have an escort who is employed to support the child throughout their journey.</p> <p>Those children that live nearer to the School are often brought to School by a parent.</p> <p>For Hillingdon pupils, further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250008.</p>
<p>What specialist services are available at the School?</p>	<p>A wide number of professionals work in school each week to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • Physiotherapists • Occupational Therapist • School Nurse • Health Care Worker • Music and drama therapist • A teacher qualified in teaching pupils with Visual Impairments. <p>In addition to the above, clinics are regularly held in School for pupils and their families and these include:</p> <ul style="list-style-type: none"> • Orthotics clinics • Wheelchair clinics • Dietician's clinic • School Dentist • Medical appointments carried out by Paediatricians and other Consultants <p>A range of other experts are invited into School and these include:</p> <ul style="list-style-type: none"> • Musicians • Artists • Sports Coaches

What will my child learn at the School?

Lower School

The Lower School includes all pupils from years 7 to 11. In the Lower School, the curriculum is personalised to individual pupil needs, with the clear aim of taking them on the next step on their learning journey.

Lessons are in English, Maths, Skills for Learning & Life, Physical Development, Digital Literacy and Special Projects. As well as music, ICT etc. Promoting independence is one of the core aims of the curriculum. When pupils reach Key Stage 4, there is greater emphasis on developing functional and life skills.

Albert Bridge

Albert Bridge is for those pupils who need a sensory curriculum. We use approaches such as Intensive Interaction and Total Communication to allow our students to make choices and decisions throughout the day, and we provide specialist support for students with sensory impairments.

In Albert we use a wide range of activities including sensory exploration, sensory stories, cause and effect activities and adapted technology provision. Our curriculum strands focus on the development of expressive and receptive skills, problem solving and exploration, skills for learning and life and body control.

Our main goal is to empower our students and develop their self-advocacy skills. We want them to actively communicate their needs and make choices and decisions about themselves as well as learn how to exert control over their environment through a range of highly personalised activities; they are active participants in their learning and their daily routines.

We place a large emphasis on the process of lifelong learning, as we want our students to enjoy the opportunities in life to the fullest, make friends and experience success.

What is more, we always acknowledge that our students are young adults and we reflect this in age-appropriate and highly stimulating activities. We want the personalities of our students to shine through and we respect their individual preferences.

Our students also have opportunities to integrate within both the school and the wider community. This takes place through educational visits, weekly departmental assemblies, cross-school curriculum events and performances.

Sixth Form

In the Sixth Form our overall aim is to make our pupils as independent as possible in their own lives.

A significant amount of time is spent on Home and Community Skills whilst continuing to ensure students reach their personal potential in the core areas of Communication, Literacy and Language. Teaching takes place in modules – some of which are compulsory – but pupils are also to make choices about what they study.

Personalised targets

Each pupil has personalised targets for each unit, set for them by one of the teachers in the Upper School. Students spend a significant amount of time with a key worker, moving between units. This ensures that staff become aware of the specific needs of individual pupils. Pupils will however, not spend all week with their key worker, as they all need to be able to work with a variety of adults. In order to facilitate this, all of our students are also part of a pastoral group, each of which will be led by a teacher.

When joining the Sixth Form, our young people discuss what destination they are aiming for in their future. On this basis, they follow one, or a mixture, of the pathways listed below:

- academic pathway
- employment pathway
- community pathway (including the option of supported living pathway)

The pathways differ in respect of the content and the balance of the timetable.

Courses

As well as their core courses, our Sixth Form students make decisions about what non-core courses they would like to follow.

Accreditation – we offer a range of accredited courses in Key Stages 4 and 5. The include, AQA, Asdan and Equals courses.

Sixth Form courses on offer consist of:

1. Core skills
2. Digital literacy
3. Current affairs
4. Health and fitness
5. Hobbies (chosen by the students) – e.g. gardening, cooking, creativity, dance, beauty etc.
6. Enterprise

	<ol style="list-style-type: none"> 7. Work experience 8. Work training 9. Social relationships – e.g. link with DASH and other Sixth Forms 10. College links 11. Self-reliance <ul style="list-style-type: none"> – home management – food preparation – looking after myself – shopping – community access – e.g. shopping, eating out etc. – travelling <p><u>Residential trip</u></p> <p>We also run residential trips for our Sixth Form students which give them a chance to be more independent, develop their friendships and try something new.</p>
<p>How will I know what progress my child is making at the School?</p>	<p>Pupil's progress and achievement at Moorcroft School is recorded and monitored daily and weekly using evaluations in curriculum folders. Annual progress and achievement is reported in 2 ways during the assessment month of June.</p> <ol style="list-style-type: none"> 1. Key Stage 3 & 4 pupils' current P levels for English, Maths and Science are assessed during moderated assessment meetings between teachers and specialist staff. Levels are assessed using an assessment system established within the academy. P level scores are then compared against the Upper quartile target (using progression guidance 2009) for the key stage to understand who is 'on track' to achieve the target and those who are likely to miss this high expectation. This enables us to ensure appropriate provision is put in place for those whose rate of progress is slower than desired. We use upper quartile targets as these indicate the level of the top 25% of pupils in the country, from the same starting point, and are, therefore, challenging targets for our pupils. We aim to have the majority of our pupils achieving upper quartile targets. 2. All pupils are also assessed against their personal targets (Learning Aims) These are written by the teacher at the end of the previous year in order to ensure continuity of teaching across year groups. Pupils' progress against targets is assessed using MAPP (Mapping and Assessing Pupil Progress). In September, each target is base lined, and then a target set to describe 'good' progress on a 1-10 scale, in one or more of the 4 MAPP continuums. In June, pupils' current position on each continuum is recorded by staff working with the pupils, using evidence in pupil's curriculum folders. If a pupil reaches their target, then good progress is recorded. If they have significantly exceeded their target, then outstanding progress can be recorded, and if they have missed their target then progress is recorded as requires improvement or inadequate.

	<p>These achievement judgments can then be combined to make a final overall judgment about progress.</p>
<p>How will my child's health and well-being be supported?</p>	<p>Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy School and have positive learning experiences throughout their time with us.</p> <p>Considerable emphasis is put on the teaching of Personal Social and Health Education, and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.</p> <p>At Moorcroft, we aim to support pupils in learning to behave appropriately. We believe that behaviour should be addressed proactively not reactively, and that pupils should be treated as individuals with respect and dignity. We believe that pupils' behaviour will be much improved when they have a high self-esteem and clear communication. It is important that pupils' are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown, by verbal and appropriate physical contact, that they are liked and valued.</p> <p>Moorcroft has adopted the philosophy of "Team Teach", a holistic approach that focuses on de-escalation of situations using communication skills, humour, distraction etc...We aim to manage pupils' behaviour through effective communication and by celebrating achievement. There are positive handling plans in place for pupils who are struggling to manage their own behaviour, and these are agreed between the class teams, and parents or carers.</p> <p>If we have concerns about a child's emotional wellbeing we will refer them to our multi-professional team, once we have discussed these concerns with parents or carers. We will then discuss how best to support the child, which may include a fast track referral to the Creative Therapy Team or support from our Family Services Team.</p>
<p>What training do staff at the School have?</p>	<p>We have 10 fully qualified teachers within the school. We have a comprehensive induction package for new staff and offer professional training for all staff. We offer training to improve skills when working with pupils with Autistic Spectrum Disorders and Multi-sensory Impairments. School and Academy staff, together with outside trainers, deliver the training. All staff receive regular manual handling and Team-Teach training. We have two Team-Teach trainers.</p> <p>We have 1 safeguarding lead and 2 deputy-safeguarding officers. All staff receive regular safeguarding training.</p> <p>Service Managers work regularly within the school. These Managers are responsible for Family Services & Safeguarding, Professional Development and Support services and Therapy services.</p>

How does the School support families?	We have a dedicated Family Services Team who run After School Clubs twice a week. We also offer holiday clubs during School vacations. We run regular parent coffee mornings or afternoons and also offer an annual parenting course.
What activities are available to children outside of the school day?	In addition to the above services, the Eden Academy provides other activities such as sibling groups.
How will the School support my child at times of change?	<p>Pupils starting in year 7 undertake a comprehensive transition programme. This involves regular visits to the school during the term before entry. We also meet with professionals from feeder schools to exchange vital information.</p> <p>Annual Reviews from Year 9 onwards focus on helping families prepare for post 16 and beyond. Most pupils in years 13 and 14 attend a college link course once a week. Our transition worker provides advice to pupils and parents about options available when they are 19. She can arrange college visits and assessments days, when exploring suitable placements. All school leavers also have access to a wide range of careers advice. Pupils leaving the school have opportunities to visit their future placements during their final year, and we invite service providers to attend our summer parents' evenings.</p>
What might my child do when they leave school?	The majority of pupils at Moorcroft go on to college placements, when they leave at 19. In September 2017, all of our leavers were placed at Orchard Hill College, whilst one student is now attending West Thames College.
Who was consulted about this Local Offer?	Trustees, members of the Local Advisory Board, parents and the local authorities.

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?	Please contact the Headteacher in the first instance. If you still have concerns you should follow the Academy's complaints procedure, available from the school.
How will The Local Offer be reviewed?	The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.
Who can I contact for	If you require any further information the School please do not hesitate to contact the school office on 01895 437799, or

further information about
the School?

email info@moorcroftschool.co.uk