



'Nurturing Minds, Shaping Futures'

### **Local Offer**

Sketchley School is an independent day school for pupils aged 7–19 with autism and associated conditions. All pupils attending our school have an Education, Health and Care Plan (EHCP).

This Local Offer outlines the support we provide for pupils with special educational needs and disabilities (SEND), in line with the Special Educational Needs and Disability Regulations 2014.

It is reviewed annually and updated throughout the year as required.

### **What types of SEND do we provide for?**

We cater for pupils with needs across the four broad areas identified in the **SEND Code of Practice**:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**

All pupils at Sketchley School have a diagnosis of autism and associated communication, sensory, or learning differences. Class sizes are small (maximum **6 pupils**) to ensure a personalised approach.

### **How do we identify and assess pupils' needs?**

We follow the **Assess – Plan – Do – Review** model:

1. **Assess:** Ongoing observation, assessment and discussion with staff, specialists, parents and pupils.
2. **Plan:** Support strategies and interventions agreed and recorded.
3. **Do:** Staff deliver personalised teaching, interventions, and support.
4. **Review:** Regular evaluation of progress, with updates shared with parents.

### **Who are our key members of staff?**



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**Chris Campbell**, Headteacher, is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met (by delegating responsibility to the Senior Leadership Team and class teams)
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

The SENCo, **Sarah Robinson**

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oversees assessment processes and supports teachers in understanding each pupil's needs.

### **How will parents/carers be involved?**

Parents/carers are central to everything we do. We involve you through:

- Regular meetings and review discussions
- Frequent communication and updates
- Joint planning of targets, strategies and support
- Annual Reviews to evaluate progress towards EHCP outcomes

We recognise parents as experts on their children and value their input.

### **How are pupils involved in their support?**

Pupils are encouraged to take an active role in:

- Talking about what helps them
- Setting targets
- Reflecting on progress
- Preparing for transitions and adulthood

We adapt discussions and materials so that all pupils can share their views meaningfully.



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## How do we track progress?

We use:

- Regular teacher assessments
- Individualised learning targets
- Formal review points
- Annual Reviews linked to EHCP outcomes
- Provision Maps, Earwig, Evidence for Learning and Teacher Assessed Grades

Progress is shared with parents and pupils throughout the year.

## How do we support transitions?

We provide bespoke support for:

- Starting at Sketchley School
- Moving between year groups
- Key transition points (e.g. end of Year 8, Year 11)
- Preparing for adulthood, including:
  - Further education
  - Employment pathways
  - Independent living skills
  - Community participation

Our **Preparation for Adulthood** curriculum is delivered to every year group.

## What does teaching and support look like?

Our teaching includes:

- Quality First Teaching
- Differentiated learning
- Highly structured environments
- Small class sizes
- Where needed, targeted 1:1 or small-group interventions

Each class has at least one Teacher and one Teaching Assistant.



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### **How is the curriculum and environment adapted?**

We make a range of adjustments including:

- Specialist equipment and sensory supports
- Personalised communication approaches
- Clear visual structures and routines
- Explicit teaching of skills
- Flexible groupings
- Quiet spaces for regulation
- Communication-friendly classrooms with visuals, prompts and sentence stems
- Staff modelling high-quality spoken language

### **What communication approaches do we use?**

We use a range of evidence-based methods:

- PECS (Picture Exchange Communication System)
- AAC (Augmentative and Alternative Communication)
- Makaton
- Visual timetables
- Sentence stems and structured talk
- Social communication groups
- Therapeutic support from our therapy team

### **How do we ensure inclusion and equity?**

We provide:

- Differentiated learning activities
- Pupil voice opportunities
- A rights-based, person-centred approach
- Reasonable adjustments to enable participation in all activities

### **How accessible is Sketchley School?**

- Sketchley Hall site is wheelchair accessible with ramps and a lift.
- We have disabled toilets
- Visual timetables are used in all classrooms.



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- We have an accessibility plan.

### **What training do staff have?**

All staff receive continuous professional development in:

- Autism practice
- PDA
- Communication support
- SEMH needs
- Sensory processing
- Behaviour regulation strategies

We also work with external specialists to enhance provision.

### **How do we evaluate the effectiveness of our SEND support?**

We use:

- Data tracking
- Classroom observations
- Pupil and parent feedback
- Regular monitoring of interventions and strategies

This ensures support remains appropriate and impactful.

### **How do we support pupils' emotional and social development?**

We offer:

- Pastoral support and mentoring
- Peer support opportunities
- ELSA-trained staff
- Anti-bullying education
- Therapy support
- Personalised wellbeing plans

Pupil voice is prioritised in all safeguarding and wellbeing discussions. We have a school council which all pupils have the opportunity to volunteer for. Please read our student voice local procedure.



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### **Do we work with external agencies?**

Yes. We work closely with:

- Health services
- Therapists
- Local authority SEND teams
- Social care
- Voluntary agencies

This helps us provide holistic support based on each child's EHCP.

### **Who else can support me?**

Support from other services may be accessed as appropriate, for example;

- Educational Psychology Service
- Impaired Team and Autism Outreach
- Speech and Language Therapy
- Early year's services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

### **What if I have a concern or complaint?**

We follow our school's Complaints Policy, which explains:

- How to raise a concern
- Timescales
- Who will respond
- What to do if you are not satisfied

A copy of this policy is available on our website.



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**For further information on the local offer, please visit:**

[What is the Local Offer | Leicestershire County Council](#)

[Revision of the 'SEND code of practice: 0 to 25 years' - GOV.UK](#)