



Samuel Laycock School Offer- Oct18

Which students should attend Samuel Laycock School? –

Admissions and provision:

Samuel Laycock School is a secondary school for pupils aged 11yrs to 16yrs.

MLD

Most students at Samuel Laycock School have an Education Health and Care Plan, outlining their principal area of need as Moderate Learning Difficulty (MLD). This means that their cognition is extremely low relative to the population as a whole (around the first to second percentile) but that they do not require the most intensive support that is offered in Tameside by Cromwell High School (where students are usually around the 0.1 to first percentile). This means that, for Samuel Laycock students, the national curriculum needs to be adapted to their level of understanding as they progress into the secondary years and that they require a curriculum dedicated to teaching them about the pathways to as independent an adulthood as possible in a way that is effective in preparing them for the next stage of their education. Usually this means that most GCSE qualifications are inappropriate for our students who typically require a more functional approach to their curriculum and the accreditation at the end of their secondary education. Our usual qualifications at Key Stage 4 (the last two years of secondary) are Entry Level and Functional Skills qualifications.

It is important to note that underlying cognition levels indicating MLD are not the same as attainment at these percentile levels. Some pupils will have such low levels of attainment relative to their mainstream peers because of other barriers to learning such as Social, Emotional or Mental Health (SEMH) difficulties, Attention Deficit Hyperactivity Disorder or Autism. Where these pupils do not have moderate learning difficulties in their underlying cognition they may not experience the needs that Samuel Laycock is set up to meet.

ASC with Learning Difficulty

Students in our Autistic Spectrum Condition (ASC) base experience significant difficulties in learning due to their autism and usually have low cognition relative to the general population (usually up to the tenth percentile). Occasionally students may have higher underlying cognition but experience severe difficulties in learning due to the intensity of their ASC characteristics, again making most GCSE qualifications inappropriate and requiring a more functional approach to their curriculum in order to optimise their preparation for the next stage of their education and journey to adult life, resulting in Entry Level or Functional Skills qualifications.

Secondary Learning Needs

Some students with the primary needs outlined above may have an additional area of need; for example; an Autistic Spectrum Condition (ASC) diagnosis, Attention Deficit Hyperactivity

Disorder (ADHD), Social, Emotional and Mental Health (SEMH) need, or Specific Learning Difficulty such as Dyslexia or Dyspraxia. Our school is committed to working in partnership with the local authority and advisory partners to seek to meet these needs to maximum extent that is reasonable for a school of our nature.

Sensory or physical needs

Some students with the primary needs outlined above may have an additional area of sensory or physical need; hearing impairment, visual impairment or physical disability. Our school is committed to working in partnership with the local authority and advisory partners to seek to meet these needs to the maximum extent possible. Our school is fully physically accessible.

Admissions

Although parents may request a place at Samuel Laycock School from their Local Authority, places are only allocated by the Local Authority to students who have needs as described above that are specified in an Education Health and Care Plan (EHCP) through the statutory assessment process as described in the Special Educational Needs and Disability Code of Practice 0 to 25 Years (June 2014). See the Local Authority Local Offer online guidance on how to apply for an EHCP.

What does Samuel Laycock want to achieve for its students?

Aims:

At Samuel Laycock school we aim to ensure that every student is happy, feels safe and enjoys success which is recognised and celebrated. We strive for this through teaching students:

- About the world they live in through the national and wider curriculum including the natural world, human society and their own options and choices as they grow and develop towards adulthood.
- The skills needed to be effective in the world including communication and literacy, numeracy, working with others, improving their own learning and vocational skills.
- To be confident, caring, safe citizens and to become comfortable in their own identity and the care and kindness that they have to offer to others.

This is underpinned by the Samuel Laycock school values of **RESPECT** (Resilience, Effort, Safety, Politeness, Equality, Courage, Truth) which are threaded through every aspect of the school day.

What does Samuel Laycock provide for its students?

Provision:

Learning about the world

Schemes of work in each curriculum area of the National Curriculum and other statutory subjects, including Careers, specify the broad, balanced and relevant content that students study.

Learning to be effective in the world

In addition to learning key skills in specific subjects such as English and Maths, each student has an Individual Education Plan (IEP) that is derived from their Education, Health and Care Plan and specifies the next steps in the development of their core, essential skills.

Learning to be confident, caring, safe citizens

In addition to learning in Personal, Social, Health and Citizenship education, including sex and relationship education, our school's RESPECT values are reinforced across the curriculum and celebrated through our reward points system.

Vocational Curriculum

Pupils are supported to develop independent learning and living skills through access to learning opportunities in the local community, such as:

- independent travel training programmes, or bussing experience programmes
- work-related learning opportunities, including visits and placements in the local community
- promotion of other learning and social partnership opportunities with interested organisations in the local community. (eg work in local community care homes)
- appropriately supported or independent link programmes with Tameside and other local providers, in order to ensure a successful move to appropriate post 16 pathways and courses at the end of Year 11, enhancing vocational training and employment opportunities

Specialist teaching

The majority of students at Samuel Laycock School will require the curriculum to be taught in precisely targeted small steps with high levels of practice and opportunity for consolidation in order to develop and maintain skills, make progress and embed learning and personal development.

Students benefit from a creative curriculum including aspects of the arts and performance. They experience learning in an Information Technology-rich environment, preparing them for life in an increasingly complex and technologically advanced world.

Active Learning

Students are often encouraged to lead their own learning, through strategies of research and problem-solving and having a proactive involvement in lessons.

Pupils' learning in Key stage 4 is usually accredited through Entry Level and Functional Skills qualifications and through the ASDAN award scheme. Where appropriate, alternative qualifications will be delivered to ensure that each student's achievements are recognised at their optimum level.

Staff support

Students are taught in classes usually no bigger than 10-15 pupils and receive additional support and guidance from at least one Teaching Assistant per class (but often two depending upon the needs of students) who remains with the class across the week.

Samuel Laycock has a 'team around the child' approach whereby the class Tutor, as well as

teaching the students in their group for part of the week, leads the Teaching Assistants in a class team to monitor progress and plan support as and where necessary.

Class grouping

Students are grouped into classes to reflect their learning needs, social needs and age. Wherever possible classes of similar age are timetabled to allow students to be regrouped for English and Maths so that their learning needs in each core subject can be most precisely targeted.

Individual Education Plans

Each student at Samuel Laycock has an Individual Education Plan (IEP) derived from their EHCP in partnership with parents at their annual review of EHCP. Targets are developed for the key skill areas of; Communication, Reading, Cognition, 'Working with Others' and 'Improving own Learning'. The targets in this plan are then addressed across the curriculum and evidence of success fed back to the class tutor and class team.

Personalisation

Where necessary we personalise the curriculum to meet specific learning and social development needs. Some students benefit from bespoke programmes linked to particular areas of individual personal and social care needs, including medical needs, moderate levels of sensory impairment, speech and language therapy needs and areas of behaviour and emotional difficulty.

Autism Provision across the school

Students who present with an ASC diagnosis benefit from a clearly structured personalised curriculum designed to meet their individual needs through working with appropriate motivators, addressing restrictive behaviours and focussing on each student's wellbeing and mental health. Key strategies used are TEACCH- including visual schedules, structured teaching, clear expectations and boundaries, reward activities, social communication training and a Sensory Diet.

Samuel Laycock fits within the range of options Tameside has for students with ASC requiring specialist provision, alongside the Resource Base at St Thomas More RC High School, where learners have additional support but are able to benefit from accessing the majority of their learning through the mainstream curriculum, and Cromwell High School providing for more complex students requiring the most intensive support at secondary level in the borough.

Pastoral & Health Needs:

Students who meet our provision map criteria for Moderate Learning Difficulties and/or Autism may have additional pastoral needs. We employ a Welfare Manager to coordinate the provision in these areas:

- personal care
- health and therapy needs
- social, emotional and mental health needs

Personal care

No student should be unnecessarily disadvantaged because they need assistance with personal care- including girls learning to manage as they go through the teenage years. Our school will make sure they have their needs met with respect and dignity.

Health and therapy needs

Samuel Laycock will work with health professionals and therapists to ensure that health and therapy needs- that it is necessary to meet during school time- are supported by our school in partnership with health professionals.

Social, Emotional and Mental Health needs

In addition to the support and guidance from school staff Samuel Laycock employs, part-time, a counsellor to support our students on a prioritisation basis. We also run regular courses and modules to support students in their personal and social development. Students who meet our provision criteria and also experience difficulties with their behaviour are supported through a solution-orientated behaviour policy, detailed 'Promoting Positive Behaviour Plans' and staff trained in Team Teach de-escalation and, where reasonable, proportionate and necessary, strategies to keep everyone safe physically.

In sum:

Samuel Laycock was a local poet of the 19th Century and our school agrees with his proposition from one of his poems:

*“Tis goodness not greatness that maketh the true
human*”*

*in the 19th Century original the last word was “man”