

## Littledown School

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Littledown School specialises in supporting children who have social, emotional and mental health difficulties (SEMH). We aim to provide a safe stimulating environment where children develop the skills which enable them to be included in their communities. We do this by empowering pupils with self-confidence through developing their ability to respect others and themselves. This empowerment will help the children learn to manage their emotional and behaviour difficulties.

### Who to contact

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### Where to go

<b>Name</b>	Littledown School
<b>Address</b>	Queens Road Slough Berkshire
<b>Postcode</b>	SL1 3QW

### When is it on?

<b>Date &amp; Time Information</b>	Monday to Friday, Term Time only
<b>Session Information</b>	0900-1445

### Other details

<b>Notes</b>	<p>Littledown is a special school which supports children with social, emotional and mental health difficulties. Littledown School is currently funded for up to 33 primary aged pupils (4-11years), with Education, Health and Care Plans (EHC). The school is also funded for 13 alternative provision places for primary aged pupils who are at risk of exclusion from a mainstream primary school. We aim to empower pupils with self-confidence, developing their ability to respect others and themselves. This empowerment will help pupils learn to manage their emotional and behaviour difficulties in a range of settings and situations. The school follows the National Curriculum, differentiated for individual pupils where necessary. Curriculum days enrich the pupils learning; these include music days, community days with local agencies such as Aik Saath, Enterprise Days and Sports and Well-being days. The school works closely with parents in order to fully support the holistic needs of the individual child. A Family Support Worker is employed to help support parents through the Families First agenda. We offer a range of support programmes including; full time provision, dual placements, assessment and reintegration programmes, intensive outreach support, pupil training courses and a nurture</p>
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provision. We aim to support any primary aged child who is a Slough resident or placed within a Slough School who is at risk of permanent exclusion. Mainstream schools that have identified a pupil as being at risk of permanent exclusion can make a referral for support from Littledown and any of its provisions by completing an Early Help Assessment form and submitting it to the Primary Behaviour Panel. This panel is held monthly.

## Local Offer

### Local Offer Description

- Littledown School specialises in supporting children who have Social, Emotional and Mental Health difficulties (SEMH). We aim to provide a safe stimulating environment where children develop the skills which enable them to be included in their communities. We do this by empowering pupils with self-confidence through developing their ability to respect others and themselves. This empowerment will help the children learn to manage their emotional and behaviour difficulties.
- Young people face an uncertain future in a rapidly changing world. They need to face it with confidence and the ability to adapt, to grasp new opportunities and to develop skills throughout their lives. At Littledown School we aim to prepare our pupils for continued change by teaching values, morals and beliefs, as well as spiritual and personal understanding. This knowledge, together with the skills and experiences of our special school programme will enable our pupils to face the challenges of success in the 21st century.
- Littledown School is part of the Specialist Education Trust – a multi-academy trust alongside SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service).

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<b>Links</b>	<a href="#">School Website</a>
<b>Local Offer Age Bands</b>	Primary (4-10 years)

### Extended Local Offer Response

[Click to expand](#)

#### Special Educational Needs Policy

- Littledown School has a Special Educational Needs Policy. It is reviewed every year. The most recent review coincides with the Government's change in SEN policy and the revised Code of Practice.
- All policies from the Local Offer are available on the school website: [www.littledownschool.co.uk](http://www.littledownschool.co.uk)
- The School provides places for up to 33 children. All pupils have an Education, Health and Care (EHC) plan or are going through statutory assessment. When pupils leave at the end of year 6 they will transfer either to a local secondary provision for pupils with SEMH or in some cases pupils return to

mainstream education.

- The school is also funded for 13 alternative provision places for primary aged pupils who are at risk of exclusion from a mainstream primary school.
- These are provided for through nurture placements and intensive outreach support. Allocations are made in consultation with the Primary Behaviour Panel.
- The school provides support for pupils with the following conditions/diagnoses: Social, Emotional and Mental Health difficulties, Speech and Language Difficulties, Autistic Spectrum Disorders (ASD), Attachment Difficulties and Oppositional Defiance or Conduct Disorders. If a pupil displays behaviour that is restricting learning and social development and the child does not have a severe learning difficulty then the school will consider a placement.

## **Teaching and Learning**

### **What additional support can be provided in the classroom?**

- Class sizes are small in order that pupils can access high quality teaching and support. There is a minimum of 2 adults per class - a teacher and a teaching assistant. This would increase dependent on pupil needs. The maximum amount of children in a class at one time would be 8.

### **What provision do you offer to facilitate access to the curriculum and to develop independent learning?**

- The school follows the National Curriculum and children are placed in class groups according to their chronological age. Although teachers plan from specific year group schemes of work, the work is differentiated to meet the varying needs of all children. This ensures that all pupils are working at a level which ensures success as well as appropriate challenge. Additional learning support is provided where pupils are performing at significantly lower level than their peers.
- There are 2 play sessions each day. All play sessions, whether indoors or outdoors are supervised by staff. Outdoor play sessions are structured and pupils are encouraged to participate in adult led physical activities/games.

### **What ongoing support and development is in place for staff regards supporting children and young people with SEN?**

- Staff regularly undertake training to ensure they are meeting the needs of pupils from an academic as well as a pastoral basis. This training is completed through INSET sessions. INSETs cover learning as well as SEN training. Teaching staff regularly meet to review policy and teaching strategies as part of Teacher Development Meetings (TDM). All staff have been and will continue to be

consulted in relation to changes to the school's curriculum. All staff are trained in positive behavior management techniques. Staff meet daily to review learning and behaviour. Issues are discussed and strategies reviewed in order to best meet individual pupil needs.

- Staff regularly review pupils' individual education plans (IEPs). These plans address learning, social, emotional and behavioural progress. These are discussed with pupils and parents on a termly basis.
- The Special Educational needs Coordinator, SENCO, is also able to access additional or more specific support for both the pupils who may need it and for targeted staff training when needed.

### **What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?**

- On entry to Littledown School pupils are placed on a 1:1 baseline assessment programme. Academic assessments are completed to ensure pupils are taught in class at the appropriate level. A pupil's behaviour, social and emotional functioning is also reviewed through informal observations. This helps inform transition into the main school class environment. The transition is completed gradually to minimise anxiety.
- Pupils are assessed termly. They are given readers, scribes and additional time dependent on their academic levels and emotional ability to complete assessments. Staff who know the pupil well support them during these assessments and tests.
- These Access Arrangements are also put into place for standardised tests (SATs) in accordance with statutory guidelines. All staff have had training in regard to support with access arrangements.

### **How do you share educational progress and outcomes with parents?**

- Parents and Carers are invited to attend Individual Education Plan (IEP) review meetings termly. Both the family and child are encouraged to participate in reviewing and setting new targets. Where possible these reviews are often held alongside PEP (Personalised Education Plan) and LAC (Looked After Child) reviews.
- All children have a Boxall profile assessment which profiles their emotional development and two targets are set termly in order to support emotional and social development alongside academic progress. Progress for all targets is shared with parents and other agencies where appropriate.
- Progress reports are sent home twice a year – March and July. The mid-year report provides a condensed review of progress in key subjects, including levels, as well as behaviour. It also provides attendance

information. The summer term report provides information on all subjects as well as progress, levels and attendance. Online reports are sent home to parents termly.

- If a pupil has an EHC plan then an Annual Review of the progress made in relation to annual targets and provision is completed. The annual review targets feed into the termly IEP targets, which in turn feed in to the weekly class based targets thus ensuring all objectives are being met.

#### **What external teaching and learning do you offer?**

- The school provides a variety of off-site and external learning providers to enhance the curriculum. Weekly reward afternoons consist of a range of activities these include: sports activities, museums, animal centres (farms, nature reserves), art, music and theatre.
- The school has worked closely with local sports clubs to provide after school activity sessions.
- The school is part of Slough School Sports Network which organizes events and tournaments such as New Age Curling, Boccia and Five-a-Side Football.
- In order to enhance the daily timetable the school provides additional literacy support from a qualified literacy support teacher, Forest Schools, street dance, library sessions at The Curve and swimming at Montem Leisure Centre.
- To promote enterprise learning pupils will visit local businesses such as Thames Water and Hounslow Highways.
- In year 6 pupils undertake their cycling proficiency through Bikeability which gives them the confidence, practical skills and understanding of how to cycle on today's roads.

#### **What arrangements are in place to ensure that support is maintained in "off-site provision"?**

- All external providers are asked to provide a current DBS clearance before they start working with pupils. These are checked and reviewed regularly. All visits are risk assessed and staff accompany all pupils on these visits.
- On the rare occasion that a pupil is unable to remain within the main class group, an alternative off site education provision may be sought. The providers for this provision are fully checked against DBS and vetting lists. Education is monitored weekly including visits to the provision. Pupil work is provided by the school and marked in accordance to the school's marking policy.

#### **What work experience opportunities do you offer?**

**Identifying and  
Assessing  
Special  
Educational  
Needs**

- The school has links with Enabling Enterprise which is a social enterprise set up to equip young people with the skills, experiences and aspirations they need to succeed in life through bringing the world of work into the classroom.
- The school welcomes students on work experience at varying levels (school pupils to teacher training students).
- At Littledown most pupils have an EHC plan or are undergoing statutory assessments. Some pupils within the Nurture provision have not begun this process; however throughout the placement in the Nurture provision may undergo assessment which can often form the basis of a report that supports the assessment process.
- The school provides support for pupils with the following conditions/diagnoses: Social, Emotional and Mental Health difficulties, Speech and Language Difficulties, Autistic Spectrum Disorders (ASD), Attachment Difficulties and Oppositional Defiance or Conduct Disorders. If a pupil displays behaviour that is restricting learning and social development and the child does not have a severe learning difficulty then the school will consider a placement.
- Through continual assessment further educational needs may be identified by staff and strategies put in place to address these difficulties.
- The school can provide comprehensive reports to support the statutory assessment process where they have been involved with the pupil on outreach or where the pupil has attended the school in an assessment place.
- Early Help referrals are completed if necessary. These are completed by the Designated Child Protection Teacher or the SENCo.
- The schools works with a range of professionals to further support this assessment process including Educational Psychologists, staff from the Autism Support Service, Speech and Language Therapists, Occupational Therapists, Art Therapist, CAMHS, the school nurse and Social Care.
- Through regular parent / school reviews new needs can be identified and assessed.
- The school will actively seek support from external agencies to address complex needs or complete further assessments if necessary.
- Young people and parents are encouraged to let staff know if they are finding anything particularly difficult. There are open lines of communication for pupils and parents. Pupils are encouraged to talk to any adult within the school or can request to speak to a preferred adult. The school has a mobile phone that is always on and parents can use this to contact school before, during and after usual school times.
- The school works closely with Local Authorities (LA) in promoting the education

and welfare of LAC. The designated child in care teacher or SENCo attends regular meetings to ensure the school is kept up to date with the information regarding LAC. The school also reports specific data through to respective LA's.

- Pupil premium is used to help certain groups of pupils access specific opportunities – this could be additional adult support, complimentary therapies or extra-curricular sessions. The use of pupil premium is stated in a document that can be viewed on the school's website. <http://littledownschool.co.uk/about-us/pupil-premium/>

### **Involving Parents and Children and Young People in Planning and Reviewing Progress**

#### **What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?**

- The majority of pupils have an EHC plan. Parents and carers are always invited to the review process organised by the School's SENCo.
- Both parents and the pupil can discuss progress, share achievements and discuss concerns. All invited can provide suggestions in developing annual targets. Staff known to the child will speak to them prior to the meeting to gain their views.

#### **What arrangements are in place for children with other SEN support needs?**

- Littledown School works closely with a range of professionals who support the children who attend the school. These include staff from the Autism service, Speech and Language service, the Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy service, the school nurse and the Educational Psychology Service. We also have an Art Psychotherapist, who works with some children at the school to support their anxieties and emotional difficulties.
- The school uses the school nursing team to provide support in training for managing pupils with specific medical difficulties as well as writing care plans.

#### **How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?**

- As a part of the young person's induction in to the school, parents are given the opportunity to meet key members of staff. The pupil will meet most members of staff on their baseline induction programme. There is also a staff and governors photo board opposite the reception area in the School building.
- The staff at Littledown are professional, courteous and friendly at all times. Parents and Carers can speak to any member of staff about their concerns or to forward on praise. These will then be passed to an

appropriate staff member to deal with if necessary.

- The school's safeguarding and complaints policies are available on the school's website. These are also given to parents and carers at the initial induction meeting. <https://littledownschool.co.uk/families/policies-documents/>
- The school's safeguarding governor's contact details are available on the school website.
- When signing in as a visitor on the school premises, guests are asked to read and sign to agree to follow safeguarding procedures within the school.

### **Do parents have to make an appointment to meet with staff or do you have an Open Door policy?**

- Due to the small numbers of children attending Littledown, staff are able to have very regular contact with parents. We endeavour to make time to meet with parents, whether they have made an appointment or not.
- Many pupils are transported to school by school transport (minibus). Escorts are usually support staff in class and this enables parents to have regular daily contact.
- Parents who contact the school by phone or text will be communicated to as quickly as possible, usually within the same day.

### **How do you keep parents updated with their child/young person's progress?**

- Academic progress is reported to parents at the end of each term via online reports and at the end of the Spring and Summer terms in a written formal report.
- A full report will be sent out towards the end of the school year. Progress will also be shared at termly IEP meetings, PEP/LAC reviews, CP conferences and Annual Review (or EHC) meetings. Teaching staff are always happy to discuss more specific progress with you at any point, if you have any concerns.

### **How can parents give feedback to the school?**

- At any school based review meetings, parents have the opportunity to give the school feedback.
- Parents / Carers can contact the school at any time to express concerns. This is reiterated at the initial induction meeting.
- The school completes annual parent and pupil surveys to gather views on the school.
- There is access to Parent View on the school website as well as a "comments" section. <https://littledownschool.co.uk/families/parent-view/>

### **Do you have home/school contracts?**

- Yes. Parents/Carers and pupils are given the home-school agreement at the initial induction meeting. It is fully discussed and the staff representative (usually the Deputy Head Teacher), the parents and the pupil sign it. It is then reviewed annually at the October IEP meeting.

**What opportunities do you offer for pupils to have their say? e.g. school council**

- Pupil views are collected annually as part of the pupil survey.
- Pupils are encouraged to share their opinions appropriately when the need arises. Staff will collate the views and discuss in staff meetings.
- We have PSHE days where there is a specific theme and pupils can express their opinions regarding it (previous days have included designing the front garden and Team Teach).

**What opportunities are there for parents to have their say about their son/daughter's education?**

- We welcome parents sharing their feelings about their child's education. We have regular opportunities at review meetings and at annual reviews although we are always happy for parents to talk to us in between these more formal opportunities.
- Parents are consulted at the Induction meeting on their child's likes and dislikes and are encouraged to share strategies that have been successful in managing their child in the past.

**What opportunities are there for parents to get involved in the school or become school governors?**

- If there is a vacancy for a Parent Governor, the school will send home letters to parents and advertise this on the school's website.
- Parents are invited to attend curriculum afternoons and celebration assemblies.
- Parents of Nurture children are invited to attend some breakfast sessions.
- Parents are sometimes invited on educational visits and activities: if you are happy to be involved in this way, please let us know.

**Additional Support**

**Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**

- Yes. A range of staff can support parents in reading information and completing paperwork. The school has a Family Worker who will support the families they work with, otherwise Learning Mentors, class staff and the members of the Senior Team and/or Senior Leadership team, including the SENCo can help. We also have staff who can speak Urdu and translate simple documents.

**What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?**

- Parents and Carers are able to contact the school in order to find out any information related to education. If a query is unable to be answered by school, the parents or carers will be signposted as to which agency to contact.
- The school sends home information from relevant agencies regarding information about courses that may be of interest to parents to support their child's needs.

**How does the school help parents with travel plans to get their son/daughter to and from school?**

- These are discussed at the Annual Review. The school has Travel Plan which highlights key information regarding travel for all pupils.
- From September 2014, the school will provide a heavily subsidised travel assistance programme for pupils no longer eligible for travel from the Local Authority.
- The school supports families by liaising with the LA's transport team where appropriate.

**Extra Activities**

**Do you offer school holiday and/or before and after school provision? If yes, please give details.**

- Littledown School offers a rolling programme of after school activities. The clubs offered include sports, arts and crafts and cooking. They run for half a term at a time. Pupils can attend these clubs as long as their behaviour is appropriate during the school afternoon and whilst they attend the club.
- The school sends home information from relevant agencies regarding clubs out of school run by external providers.
- The Family Worker will take some children to extra-curricular clubs as part of their remit.

**What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

- All after school clubs are funded by the school.
- Lunchtime activities are run as part of the structured school day.

**How do you make sure clubs, activities and residential trips are inclusive?**

- All reward afternoons are run on the same criteria. Pupils must achieve said criteria to attend these activities.
- All after school clubs are funded by the school. Transport is sometimes available if necessary although parents are asked to collect children.
- Parents are sent letters and have phone calls to inform them of after school activities.

- Y6 pupils have the opportunity to attend a residential trip. This is fully funded by the school as it promotes positive attitudes to learning, team work and develops positive social interaction.

### **How do you help children and young people to make friends?**

- The school runs frequent Family Funs sessions which support both the child, their parents and their siblings with social skills as well as supporting their academic learning through fun activities.
- All children who attend Littledown have difficulties with developing appropriate social skills and social interaction.
- Staff teach children explicit skills in PSHE lessons around making friends, playing nicely, turn taking and sharing. These skills are woven into the structured activities throughout the school day.
- Pupils are encouraged to use a buddy system if there are children who are finding social interaction particularly difficult. These sessions are supervised by staff and pupils are guided to complete activities or games together.
- Staff and pupils complete debrief and restorative intervention sessions to rebuild fractured relationships after incidents.
- Tolerance and support of each other is valued highly at Littledown School. We encourage and direct pupils to actively help each other both socially and at work. From this grows a respect for others and readiness to support and care for each other in the community and world at large.
- Staff lead by example at all times and model to the children positive behaviour, communication and social skills.

### **Meeting the Social and Emotional Needs of Children and Young People with SEN**

- Littledown School believes that if young people are not healthy they will not learn. We therefore make sure that young people's needs are met as fully as possible; healthy snacks and lunch are provided, academic and pastoral support remain our focus and healthy lifestyles encouraged. All staff are trained in Child Protection (safeguarding) and have completed a one day paediatric first aid course.
- All staff have current enhanced DBS clearances.

### **What is the school's policy on administering medication?**

- All children with specific medical difficulties have a care plan that has been written by the school nursing team.
- Staff are trained to administer specific medications.
- The school has a locked medicine cabinet where all pupil medication is stored. If a pupil requires medicine throughout the day this has to be agreed by the parent in writing and signed.

- When the medication is given to a pupil, there must be an adult witness and the 2 adults plus the child sign to say it has been received. A running total of medication kept and parents are informed when medication is low. It is the parents responsibility to ensure the appropriate medication is at school.
- The school follows a Medical Conditions at School Policy.
- On induction parents/carers are informed of school emergency procedures and sign to say they have understood the procedures to be followed.

**How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

- If a child has a specific medical condition the school nurse is invited in to speak with staff. The school nurse would then complete the care plan. This care plan is then shared with all staff and displayed in the appropriate areas (classroom, kitchen, office, staffroom).
- At the end of each day, all staff have a debrief meeting at which the children at Littledown school are discussed. This provides the opportunity to share the most current information to the appropriate staff.
- All pupils have a file on the schools shared drive which contains all the relevant information relating to their specific needs; copies of care plans, CAMHS reports, OT reports and SALT reports are stored here for quick reference.
- All pupils have a Positive Handling Plan (PHP) that identifies specific information about a child. These are updated at least termly but when necessary. They are shared with parents and key staff. A copy is stored in the staffroom for new staff to look at before going in to class.
- Some medical issues - especially relating to CAMHS are discussed at IEP or PEP/LAC reviews. This information is recorded in the minutes of these meetings.
- In some cases TAC (Team Around the Child) meetings are called and this information could be discussed there.

**What would the school do in the case of a medical emergency**

- If there was an emergency the school would follow its Emergency in School Procedures. <http://littledownschool.co.uk/staff/policies/>
- In case of a medical emergency the school would assess the situation and call 999 if appropriate. Staff would accompany the child at all times until a family member could be present. The parent would be called after 999 had been notified.

**How do you ensure that staff are trained/qualified to deal with a child's particular needs?**

- Littledown School identifies the need for training dependent on the pupils in school.
- The designated health and safety co-ordinator regularly monitors all medical equipment and procedures.
- Some staff are trained specifically to identify the needs of certain groups of children (Epilepsy Champion, Diabetes Awareness).
- All staff are trained in managing a situation if a pupil attends with a potentially life threatening condition (i.e. Anaphylaxis, Haemophilia, Epilepsy)
- Intermediate and Advanced Team Teach trainers must have a current first aid certificate. The school's swimming instructor has current first aid certificate.
- The school will involve all agencies in ensuring staff are aware of specific needs other than medical needs. These may include meeting with Speech and Language Therapist, Occupational Therapists, Art Therapist, Educational Psychologist, CAMHS, GPs, School Nurse, ASD Service. The school will incorporate training from these services as part of their INSET programme.

#### **Which health or therapy services can children access on school premises?**

- Littledown School employs an Art Therapist. Pupils can access these services during the school day. The Art Therapist can also offer family therapy.
- The school incorporates education from the Sexual Health Awareness team, the school nursing team and the school dentist.

#### **Social and Emotional Support**

- The school has an anti-bullying and behaviour policy in place. These ensure that pupils are kept safe at all times. They are available to view on the school website. <http://littledownschool.co.uk/staff/policies/>
- Any bullying incidents are dealt with promptly and are discussed with the children involved and their parents. Restorative interventions are used if necessary to rebuild relationships.
- Staff monitor pupils in class constantly. Children are never left unattended. Class staff have weekly meetings where they review classroom practice and discuss pupils. Changes in patterns of behaviour are discussed and monitored and requests for additional support are made to the SENCo if concerns are identified.
- Pupils displaying aggressive behaviour will be asked to leave a classroom or social area. The situation will then be discussed with that child when deemed safe and appropriate.
- Any pupil displaying dangerous behaviour that could cause harm to themselves, other people, a serious disruption to the good order of the school or serious damage may be physically restrained to prevent injury, harm or damage. All staff are trained in using positive behaviour management techniques

through using Team Teach ([www.team-teach.co.uk](http://www.team-teach.co.uk))

### **Keeping Up to Date with Knowledge and Skills**

- Littledown School follows stringent recruitment procedures. All candidates applying for positions will be subject to vigorous vetting procedures and will need to have an Enhanced DBS clearance. There is a clear set of criteria that is relevant to each vacancy. Those qualifications and skills deemed essential are vital to ensuring high quality staff are employed at Littledown. The school aims to employ people with experience of teaching and/or managing pupils with SEMH.
- On appointment, there is an induction programme which all staff are required to undertake with their probationary period. This ensures that staff are aware of the correct policies and procedures in place at School. All new staff are given copies of essential policies before the start of their position.
- Throughout the year, the school also has a range of training opportunities to ensure that all staff are kept up to date with their knowledge and understanding of SEN, teaching and learning.

A range of professionals are invited in to school to share their expertise as well as 'in-house' training and the sharing of outstanding practice across the Trust.

### **Transitions**

- The school recognises that change is a difficulty that can affect a lot of children. The school ensures that Transition programmes are carefully managed both in school at the end of an academic year and at the end of the phase (KS2 transfer to Secondary school). The school will liaise with the follow on school to ensure visits are completed. Staff from Littledown will attend these days/sessions with pupils if necessary.
- Littledown School is a part of a Multi Academy Trust: The Specialist Educational Trust. The other partner involved in this SEBDOS. This means that we work closely together and so we are in a good position to support transition. We understand that moving schools can be a particularly stressful time for young people. There is a comprehensive programme to support this move. Littledown School liaises with all secondary schools prior to transition and transition reports are produced.
- **What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)**
- All year 6 pupils visit their secondary placement in the Summer term. If pupils are attending Millside then the school works closely with Millside staff to provide a

comprehensive programme. This includes a number of visits to Millside school both supported and not. Staff from Millside also come in to school to complete surveys and to begin to develop relationships with the pupils. Staff from Millside will also attend the Year 6 Annual Reviews and the summer term IEP Review meeting. This is also used as a transition meeting, although separate meetings can be arranged dependent on pupil needs.

- Pupils attending other schools will also participate in transition days and staff from those schools are encouraged to attend meetings and informal visits.
- Transition reports are completed for each child providing areas of support needed, areas of achievement, successful strategies and recommendations for future involvement.
- **What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)**
- If a pupil leaves the school at an unexpected time, the school will work alongside whatever placement that child is going to. Staff will liaise with external agencies in ensuring the transfer is as hassle free as possible and doesn't affect the child too much.
- Pupils who return to mainstream school are supported by the outreach team to assist with a gradual re-integration programme and follow up support on request from the new school.
- **What advice/support do you offer young people and their parents about preparing for adulthood?**
- The school endeavours to prepare its pupils for the world around them at every opportunity. Enterprise days and activities prepare pupils for the world of work. Staff will often liaise with children about how their behaviour can affect situations in the outside world. The school will also liaise with the Police in support of this and encourages visits from the Neighbourhood Police team.
- **What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?**
- Most children arrive at school by either parents/carers, taxi or school run minibus. If arriving in a taxi the escort will wait at the gate with the child and the admin staff will collect the child from there. At the end of the day the admin staff will escort the child to the escort at the gate.
- The school minibus is staffed by school TAs. These TAs will escort pupils on and off site at the beginning and end of each day.
- If a parent collects a pupil they will wait at the gate and the admin staff will escort the child

to the gate

- If pupils live locally, in year 5 or 6 a pupil may be able to walk home with parental consent.

- **What support is offered during breaks and lunchtimes?**

- There is a range of activities available to children at break times and lunch times. There is always an option of an indoor and outdoor play at lunchtimes.
- The outdoor play options are supervised by class staff and are structured physical activities. Indoor play sessions are supervised by staff but tend to be games or ICT based.
- Class staff sit with the children at the dinner table and promote good manners and positive social interaction.

- **How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)**

- All activities are risk assessed using an external risk management system. Staff will ensure that venues provide risk assessments as well as school completing their own.
- Staff ratio on school visits is high. Pupils can attend visits if their behaviour has been acceptable and safe leading up to the visit. Staff are always carefully selected to ensure pupils are fully supported.
- PE equipment checks are completed annually. All lessons are risk assessed prior to the start of the lesson. Any high risk activities are usually led by external agencies.
- The school runs Forest Schools sessions. There is one level 3 trained Forest Schools leader employed by the school, who plans, risk assesses and runs these sessions throughout the school.
- The school has employed a qualified swimming instructor to lead swimming sessions at Montem Leisure Centre.
- In the case of accident at school, accident report forms and an accident book are completed.

- **What are the school arrangements for undertaking risk assessments?**

- The school buys in to a risk assessment management system. A member of the senior leadership team has the responsibility for signing off all risk assessments.

- **Where can parents find details of policies on bullying?**

- Key policies can be found on the website and we will give hard copies to anyone who wants to. The Safeguarding, Behaviour and Anti-Bullying policies are given to parents during the initial induction interview.  
<http://littledownschool.co.uk/staff/policies/>
- Parents and carers are encouraged to

contact the school if they have any concerns about their child being bullied.

**Helpful Contacts**

- Head Teacher of Littledown and Primary Behaviour Provision - Mrs Jo Matthews - [post@littledown.slough.sch.uk](mailto:post@littledown.slough.sch.uk) - 01753 521734
- Deputy Head - Miss Angela Mumford - [angela.mumford@littledown.slough.sch.uk](mailto:angela.mumford@littledown.slough.sch.uk) - 01753 521734 / 07774 919000
- SENCo - Mrs Sally Trevena - [sally.trevena@littledown.slough.sch.uk](mailto:sally.trevena@littledown.slough.sch.uk) - 01753 521734
- Health and Safety Co-Ordinator - Ms Clair Hodgton - 01753 521734
- Chair of Governors - Mrs Hazel Thorpe - 01753 521734
- Safeguarding Governor - Mr Paul Kerr - [paulkerr@talktalk.net](mailto:paulkerr@talktalk.net)
- Staff list is available on the school website: [www.littledownschool.co.uk](http://www.littledownschool.co.uk)
- Slough Local Authority SEN Team - 01753 787676

**Last Updated**

04/07/2019