

iCollege is Pupil Referral Unit Service (PRUS) providing education for learners who have difficulty accessing mainstream. We offer:

- Full-time placements to support learners in achieving personal and academic success (KS2 – 5)
- Off-site reactive provision to improve mainstream engagement (KS1 – 4)
- Bespoke packages, including core subjects, to meet individual learner needs (KS1 – 5)
- Short term pro-active programmes to sustain mainstream engagement (KS1 – 4)

Based over six sites, we have in the region of 90 learners all of whom have varying SEND needs and who are referred to us due to previous difficulties accessing mainstream education. We offer a range of qualifications and opportunities to gain valuable skills – both academic and social - which will take them forward to the next step in their learning, education or place of work. Our approach is holistic, learner focussed and outcome based.

The 7 areas of our service are:

- Inspiration (KS1 – 2, Short Term Provision) Foxglove Way, Thatcham RG14 4DH.
- Pod (KS2, Permanent Provision) 88 Newtown Road RG14 7BT
- Pod + (Year 7 – 9, Permanent Provision) Modular Building (Parson Down Site), Paynesdown Road, Thatcham RG19 3TE
- Integration (KS3 – 4, Short Term Provision) 22 Highview, Calcot Reading RG31 4XD
- Intervention (Year 9 – 10, Permanent Provision) 88 Newtown Road, Newbury RG14 7BT
- Independence (Year 11 & Post 16, Permanent Provision) Richmond House, Bath Road, Newbury RG14 1QY

Do you cater for special dietary requirements? If so can you provide details?

Yes

Give details of your SEND provision here

Yes

- **Special Schools 1.1 Who will oversee and plan my child's education programme?**

The Lead Teacher of the unit a learner attends, along with any necessary input from the Inclusion Lead Practitioner and Assistant Head; Raising Standards, will oversee the programme of study for each learner.

- **Special Schools 1.2 How will I be informed / consulted about the ways in which my child is being helped?**

Parents are informed of the support and provision their child achieves in a variety of ways. These are:

- Termly reports: Learners successes, progress and next steps are documented. Parents are encouraged to discuss these reports with Lead Teachers, share success and next steps.
  - Pupil Profiles: Termly Pupil Profiles are shared with parents. Again, parents are encouraged to discuss these plans with Lead Teachers, share success and next steps.
  - Review Day: Parents and learners are invited to come into units and look at learning and achievements. Lead Teachers discuss progress and next steps for each learner.
  - All units welcome parental involvement and communication. Parents are encouraged to regularly contact units to discuss their child and any concerns they may have.
  - Informal and frequent contact takes place across all units, by phone or email. Positive feedback, changing situations or escalating issues are discussed on a daily basis.
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- **Special Schools 1.3 How will the school balance my child's need for support with developing their independence?**

The iCollege has a strong ethos of independence, counter-balanced with the learner's level of need or circumstances. The emphasis is on the learner to take responsibility for their learning and their behaviour; a therapeutic approach underpins our policy of behaviour and engagement. If considered appropriate, a TA may be allocated to a learner or group of learners to provide guidance in this area, along with advice from other agencies (Emotional Health Academy, Educational Psychologist, Adviza, Therapeutic Intervention Service, Counsellor etc) and the opportunity to work independently. Opportunities are provided and encouragement is given for learners to ask questions and discuss worries with staff regarding any part of their school day and the Pastoral Support where available plays a key role in this area.

- **Special Schools 1.4 How will the school personalise the curriculum to meet my child's needs?**

The curriculum offered contains the core subjects and a concentrated level of social integration to ensure a learner has the skills and knowledge necessary for their next steps. This can be either the next key stage, return to mainstream, further education or employment. Around this there are many other opportunities offered to build up a learner's portfolio of skill: e.g. enrichment activities, work experience, vocational qualifications and study, team working, outdoor education and college placement to name just a few. Interventions to support the acquisition of numeracy and literacy may be part of that provision and are based on individual need and assessment. For a learner that cannot successfully manage the school environment, we may offer a bespoke offsite curriculum.

- **Special Schools 1.5 What teaching strategies and approaches does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties and physical disabilities?**

A wide range of teaching strategies are used across the iCollege to support learners with a variety of SEND – such as visual prompts, kinaesthetic activities, pre teaching, over-learning and focussed TA support. Advice is taken from other professionals e.g. Educational Psychologist, Speech and Language Therapist, Special Needs Support Team, Autism Advisor, Sensory Consortium etc. regarding the most effective strategies to employ for individual learners.

- **Special Schools 1.7 What equipment does the school provide?**

All basic equipment that a learner needs to learn is provided. Learners have the use of IT equipment when needed. Any further requirements identified can be discussed with the Inclusion Lead Practitioner and/or Lead Teacher (LT).

- **Special Schools 1.8 What special arrangements can be made for my child when taking examinations?**

Access arrangements are applied for based on normal way of working as evidenced by the teacher or a history of need. Further assessments may be needed to complete this evidence profile. Assessments are carried out by the Lead Practitioner for Inclusion.

- **Special Schools 2.1 How will the school monitor my child's progress and how will I be involved in this?**

A learner's progress is monitored on a day to day basis and recorded 4 times a year, with a starting point being established on entry through our comprehensive on-entry assessments.

Review days (online or in person) are held once a year where learners and parents or carers have an opportunity to see what the learner has been doing and to discuss progress with the Lead Teacher and Pastoral Manager.

Additional monitoring of Pupil Profiles is provided by the Lead Teacher and Inclusion Lead Practitioner for those identified with additional needs or who have an EHC Plan in place. Termly Reports and Pupil Profiles are shared with parents. Parents are also invited to Annual Reviews, where a learner has an EHCP, reviewing a learner's learning and success against EHCP targets.

For learners on short term placements progress is monitored using social and emotional assessments along with tracking via agreed targets from school based on the reason for referral.

- **Special Schools 2.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

All learners have a Pupil Profile which allows for key information to be gathered, made available to key staff and then outcomes set as appropriate. These outcomes are then discussed with the Lead Teacher and/or key member of staff and the parent/carer and learner. New outcomes may then be agreed as necessary. In addition to this, all teaching staff discuss 'next steps' within each subject. It is a collaborative process with key staff and has a child centred approach. For learners with an EHC Plan this will also involve a statutory Annual Review meeting where the objectives of the EHCP are discussed and any amendments agreed.

- **Special Schools 2.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

We are happy to meet with parents and carers at any time to discuss progress, or other. Please get in touch with the Lead Teacher of the unit. iCollege welcomes contact with parents and carers and will also provide feedback if there are any concerns or reasons to celebrate success.

- **Special Schools 2.4 What arrangements does the school have for regular home to school contact?**

Leading Teachers and/or Pastoral Support will often contact parents and carers regarding the school day for reasons of progress or other. Parents and carers are welcome at any time to contact the Lead Teacher, Pastoral Support or Inclusion Lead Practitioner to discuss any concerns or share information that they feel is relevant to a learner's day.

- **Special Schools 2.5 How can I help support my child's learning?**

Communication and contact with school is important. It creates an effective pathway through which information is shared - both successes and difficulties – and enables us to respond promptly to situations as they arise. There are many other ways a parent can support their child at iCollege. These are:

- Supporting your child with home learning and use of on line learning platforms.
- Ensuring your child is ready for school each morning and during exams.
- Encouraging good attendance and engagement.
- **Special Schools 2.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?**

Please speak with the Inclusion Lead Practitioner or Lead Teacher to discuss your individual situation.

- **Special Schools 2.7 How will my child's views be sought about the help they are getting and the progress they are making?**

Your child will play a full and active role in identifying next steps and playing a part in discussing their desired outcomes with teachers wherever possible. Our role will be to help learners to reflect on these and to ensure the outcomes are challenging but achievable in the time we have them.

- **Special Schools 2.8 What accredited and non accredited courses do you offer?**

At iCollege, we have high expectations that our learners will leave iCollege with qualifications to help them in life.

Accredited courses offered are:

- GCSE English, Maths, Biology, Art, Cooking and Business Studies (Other GCSES may be available as part of a bespoke package)
  - Functional Skills English, Maths and IT.
  - BTEC Courses
  - Duke of Edinburgh
  - Sports Leaders
  - British Canoe Union and other off site accreditations such as AQA awards
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- **Special Schools 2.9 How does the school assess the overall effectiveness of its provision and how can parents / carers and young people take part in this evaluation?**

The provision for our learners is not only assessed at Review Days but also against national expected outcomes. Input is gained from the outset from learners, parents or carers. Annual Reviews also form part of this process as does tracking of a learner's progress through Pupil Profiles and daily learning. However, monitoring of attendance and any issues arising day to day are also an important part. All of these things along with day to day conversations with parents and carers aid evaluation of the provision and form the basis for whether modifications to the timetable or provision are needed.

- **Special Schools 3.1 What support is available to promote the emotional, behavioural and social development of children?**

Our staff are trained in Therapeutic Thinking and Team Teach Strategies. Our behaviour support approach is one that understands that a behaviour displayed is communication of a need. Our staff are able to respond to this communication in a calm and understanding manner.

If a learner needs additional support to be provided, we have a Counsellor, FSW (Family Support Worker) and access to EHA (Emotional Health Academy) and Educational Psychologists.

We also use Thrive Online to assess, plan and monitor SEMH needs and support learners that need a more targeted approach both as a group and also 1:1.

TAs are always with learners during social and learning times. We encourage learners to work together and get to know each other but also offer opportunities for quiet space if this is needed. Learners are encouraged to attend days out and enrichment activities to build relationships, self-esteem and resilience.

- **Special Schools 3.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

Our staff are highly skilled and are able to deal with issues around behaviour effectively and safely. We understand the importance of good relationships with learners so they feel a sense of belonging.

Our Behaviour Policy identifies many therapeutic strategies which are adopted by teachers and TAs. Our aim is always to minimise any disruption to a learner's learning but to ensure dysregulation of emotions is addressed as a priority. If a young person is dysregulated, we recognise that a more therapeutic approach is needed in order to ensure any future learning can take place. We have TAs in lessons who can assist with over-learning or provide opportunities for catch up as required, occasionally 1:1 timetables are needed if learners are not able to work as a 'safe learner' within a group or otherwise.

Modifications to timetables and provision will be discussed with parents and carers accordingly. We encourage our young people to ask for help in times of difficulty or crisis and there is always someone for your child to talk to in school time.

- **Special Schools 3.3 What medical support is available in the school?**

We have trained first aiders in all our units. If your child has additional needs, please speak with the Pastoral Manager and/or Lead Teacher of the unit your child is in (LT)

We can refer learners to the School Nursing Team.

We run immunisation programmes with the NHS for parents who wish to have their child immunised in school.

Medical practitioners are also used to train our staff for conditions that learners may have e.g. asthma, Epi Pen administration.

- **Special Schools 3.4 How does the school manage the administration of medicines?**

Management of the administration of medication is done via the Lead Teacher and Pastoral Manager and follows West Berkshire Health & Safety guidance.

Staff in units are trained in administering prescribed medication by an appropriate medical professional when appropriate.

Any individual needs can be discussed with Lead Teachers.

- **Special Schools 3.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**

Our support staff are not trained in supporting a learner with personal care needs. However, if this is a need for your child – temporarily or otherwise – then please discuss the requirements with the LT (Lead Teacher), Inclusion Lead Practitioner or Pastoral Support.

- **Special Schools 4.1 What external SEN support services does the school use, e.g. educational psychologists, teachers for hearing impairment, visual impairment and multi sensory impairment etc?**

At iCollege we can access support from outside agencies to ensure that learner's needs are being met. These are. The professionals that we regularly use are as follows:

- CAMHS (Child and Adult Mental Health Services)
- Children's Services
- Educational Psychology
- Sensory Consortium (support for hearing impairment, visual impairment, multi-sensory impairment)
- SAFE, Bounce Back for Kids.
- Youth Justice Team.
- Team Teach
- Emotional Health Academy
- MNR Sports Mentoring

If there is anything in particular that you require please contact our Lead Practitioner for Inclusion (Primary or Secondary) directly. If a learner joins iCollege and is under the care of an outside agency, any support or plan, any recommendations will be incorporated into their provision as necessary.

- **Special Schools 4.2 What specialist support services are available from within the school?**

As well as a wealth of experience across staff members in working with learners with SEMH, ASD, ADHD, ADD and other SEND, we also have staff trained in:

- Emotion Coaching,
- Thrive,
- Therapeutic Thinking
- Team Teach
- Attachment Awareness

We are able to offer:

- School Counsellor
- Family Support Worker (FSW).

Please contact our Inclusion Lead Practitioners, Lead Teachers or Pastoral Leads to discuss any specific requirements.

- **Special Schools 4.3 What should I do if I think my child needs support from one of these services?**

Parents and carers should contact the Lead Practitioners for Inclusion, Lead Teacher of a learner's unit or Pastoral Manager to discuss further.

- **Special Schools 4.4 How are speech and language therapy, occupational therapy and physiotherapy services provided?**

Although staff have received training in OT and SLCN, any specific needs of a learner will be advised on an individual basis by the appropriate service. Any recommended plans will then be put in to place as part of that learner's provision, as appropriate.

- **Special Schools 4.5 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Please speak with the Inclusion Lead Practitioner to discuss any concerns. The Inclusion Lead Practitioner will be able to refer to different agencies or signpost parent/carer support.

- **Special Schools 4.6 What arrangements does the school have for liaison with Children's Social Care services?**

iCollege has a robust process in place for reporting safeguarding concerns. We have a Designated Safeguarding Lead (DSL) and deputy DSLs in each unit. Referrals to the Contact Advice and Assessment Service (CAAS) are made should concerns be identified.

The Assistant Head Teacher Wellbeing and Community will liaise regularly with named social workers where a Child Protection or Child in Need plan is in place and ensure that a key member of staff is available to attend all meetings.

For Looked After Children (LAC), we liaise regularly with Social Workers and West Berkshire Virtual Schools Team, and participate in regular PEP (Personal Education Plan) and LAC reviews.

- **Special Schools 5.1 What SEND training is provided for teachers in your school?**

Training is organised by the Inclusion Manager for all staff regarding SEND not just on INSET days but also at other convenient times in the school calendar. Training is accessed through face to face sessions and we subscribe to a number of online learning platforms for staff development. Staff are also able to access request training based on the needs of specific learners.

Teacher training includes:

- Mental Health Awareness,
  - Sensory Difficulties
  - Neurodiversity
  - Trauma and Attachment
  - Team Teach
  - Therapeutic Thinking
  - Thrive
  - Emotion Coaching
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- **Special Schools 5.2 What SEND training is provided for teaching assistants and other staff in your school?**

As for the teacher's, TAs receive similar training and regular internal briefings. This has included:

- Neurodiversity
  - Working Memory
  - Metacognition
  - Trauma and Attachment
  - ACEs
  - Team Teach
  - Learning Interventions
  - Therapeutic Thinking
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- **Special Schools 5.3 Do teachers have any specific qualifications in SEND?**

Both Lead Practitioners for Inclusion have completed the post-graduate National Award for SEN co-ordination.

We also have staff who have achieved qualifications in SpLD to Level 5 and Level 7 which include teaching, assessing and supporting young people with SpLD.

5 members of staff have completed training in AATI (Attachment Aware and Trauma Informed) practice and more staff continue to access this training. All staff have engaged in West Berkshire's Therapeutic Thinking strategy and Emotion Coaching in line with our school's behaviour policy.

- **Special Schools 5.4 Do teaching assistants have any specific qualifications in SEND?**

We have TA's trained in Level 2 Mental Health Awareness Qualification and also Attachment Aware and Trauma Informed practice. All staff have access to regular updates and training in key areas to ensure their skills and knowledge are up to date.

- **Special Schools 6.1 How do you ensure that all children can be included in out of school activities and trips?**

All learners are invited to attend school activities and trips. Trips are chosen to include and be accessible to all. Any barriers to attending will be addressed on an individual basis and will be discussed and risk assessed in conjunction with the Lead Teacher, learner and parent or carer.

- **Special Schools 6.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?**

Parents or carers are informed of any trips in advance. Any potential issues to attending will be discussed with Lead Practitioners for Inclusion and then risk assessed by the Lead Teacher. Parents or carers will be involved in all conversations regarding their child.

- **Special Schools 7.1 How accessible is the building for children with mobility difficulties / wheelchair users?**

All units have wheelchair access to the ground floor. Three units (Inspiration, Integration and Intervention) have a lift which provides access to the first-floor classrooms.

For further information and details, please refer to our Accessibility Plan on the iCollege website.

- **Special Schools 7.2 Have adaptations/improvements been made to the auditory and visual environment?**

Whiteboards are available in classrooms which can be utilised to aid the visually impaired. Doorways are also colour contrasted to ensure visually impaired learners can navigate the building safely.

Please discuss any need with the Lead Teacher and Inclusion Lead Practitioner of the unit.

For further information and details, please refer to our Accessibility Plan on the iCollege website.

- **Special Schools 7.3 Are there disabled changing and toilet facilities?**

There are single cubicle toilet facilities in all units accessible by wheelchair users.

For further information and details, please refer to our Accessibility Plan on the iCollege website.

- **Special Schools 7.4 How do you ensure that all the school's facilities can be accessed by all children irrespective of their SEND?**

We would invite parents and support services to visit the school to meet the Inclusion Lead Practitioner and Lead Teacher to discuss any mobility or other accessibility issues prior to a learner joining. This enables us to make any reasonable adjustments.

- **Special Schools 7.5 How does the school communicate with parents / carers who have a disability?**

Parents/carers who have a disability should inform the school of their support needs so that we can ensure that appropriate adjustments are made, to ensure good communication.

- **Special Schools 7.6 How does the school communicate with parents / carers whose first language is not English?**

We would seek to provide an interpreter for meetings where a parent/carer is unable to arrange this support themselves. We would also aim for written documentation to be translated as much as possible.

- **Special Schools 8.1 What preparation will there be for both the school and my child before he or she joins the school?**

At iCollege we want to make the transition from one setting to another as smooth as possible for each learner. In order to do this, we may offer a child:

- Visits to a learner in a setting or environment that they feel safe and comfortable in.
- Transition days where a learner can meet their cohort and key adults within the unit.
- Visits to a unit when there are no learners present. Opportunities to meet key staff.
- Prior to a learner joining us, parents will be offered a meeting to discuss the placement, their child and any questions they may have.
- Information is shared with parents about transport and any offsite provisions.
- Multi Agency Meetings where necessary.

For short term packages learners that are referred to iCollege by their mainstream school. Meetings with school and parents will take place regarding the learner's

need and associated outcomes required. Learners are offered a tour of the unit as part of the meeting. Learners remain on dual-roll whilst with the unit and Lead Teachers liaise with the referring school to feedback on progress – social, emotional and/or academic.

- **Special Schools 8.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

For learners who are placed permanently with iCollege, including those who choose to move in to Post 16, taster days are arranged to allow learners to meet staff, other learners and also familiarise themselves with the premises.

Learners are encouraged to visit the unit in question with a key worker, current teacher and/or parent in order to encourage confidence and a smooth transition. The visits can increase in length with the aim of encouraging independence, trust and security.

Where a learner is moving in to the next key stage and returning to mainstream, we will liaise with the receiving mainstream school to ensure transition is smooth and any anxieties can be addressed and monitored.

For learners on short term packages, outreach sessions are available for the school to utilise to ensure transition back to the home school is successful.

- **Special Schools 8.3 How will my young person be prepared to move on to his or her next placement, eg. FE college or Adult Services?**

Likewise, if a learner is moving on to another provision or placement, arrangements will be made for visits and opportunities for sharing key information to ensure the transition is as smooth as possible with the aim to eliminate any concerns identified by the learner, parent and staff.

We have a dedicated Careers Lead who will explore options with a young person and help facilitate any visits or information gathering sessions so that iCollege learners are aware of the options available to them. We also use Adviza to assist in this process.

- **Special Schools 8.4 How will you support a new placement to prepare for my young person?**

We play an active part in this process, sharing appropriate information, and attending any meetings as necessary.

Adviza advisors also assist in this process. If the learner is on a short-term integration package, then outreach sessions are allocated to the learner and receiving school to ensure the learner and school are supported during this transition period.

For key transition points, such as Year 6 or placement in to a special provision, we will engage with the receiving school or placement to put together a bespoke transition package.

- **Special Schools 8.5 What information will be provided to my young person's new placement?**

Parental or Carer agreement for sharing information is sought via the completion of transition paperwork or through a review of an EHCP to ensure key areas of need are shared.

At the age of 16 a young person has the right to decide what information is shared unless there are safeguarding concerns.

- **Special Schools 8.6 How will the school prepare my child for the transition to employment?**

Work experience, tasters, vocational opportunities, college opportunities are a strong part of our ethos particularly in the years leading up to transition. We have a Careers Lead who invests time in providing opportunities for learners to attend college open days, apprenticeship/career fayres, organises visits from key employers and arranges work experience. We also work closely with Adviza to engage learners in discussing next-step planning.

- **Special Schools 9.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

Please speak with the Lead Teacher or Pastoral Manager of the unit your child is attending; they are willing to discuss any issues you may have regarding the education of your child.

If this is not suitable, please contact a member of the Senior Leadership Team or Governing Body.

- **Special Schools 9.2 Does the school offer any specific support for parents / carers and families, such as Family Support Workers?**

Please discuss with the Lead Teacher or Pastoral Manager any concerns you may have. We have a Family Support Worker who will be able to help in this area or if unable to, we may be able to suggest alternative options or make referrals as necessary.

- **Special Schools 9.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

Please discuss with the Lead Teacher, Pastoral Manager or Lead Practitioner for Inclusion any concerns you may have. If we are unable to help, we may be able to suggest alternative options or make referrals as necessary.

- **Special Schools 9.4 What arrangements does the school have for feedback from parents, including compliments and complaints?**

Parents are asked to fill out a questionnaire at Review Day and with each termly report to enable them to air any compliments or concerns.

We aim to develop strong relations with parents and carers through regular phone contact and would always advise to call and speak with the LT (Lead Teacher) in the first instance. If this is not suitable, please contact a member of the Senior Leadership Team or Governing Body.

There is a formal complaints policy in place however, if parents/carers wish they may informally meet with the Head Teacher or Chair of Governors to discuss their concerns.