



College Park School	
SEND Information Report	
School	<p>Main Site (Age 7-19) College Park School Garway Road London W2 4PH</p> <p>Early Years and Reception provision College Park @ Hallfield Hallfield primary School Inverness Terrace London W2 6JJ</p> <p>Primary Site College Park Pimlico Bessborough Place London SW1V 3SE</p> <p>Secondary Site College Park @ George Elliot George Eliot School Marlborough Hill London NW8 0NH</p>
Tel	020 7221 3454
Email	admin@qe2cp.westminster.sch.uk
Website	http://www.qe2cp.westminster.sch.uk
Needs catered for	Children and Young People (CYP) with autism and complex learning needs within the severe range. CYP may also present with associated behaviour difficulties linked to their autism.
Age range	4 – 19 years
Admissions	<p>Entry to the school is for children and young people with Education, Health and Care Plans (EHCPs) who meet the entry criteria described below.</p> <p>Applications for admission are made via the CYP's home borough and is co-ordinated by the Bi-borough SEND Assessment and Commissioning Team who can be contacted at the following address:</p> <p>SEN Assessment & Commissioning 2nd Floor, Green Zone Kensington Town Hall Hornton Street, London W8 7NX Tel: 020 7361 3311</p>
ENTRY Criteria	
General principles	<ul style="list-style-type: none"> The CYP's main presenting special educational need is autism, including autistic spectrum disorder (ASD), and is supported by a formal diagnosis.



	<ul style="list-style-type: none"> • The placement is appropriate to the CYP's age, ability and special educational need. • There is an appropriate peer group, both academically and socially and the placement is compatible with the special educational needs and abilities of other CYP already in the school. • It is an efficient use of available resources.
Cognition and learning	<ul style="list-style-type: none"> • Uneven developmental profile. Autism contributes to preventing the child from achieving their academic potential. • Functioning in the primary phase with moderate or severe developmental delay but have the potential to be functioning at moderate learning difficulties level. • Functioning in the secondary phase with moderate or severe developmental delay with potential to function towards an age appropriate level. • Rate of progress for CYP will meet expected levels in most subjects. • Where presentation on entry is unclear and severe learning difficulties may be the dominant presenting need, the continued appropriateness of the placement will be formally reviewed at annual reviews. Evidence will be gathered through termly assessments and CYP progress meetings.
Communication and interaction	<ul style="list-style-type: none"> • Significant difficulties understanding social communication and in expressing needs, opinions and wishes appropriately in a social situation. • Expressive and receptive language delay. • Difficulties in friendship making and social interaction skills.
Social and emotional health and well-being	<ul style="list-style-type: none"> • Self-directed and / or a restricted range of interests. • High levels of anxiety expressed through passivity and / or challenging, obsessive or repetitive behaviour • Difficulty in applying strategies to manage anxiety levels successfully.
Physical, sensory, medical	<ul style="list-style-type: none"> • Sensory processing difficulties that may cause high anxiety levels. • Sensory seeking behaviour (Hypo) • Sensory defensiveness (Hyper) • Reduced fine motor skills • Reduced gross motor skills – Proprioception (sense of self in space)

SCHOOL OFFER

What is College Park School and who is it for?

College Park School is part of the Federation of Westminster Special Schools. It is an all-age (4 - 19) community special school for CYP with autism and complex learning needs within the severe range.

We aim to provide an educational environment which celebrates the uniqueness of every CY. We aim to be flexible and responsive to each individual CYP's needs and aspirations and to guide their learning to enable them to succeed.



Details of our four sites are listed above.

College Park Hallfield is a 10minute walk from main site. Early years and KS1 CYP will start at the satellite and will transition to main site for KS2.

Who are you and what are your skills?

College Park has a highly committed and trained staff team who have expertise in teaching CYP with autism and a range of learning difficulties. A comprehensive training programme for all staff plus opportunities for them to be involved in innovative projects enables us to expand the learning opportunities for CYP.

We are skilled in:

- Picture Exchange Communication (PECS)
- TEACCH
- Makaton
- Intensive Interaction
- Attention Autism
- Multi-sensory approaches to learning
- Team Teach – positive approaches to managing behaviour
- SCERTS® – Social communication, Emotional Regulation and Transactional support

What can a CYP access at your school?

CYP will access an adapted, personalised approach that is ambitious and will meet their individual needs, in Early Years Foundation Stage (EYFS) curriculum, informal, Semi-formal and formal curriculum. CYP will have access to specialist resourced rooms such as music, drama, art, food technology. CYP will also have access to specialist therapies and resources to support their learning as outlined in their Education Health Care Plan, including:

- Speech and Language therapy
- Occupational therapy
- Physiotherapy
- Educational psychology

The school also provides access to specialist facilities including:

- Sensory room
- Soft play room (Hallfield, Pimlico and Bayswater)
- Art room (Bayswater and Hallfield)
- Food technology room (Bayswater only)
- Therapy room



EXIT Criteria

- CYP has made significantly better than expected progress when compared to their starting point at admission to College Park.
- There is a lack of an appropriately challenging peer group, both academically and socially.
- CYP requires curriculum delivery in a mainstream integration placement for more than 50% of the week.
- CYP requires a pathway to GCSE.
- CYP can successfully manage aspects of their autism so they only present with a moderate level of anxieties, challenging behaviour, passivity or obsessions. These are reduced to low levels by interventions implemented with support during part of the day.
- CYP can cope with unpredictability and change in part of each day.
- CYP can concentrate when the environment is unpredictable or distracting.
- CYP can modulate sensory needs with adult support.
- CYP has strategies to manage anxieties and frustrations appropriately.
- CYP can solve problems in social situations with prompting and scaffolding from an adult.
- CYP has made significantly less than expected progress when compared to their starting point at admission to College Park. They will require a specialised curriculum delivery in a setting that is more appropriate to their needs.
- CYP presents with high sensory needs that we are no longer able to accommodate through our facilities.
- The CYP presents with extreme and physically challenging behaviour that consistently puts other CYP and staff at risk. The CYP requires more specialised intervention and provision.

PROVISION

How will you help my CYP transition into and out of the school?

We are part of the local offer for special education in Westminster. As part of this we have entry and exit criteria which we use to make an initial assessment about whether we can meet an individual CYP needs. Once a placement is accepted at College Park, we use continuous assessment to make a judgement about whether we continue to meet their needs. If we can no longer meet the CYP's needs we would inform the LA and recommend a different type of provision.

All children entering and leaving College Park will have a transition plan.

What will you teach my child?

The curriculum is developmental and focuses on learning skills for life. Each CYP accesses the curriculum according to their own level of ability and they are supported and challenged to learn at a pace that enable them to make very good progress. The curriculum is split into formal, semi-formal and informal, with CYP accessing the curriculum that is best suited to their needs.

Key areas of the curriculum are:

- Communication, Language and Literacy
- Mathematics and Cognition
- Knowledge and Understanding of the World
- Personal, Social and Emotional Development



- Creative Arts
- Physical Development

A topic based approach ensures access to wider learning in a way that is meaningful for the CYP. Please see the Curriculum area of the website for further details.

How will the curriculum be adapted to support my child?

We adopt a personalised approach in designing the curriculum that responds and meets the needs of the individual child. It is an ambitious curriculum which is creative, exciting, motivating, flexible and inclusive. It helps to prepare CYP for independence and engages them in the joy of learning and the world beyond school. It encompasses a thematic approach to learning, which will enable CYP to make links between the key aspects of the curriculum, whilst also identifying clear opportunities for the practical application of skills.

Embedded across all experiences is the focus on personal, social and emotional development and effective and positive behaviour interventions within a flexible learning environment.

Every CYP has a Personalised Learning Programme based on their individual needs. Many of our CYP find it difficult to access learning and can be supported in a variety of ways:

- Assistive technology
- Visual and sensory aids
- Objects of reference
- Specialist software/hardware
- Specialist equipment
- Sensory diets
- Learning to learn skills
- Behaviour Support Plan

How will you monitor and review the impact of the provision and my CYP's progress?

The class team capture the progress through a range of sources:

- EYFS tracking tools
- Assessment books/folders
- Evisense online learning journal
- CYP self-assessments, where appropriate
- Observations and discussions
- Video
- Photographs

The school regards formative and summative assessment as an integral part of teaching and learning. We keep accurate records of CYP' achievements, ensuring that assessments are manageable and that they lead to useful information that informs parents and carers and informs teachers' future planning and target setting. We assess CYP's progress in academic terms and against their Individual Education Plan (IEP) targets, supporting their development in areas such as communication, social and interpersonal skills, adaptability to change, and sensory processing in a way that values their unique strengths and needs.

If CYP are not achieving as well as expected, then interventions are put in place to support their learning. CYP progress meetings are held termly. Steps towards EHCP



outcomes are reviewed with parents on a termly basis through parent consultation evenings and the Annual Review.

Reports are also received from specialist therapists, including the physiotherapist, occupational therapist and speech and language therapist. This information is carefully reviewed in conjunction with class teacher assessments and to inform teaching and learning.

How do you prepare CYP for adulthood?

CYP have access to specialist activities and resources such as science, life skills, music, art, performing arts, drama, computing and design and food technology to learn practical skills which are an integral part of the curriculum.

CYP at KS4 and KS5 are offered vocational opportunities off site for further development. These opportunities may include:

- Travel training
- Shopping
- Work experience
- Eateries/cafes
- Community centres

Accreditation pathways are offered through ASDAN, OCR –life and living award, and pre-entry level, entry level and Level 1 functional skills, where appropriate.

How will you develop my child's social skills?

The curriculum is focused on teaching skills for life; social skills are embedded into everyday learning opportunities. CYP are given opportunities to learn new skills and then practice in a variety of situations across the school day and in different environments.

Staff also work to support parents in helping their child with social communication skills, through setting steps towards EHCP outcomes which reflect particular skills to work on.

College Park's wider curriculum gives CYP the opportunity to develop their skills in the wider community through visits to the local shops and amenities. We have one school minibus which enable us to access learning further afield.

How do I know that you are doing all of this?

- Looking for key information on our school website and in our Ofsted report.
- Reading school newsletters that are sent to parents at least once every term.
- Communicating through the home-school contact book and at parent / teacher meetings or home visits.
- Attending coffee mornings and workshops for parents at school.
- Join us for end of term celebrations and West London Art Festival
- Talking with staff.

How will my CYP be part of the wider school?

- Assemblies
- School productions
- Special school-based awards e.g. through assemblies and Jack Petchey award
- Access to sporting competitions and events
- Regular educational visits within and beyond our local area
- Introducing visitors to our school including professionals, musicians and theatre groups
- Providing a work experience opportunity for CYP in Key Stages 4 and 5



- Providing access to vocational learning and accreditation within our local community and local colleges

PARENTS/CARERS

How do you communicate with parents/carers?

We have a strong commitment to partnership between home and school. We believe that CYP learn far more effectively when staff, parents and carers work together.

We communicate with parents using a home-school communication book, as appropriate. Parents are also contacted via telephone, text messaging and email. The school operates an open door policy and will always endeavour to meet with parents, as and when necessary.

Parents are invited to attend parent/teacher meetings and annual review meetings.

How will CYP and parents/carers contribute to the processes, planning and assessment?

Parents/carers are involved in the initial assessment of their child after which regular meetings are held to discuss progress and future targets through, parent's evenings, annual reviews and home visits. Progress towards outcomes documents and relevant programmes are sent home to parents/carers.

CYP's voice is developed throughout the curriculum, photo books and video. The School Council represents the views of the CYP and where relevant CYP attend their annual review.

What support is available to parents/carers?

We believe that parents are the most important people in their child's life. We have a strong commitment to working closely with parents to maximise their child's progress.

As many of the children and young people come to school via local authority transport, contact is mainly conducted through home/school communication books and telephone calls.

The school organises regular parent mornings, which are currently hosted by the school's family worker. These sessions focus on topics that have been identified by parents as areas of particular interest to them. Parents will also be provided with information on other organisations within Westminster that are able to support parents with the non-educational aspects of caring for a CYP with autism and disabilities.

Where further information about the school can be obtained (Section 64 of the Act)

Further information about the school can be found on the Federation of Westminster Special School's website, which is available on:

<http://www.qe2cp.westminster.sch.uk>

College Park School works in partnership with the Federation of Westminster Special Schools, Westminster City Council, the Bi-borough and other surrounding boroughs. Westminster City Council's Local Offer is available on:

<http://localoffer.westminster.gov.uk>