



LOCAL OFFER

Name of Head Teacher	Mr David Stewart
Name of Admissions Lead	Mrs Julie Swann
Name of Proprietor	Cavendish Education
School Address	Devenish Road, Ascot, Berkshire, SL5 9PG
School Telephone Number	01344 875101
School Main email address	admin@heathermount.co.uk
School website	www.heathermount.co.uk
Type of school and provision	Students aged 5-18 with a primary diagnosis of Autistic Spectrum Disorder (ASD) Co-educational

	Question	Answer
1	<p>What kinds of special educational needs and disabilities does the school provide for and how will the curriculum be matched to each students' needs?</p>	<p>All students will have a diagnosis of Autistic Spectrum Disorder (ASD) indicating this being their Primary need.</p> <p>Students may also have an additional or additional diagnosis(s) of associated/additional conditions such as ADHD.</p> <p>All students must have an Education and Health Care Plan (EHCP) in place or in draft and approved by their local authority.</p> <p>Work is differentiated at the appropriate levels for all students to access their learning and make good progress. Planning is monitored by the Senior Leadership Team (SLT) at least 3 times per year.</p> <p>Students at Heathermount follow the National Curriculum up to GCSE. We also offer opportunities to choose a vocational pathway in Hospitality and Catering, Business Administration and/or Horticulture. Being a small school, it is not possible to offer an extensive range of subjects, but we do offer:</p> <ul style="list-style-type: none"> ● English ● Maths ● Science ● ICT/Computing ● History/Geography ● Art ● Catering ● Horticulture ● Business Administration ● Physical Education ● Construction ● Drama ● PSHE

		<p>There are occasions when it is both educationally and socially - emotionally necessary to place a child in a younger, chronologically lower year group in order to fully meet their needs. In some cases, this constitutes a form of special educational provision. At Heathermount, any such decision is made with great care and only following a thorough review by a multidisciplinary team of professionals. This review considers the child's cognitive profile, developmental stage, and their ability to access learning meaningfully alongside a specific peer cohort. Only when the evidence indicates that a younger cohort would better meet the child's needs will this be recommended.</p> <p>Where a back-year placement is required, Heathermount will notify the local authority and family formally, either prior to placement or as soon as the school is in a position to confirm the necessity.</p> <p>The school already operates a number of mixed-age classes, enabling personalised placement decisions that prioritise each child's learning and well-being. Throughout the academic year, staff continually review whether reintegration into the child's chronological year group is feasible and in their best interests. This is discussed openly at annual reviews, and any placement outside chronological age is clearly recorded in all EHCP documentation and supporting paperwork.</p>
2	<p>What teaching strategies are commonly used to support the needs of the students?</p>	<p>TEACCH, which may include individual workstations Visuals to include graphics, photos, written word, symbols. Now/next Boards Zones of Regulation Movement Breaks Sensory Diets Ruth Miskins – Read Write Inc. Low arousal environment Small pupil groups – Primary maximum 6 students and Secondary maximum 8 students per class group Elklan communication strategies</p>

		<p>Comic strips Social stories Task instruction sheets National Curriculum – GCSE & Functional skills programme ASDAN</p>
3	<p>What additional support is available to students to aid learning and improve outcomes?</p>	<p>Group and 1:1 speech and language sessions and social skills groups In-class or 1:1 Occupational Therapy sessions Sensory House Clinical Psychology Pastoral team support 1:3 ratio in primary phase 1:4 ratio in secondary phase</p>
4	<p>How is the decision made if my child requires more support than identified in their EHCP?</p>	<p>A 12- week formal assessment prior to school placement being offered is carried out for all students which includes:</p> <ul style="list-style-type: none"> ● Class Teacher review and assessment ● READY review ● Speech and Language assessment ● Occupational Therapy assessment ● Clinical observations and assessment, if necessary <p>After which a 12-week review meeting is held in which parents, local authority and school staff explore what may be required going forward should a permanent placement be offered.</p> <p>Thereafter, school staff will provide an annual development report which indicates progression rates across the academic year, which may inform the need for additional support.</p>

		Parents also have the opportunity via weekly dialogue with class tutors; parents' evenings or discussion with the senior leadership team to raise any major concerns or worries.
5	How will the child be involved in his/her own learning and decisions made about his/her learning?	<p>Where possible pupils are involved in planning their IEP (Individual Education Plan) targets (also known as READY targets) and monitoring their own success.</p> <p>Their views are always included in Annual Reviews, which include reviews of their Behaviour and Risk assessment (BARA) and they are encouraged to voice their own opinions in amending their EHCP, especially when preparing to transition out of our provision. In addition, students are invited to give their views about the school via the student survey and the Primary and Secondary school councils.</p> <p>Building self-confidence and maintaining self-esteem is extremely important for all pupils experiencing any kind of difficulty and the school aims to deal sensitively with all special needs issues and greatly values all pupils' thoughts and opinions.</p> <p>Staff provide comprehensive pastoral support to ensure that all pupils feel that their strengths, aptitudes and achievements are fully valued.</p>
6	What support will there be for my child's overall wellbeing and mental health?	<p>Wellbeing is a key feature of the school. We understand that for children and young people with autism, anxiety can have a major impact on their lives and the lives of the families.</p> <p>Heathermount uses an autism specific approach to supporting the students called READY:</p> <p>READY is an acronym for:</p> <ul style="list-style-type: none"> ● Regulating and understanding emotional and sensory needs ● Environment

		<ul style="list-style-type: none"> ● Autism - mine and others ● Developing social communication skills ● Your wellbeing and independence <p>We understand the impact a child's autism can have on the whole family. We have a Pastoral Lead with whom you can ask to speak with about any other issues that may arise in or out of school. For example, concerns about behaviour, relationships with siblings, wider family difficulties, transport and looking at social and leisure activities in your area.</p> <ul style="list-style-type: none"> ● The school also provides the following: ● Safeguarding Team of 5 fully trained staff, with a Designated Safeguarding Lead ● 6 x Mental Health First Aiders (MHFA) ● Designated Lead for Mental Health ● PSHE curriculum ● Well-being and Positive Mental Health Policy and Mental Health Strategy ● 14-acre site with shrubbery, planting and trees to enhance wellbeing that can be easily accessed by students ● Sensory garden ● Play park and play equipment such as bikes, trikes and scooters ● In-house clinical psychologist
7	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The school has trained and knowledgeable staff on site, experienced in working with children and young people with ASD. We are also supported in delivering education by our:</p> <ul style="list-style-type: none"> ● Clinical psychologist ● Three speech and language therapists ● Occupational therapist and occupational therapy assistant <p>We are also able to call on the expertise of other services from within the Cavendish Education family.</p>

8	What training have staff supporting children and young people with autism had?	<p>Half termly in-house training and discussion takes place around Autism and the READY approach.</p> <p>Staff have also received training in:</p> <ul style="list-style-type: none"> ● TEACCH ● Attention Autism ● Sensory Integration ● Comic strip conversations ● Social stories ● Elkan ● MAYBO – a conflict management approach accredited by BILD ● Safeguarding and child protection (online and in-house training sessions)
9	How will my child be included in activities outside the physical classroom including school trips?	<p>Heathermount is an integral part of the local community and we access it regularly to support learning and development.</p> <p>We make every effort to include all students in school trips. Opportunities will be taken throughout the academic year to extend the curriculum coverage by taking part in a number of educational visits linked to student learning. All students have an individualised risk assessment which is signed by parents and available to all staff.</p> <p>The school also offers timetabled Forest school lessons in Primary, whilst extending this to Horticultural studies in KS3 and KS4 and make full use of the outdoor classroom provision.</p>
10	How do you check and review the progress of students?	<p>In order to determine progress made by students at Heathermount School, we use a range of data/methods and reports. This information is routinely reviewed and shared with all stakeholders. This will include:</p> <ul style="list-style-type: none"> ● Two parent evenings an academic year ● A mid year and end of year report

		<ul style="list-style-type: none"> ● Annual review paperwork ● Speech and Language assessments ● Occupational Therapy assessments <p>At Heathermount we believe progress cannot be determined by academic data only and therefore reviews are completed which reflect a child's progress against both their EHCP outcomes and their READY targets and curriculum coverage.</p>
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<p>11</p>	<p>How accessible is Heathermount School?</p>	<p>We make every reasonable adjustment possible, however we do have a large 14-acre site with some areas that are undulating. Most of the site is across one level in three main areas; secondary modular, primary school and foundation area. The main house, which provides some further teaching areas, is spread over three floors. There is not a lift available.</p> <p>We have one accessible toilet and there are ramps that provide access to some areas of the school.</p>
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<p>12</p>	<p>How will Heathermount School prepare and support my child to join the school and then transfer to a new school/college/work?</p>	<p>Referrals must be made through your local authority. The school are not able to process direct parental referrals. The Admissions Lead is available to support you and your family throughout the admissions process and provide you with further information or signpost you to the correct service within your local authority. Please refer to our Admissions policy for further details.</p> <p>Once Heathermount's Admissions' Panel has agreed that Heathermount may be an appropriate placement for your child, with the agreement of the local authority, Parents are encouraged to do a school visit and the Admissions Lead will show you around. This will be a chance for you to ask any questions that you may have.</p> <p>Thereafter, if all parties agree, a set of taster sessions (3-5 days dependent on ability and age) are offered.</p> <p>We are aware that some students have been out of school for a significant length of time or they may be school refusers. When this is the case, Heathermount staff will work at the pace of your child so that their re-integration to education is successful.</p> <p>Following a positive set of taster sessions, with agreement from the local authority, a 12-week pre-placement may be offered. Again, this is taken at a pace to meet the needs of the child.</p> <p>At the end of the 12-week pre-placement a review meeting is held and if all parties are in agreement, a permanent place at Heathermount may be offered. From KS3 onwards your child will receive sessions within their PSHE curriculum to look at their future needs, wants and desires. A draft transition plan will be formulated and shared with the child, the family and the local authority.</p> <p>When it is time for your child to move on from Heathermount, whether to college or to employment, a transition co-ordinator will help you and your child further amend the Transition Plan so that you and your child can clearly see the next</p>
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		<p>steps. This may also include amendments to your child's EHCP to reflect this next stage of life.</p>
<p>13</p>	<p>How are the school's resources allocated and matched to students' needs?</p>	<p>All students at Heathermount have an Education and Health Care Plan (EHCP) and places are fully funded by the student's local authority.</p> <p>All new students are assessed by the speech and language therapists and the occupational therapist regardless of whether the need is detailed in the EHCP and recommendations are made. This may lead to an amendment of the EHCP should the recommendations require further longer-term provisions.</p> <p>Heathermount is in a position to be able to allocate resources reasonably flexibly across the school according to the needs of different class teams.</p> <p>We have the following educational areas:</p> <ul style="list-style-type: none"> ● Subject specialist classrooms for secondary age students ● Training kitchen ● Sensory house and garden ● Art room ● Horticulture room, with greenhouses, polytunnels and raised beds ● ICT suites ● Cycle track ● Extensive outdoor play equipment ● Sports hall ● Drama room ● State of the art fitness suite ● Extensive outdoor gym equipment ● Indoor and outdoor dining areas

<p>14</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Every term, the leadership team meets with each subject teacher to discuss student progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child. This may take various forms such as additional literacy support, a modification to the Autism Support Plan (ASP), a revised reward system etc.</p> <p>Where we consider it may be appropriate, we will, in dialogue with the local authority, consider providing a child 1:1 staffing in the short term. Should a child require 1:1 support in the longer term, additional funding will have to be sought from the local authority.</p> <p>Where a child has 1:1 staffing, parents are advised that the member of staff working 1:1 with their child will rotate in order to reduce overreliance on one adult.</p>
<p>15</p>	<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents and families can be involved in Heathermount School by:</p> <ul style="list-style-type: none"> ● Attending parents evenings and social events ● Reading information on the website and in the Headteachers newsletter ● Attending the regular parents' forum and coffee mornings ● Volunteer
<p>16</p>	<p>Who can I contact for further information?</p>	<p>For those seeking further consultation for a placement you will need to contact your local authority SEN department in the first instance.</p> <p>For those seeking additional information regarding the school and its provision, you could review our website which provides a significant level of information that should in most cases answer your questions.</p> <p>Should this not be sufficient, then please contact the school directly.</p>