

Local Offer and School Offer

Gosberton House Academy's website details the School Offer at GHA and the link below is to the Local Offer for Lincolnshire.

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

Many thanks to the pupils at GHA, their families and staff for contributing to this important piece of work. Their support has been invaluable. If you have any feedback on the information here, please contact Vicky.Turner@gosberton-house.lincs.sch.uk

For further information on EHCP processes etc can be found here.

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_10_1

Gosberton House Academy Local Offer



Provision to facilitate/support access to the classroom/curriculum/independent learning

National Autistic Society Accredited since 2003

SPELL approach www.autism.org.uk/living-with-autism/strategies-and-approaches/spell.aspx

Staff expertise in Autism, Co-morbidity, emotional literacy, social communication and sensory integration.

Structured and calm environment

Emotional Literacy for all

Social Communication program

Direct skills teaching

Visual Literacy

High adult to pupil staffing ratios, typically 1 class teacher and 2 Teaching assistants to every 10-14 pupils.

Visual mediation including visual cued behaviours and learning, kinaesthetic and active learning

Visual timetables

Modification of the physical and visual environment TEACCH strategies



First/Then approaches

Wide use of symbols including Communicate in Print

Speech and Language Therapy

Specialist OT support

Links to local mainstream and specialist schools.

Promoting independence and problem solving approaches

Relax rooms/low arousal areas and safe spaces

Individual work areas/Workstations

Specialist internal unit for youngsters with complex sensory issues

Rewards and achievement systems

Pupils voice

Self-regulation

Self-assessment

Modified National Curriculum

Calming/fidget objects/activities

A focus on promoting independent skills and problem solving

Transference of knowledge and skills

Real life learning Metacognition-learning to learn

Personalised learning approaches

Colourful Semantics

School rules

Rights and Responsibilities Culture - RRSA Level 2



School and Class charters

Structured

playtimes/lunchtimes

**Access to a supportive environment-IT facilities/equipment/resources
(including preparation)**

Interactive whiteboards/screens in every classroom.
Access to computers/laptops/ipads in all classrooms
Individual work areas/ workstations
Sensory resources
Speech and language therapists
Occupational therapy support for the school.



Strategies to support/develop literacy

Rapid
Reading
Jolly
Phonics
THRASS
handwriting
Writing slopes
Wrist and pen weights
Use of sound buttons
Basic skills
Visual literacy
Range of recording methods- written, verbal, ipad apps



Strategies to support/develop numeracy

Web based learning
Songs
Multi-sensory learning
Visual representation
Basic skills
Leitner approach

Strategies to support/modify behaviour

All staff trained in Team Teach de-escalation and positive handling

Emotional Literacy

Social Communication

Use of Comic Strip conversations and Social Stories Green anger, Red anger

Keep Safe

First Then

Risk Assessments

Positive Support Plans

Individual Education Plans (IEPs)

Relax room and use of Safe Space

Calmers

Rewards and recognition systems

Data analysis of behaviour incidents

Traffic light timetable system

Specialist occupational therapy support

Fidget objects

Activate

Resistance exercises

Real-life learning visits

Stickers, happy notes, certificates

Smiley face charts

End of day celebration assemblies

Calming strategies

Pupils supported to Self-Regulate and Self-Manage

Pupil ownership of behaviour and targets

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------------------|--------------------|-----------------------|--------------------|
| Taxi | Taxi | Taxi | Taxi | Taxi |
| Breakfast/Circuits | Breakfast/Circuits | Breakfast/Circuits | Breakfast/Circuits | Breakfast/Circuits |
| Basic skills | Basic skills | Basic skills | Basic skills | Basic skills |
| Activate/Hello | Hello/Get changed | Activate/Hello | Activate/Hello | Activate/Hello |
| Maths | P.E | English | Cooking/Maths | Maths |
| Assembly | Singing Assembly | Playtime | Assembly | Playtime |
| Playtime | Playtime | Playtime | Playtime | Playtime |
| Drink | Drink | Drink | Drink | Drink |
| English | English | Maths | Cooling/English | Computers/Story |
| Toilet/wash hands | Toilet/wash hands | Toilet/wash hands | Toilet/wash hands | Toilet/wash hands |
| Lunch | Lunch | Lunch | Lunch | Lunch |
| Playtime | Playtime | Playtime | Playtime | Playtime |
| Drink | Drink | Drink | Drink | Drink |
| Phonics/SPAG | Phonics/SPAG | Phonics/SPAG | Phonics/SPAG | Phonics/SPAG |
| Get changed | Activate | Activate | Activate | Activate |
| P.E | Art/D.T | Topic | Forest school/Science | Beavers |
| Get changed | R.E./PSHE | Spanish/Music | Forest school/Topic | Beavers |
| Fruit/Drink | Fruit/Drink | Fruit/Drink | Fruit/Drink | Fruit/Drink |
| Toilet/pack bag | Toilet/pack bag | Toilet/pack bag | Toilet/pack bag | Toilet/pack bag |
| Assembly | Assembly | Assembly | Assembly | Assembly |
| Taxi | Taxi | Taxi | Taxi | Taxi |

Development of Social communication skills and social relationships

Social Communication across school in all classes

Use of Comic Strip conversations and Social Stories

Social Use of Language Programme

Talkabout Resources

Self-help skills programmes

Community events- Inter school sports, choir, Harvest Festivals,
visits to local care home

Mixed age lunch tables- social seating

Responsibilities/monitors

Lunch routines-social skills reinforced

Birthday celebrations within school

Rights Respecting Culture



Strategies to enhance self-esteem/promote emotional wellbeing

Healthy Lifestyles

Social Communication

Emotional Literacy

Rewards

Use of interests

Opportunities to represent the school at community events

School trips

Reward and achievement celebrations

PSHE

Forest schools outdoor programme

Creative curriculum

Heartstart

Class Assemblies

Monitors and table heads responsibilities

Global Citizenship

Pupil Voice- School Council, Eco Council Fundraising for national and international charities

Rights Respecting schools work

10 Habits Program



Enriching the curriculum

Visiting theatre productions

Choir

Unicef Rights Respecting

Eco Award

Switch Off Fortnight

Arts Festival

Macmillan Coffee afternoon

International Day of Change

Chinese New Year

PAT Dog visits

Shoe Box appeal

Cooking

Mosaic Making

Sculpture week

Re-enactment visits including WW2, Romans

World Record Speed Stacking

Bikeability

Earth Hour

Dads, Lads and Lasses Challenge

Mums, Lads and Lasses Challenge

World sport events

Cubs/ scouts

Mini Police

Forest Schools



Strategies to support development of life-long learning

Eating programmes

Toileting programmes

Dressing

Self esteem

Self regulation

Problem solving

Structured environment

TEACCH principles

PECS

Calmers

Transference of learning Real life learning

Learning outside the classroom.

Clubs

Homework

Social Scripts for new life experiences

Adaptive life skills resources

Cubs/ Scouts

Unicef



Support/supervision at less structured times of the day including personal care

High teaching staff supervision ratio

Timetabled play areas

Range of play areas

Opportunity to be busy or play quietly

Breakfast club

Sensory circuits

Homework club

Bike maintenance club Friends

club

Sports club

Choir

Story Den

Toilet training

Sports Leader

Promoting independent skills-toileting, eating, dressing.

Guitar Club





Strategies to support transitions

- Calming Music
- Quiet time
- Quiet time activities- reading/drawing
- Visual cueing
- Liaison with new schools
- Taster days
- Prospectus
- Welcome to new class letter

Strategies/programmes to support speech and language

- Speech and language therapy on site
- Picture Exchange Communication System (PECS) TEACCH principles
- Visual cues
- Communicate in Print symbols
- Reduced language Communications programme
- IEPs
- Colourful Semantics
- Wide range of visual resources
- Low arousal classrooms/spaces

Strategies/programmes to support Occupational Therapy/Physiotherapy needs and sensory integration.

Activate

Specialist Occupational Therapy provision on site

PECS

TEACCH strategies

Wide use of symbols, including Communicate in Print

IEPs

Parent workshops

Sensory circuits

Sensory Diet

Sensory profiles

Adapted cutlery, furniture and equipment- writing slopes, Hokki stools, captains chair

Physiotherapy programmes delivered in school. Weighted pens

Wrist weights Writing slopes



Access to medical interventions

Care plans

Staff trained in administration of specific medications

Visiting school nurse

Epilepsy trained staff- Annual training re: seizure awareness of emergency medications

All staff have Basic First Aid

Qualified paediatric First Aiders

Support from School Health Advisors from the Children with Disabilities Team

Staffing arrangements to promote access (building, curriculum, information)

Local authority transport and passenger assistants

School website

School minibus and staff trained to drive

Newsletters

Home/school books

Planning, assessment and celebration

BSquared Assessment system

CASPA data collection system

Moderation with other specialist settings

National Curriculum modified

Annual reviews

IEPS

Positive Support Plans Risk

Assessments Passports

Beery

CARS

Kays Picture assessment

Jolly Phonics reading

York reading test

Tapestry-Early Years Learning journeys

Home/school books

Happy notes

Certificates School

reports

IEP celebration assemblies Homework

prize giving assemblies Child-friendly

IEPs

Next step marking

Engagement with parents/carers

Newsletters

Home/school books

Website

Parents evenings

Parent workshops

Open afternoons

Activity afternoons- gardening, art, cooking etc

Coffee afternoons

Multi-agency meetings

Class assemblies and school productions Dads,

Lads and lasses challenge afternoons

Mums Lads and lasses challenge afternoons

Christmas and Easter fayres

Annual reviews IEP

reviews Email

Online homework-Teach your Monster to read, Education City, Sum Dog

Training for parents alongside staff

Sports days

Signposting for information/resources



Liaison/Communication with Professionals

Educational Psychologist

CAMHS

Social Care

Occupational Therapy

Speech and Language therapy

ESCO

Arrangements for specialist expertise in school

Staff trained to deliver NAS courses for parents- Earlybird, Earlybird Plus, Healthy Minds

NAS Accreditation Panel Member Delivery at NAS Regional Meetings

Specialist postgraduate qualifications in Autism

In-house training workshops

PECS

TEACCH

Social Stories

Comic Strip Conversations

Swimming instructors

Emotional Literacy

Specialist teachers in Autism (part of the Lincolnshire service)

Co-morbidity ASD/ADHD

Social Communication trained staff

Forest schools

Heartstart

Art

Arrangements for specialist expertise from outside school

National Autistic Society Health Service

Speech and Language Therapy Service

Sports coaching

Visiting therapists

Educational Psychologists

Musicians

Bikeability

Historical visits

Science visits

Frameworks to support on-going development:

OFSTED-outstanding

National Autistic Society Accredited School and Outreach service

Basic Skills Quality Mark

Leading Parent Partnership Award

Arts Council Artsmark Award

Rights Respecting School Award (RRSA)

Eco Schools Green Flag Award

Healthy Schools

Investors in People

Sports mark

Continuous Professional

Development Quality Mark

AfPE



What our parents and pupils say about us

'I can't thank you enough for your support.....with your help he is growing up to be an amazing young man.'

'No words can explain how thankful we are for having our child at your amazing school.'

'Words cannot explain how grateful we are for what you and your team have done for our child.'

'You have changed our child's and our lives forever.....thankyou.'

'I will truly miss being a parent at your school.'

'Your school has empowered us as parents and bought our will to fight, nurture and support our child.'



'Thankyou for giving our son the best possible start in life. You have made a big difference not just to (our son) but to us too. There are not many people I trust to take care of my son but I completely trust the school.'

A sincere thankyou for the guidance, teaching, environment and ethos that has enabled our child to succeed and has prepared him for his next steps. He is happy confident and independent. We cannot thankyou enough.

Because of your expertise and dedication we have been able to get to know our son so much better.

Fantastic SATS results. We cannot thank you enough.

The change in.....life and ours has been enormous. We cannot thankyou enough. I will never be able to put into words how eternally grateful I am...you have given me a son that I never dreamed I would have...I've watched him grow into a fine young man....you really are amazing.

I love that every teacher knows ...and I am even more impressed at how many know us. Our child's life has changed so much. It is wonderful to see him laughing....we never thought that would happen. Thankyou so much.

We would like to say a big thankyou-it is with your care and understanding that we have seen our daughter change into a confident capable young lady.

I don't even know how to begin to thank you for everything you have done for my child. You have been his lifeline (and mine at times!) throughout some of the most difficult and challenging experiences you have been his advocate when I haven't been able to and you have done everything in your power to make sure he keeps on track with all life throws at him. I thank you from the bottom of my heart.

Jargon buster!

Hokki stools- These are stools recommended by our Specialist occupational therapist. They allow the child a range of movement whilst sitting.

SPELL- Structure, Positive, Empathy, Low Arousal, Links- an NAS approach

CARS- The Childhood Autism Rating Scale

Keys picture test- This is an assessment used to identify needs with visual tracking and visual clutter.

Green anger/red anger- We explain to the children that it is okay to be angry but red anger choices are not helpful. Green anger choices are helpful ways to express anger eg walking away.

Quiet time- No voices

Good sitting- Sitting up in our chairs, arms folded or on knee

Helpful and unhelpful choices- Helpful choices are behaviours that are helpful eg good sitting, quiet time, helping others etc.

Sensory circuits- This is a specific programme of sensory integration that the children use to help integrate their sensory systems ready for learning. The children do some alerting, organising and then calming activities.

Sensory diet- Some of our children need a sensory diet, which may include a sensory circuit, use of sensory calmers, multi-sensory learning, desensitisation etc. Staff and parents use a sensory profile to gain a clear picture of a pupils sensory needs.

Beery assessment- Beery is noted on a child's IEP, if appropriate to them. This is a way for us to assess a child's visual perception and motor coordination. The assessment then gives us a score and a range of activities we can use to move that skill on. This would then form part of that the child's daily learning.

TEACCH approach- This involves using a first, then approach using visuals to support. For some children it could be the use of green and red boxes to indicate start and finish, for others it may be shown in visual photos or symbols.

PECS- Picture Exchange Communication System

