**Secondary**

**School**

**Choices**

**Resource Provision and Special Schools in Middlesbrough**

[www.middlesbrough.gov.uk/localoffer](http://www.middlesbrough.gov.uk/localoffer) 

**Choosing the Right School for your Child**

When choosing a school, read the schools SEN information report/Local Offer to get a better understanding of how the school can meet your child’s needs. You can find this on the school’s own website.

Try and arrange a visit to the schools, meet the Head teacher and chat to the Special Educational Needs Co-ordinator (SENCO) to find out more about the school and get your own feel for it.

Before you visit it may be worthwhile to make a checklist of all the things that are important to you and your child. This will help you to ask the right questions. Think about your child’s needs and what matters to you most about a school.

Calendar

Description automatically generated

After your visits, take time to reflect and consider what you have found out. Make your ideal choice but also think about the alternative schools that can also meet your child’s needs as there may be times that your preferred school is unable to offer a place to your child.

**Middlesbrough Schools**

There are 3 different types of school provision within Middlesbrough; Mainstream, Mainstream Additionally Resourced Provision and Special Schools.

**Mainstream Schools**

Most children and young people with special educational needs will have their needs met in **local mainstream schools**. The school will make reasonable adjustments to meet the needs of the child in accordance with their SEN Support Plan or Education, Health, and Care Plan (EHCP).

Parent/ carers can preference a mainstream school as part of the Education, Health, and Care assessment and Annual Review, in addition to making preferences via the Place Planning process for key transition years.



**Mainstream Additionally Resourced Provision / Bases**

Some children and young people may have their needs met within an Additionally Resourced Provision within a mainstream school. You may have also heard teachers and other parents talking about Bases or SEN units.

Children don’t always need to have an EHCP to access a Resource Provision.

Some of these settings can provide a small class environment away from the wider mainstream classes, with higher staffing ratios. Some resource provisions have students who take part in mainstream classes being supported with reasonable adjustments, equipment and additional support but can also have access to the resource provision for additional targeted support.

Students take part in mainstream activities and mix with the wider school population during break times and afterschool activities

Take a look at the schools listed in the table overleaf, this should help you identify the Additionally Resourced Provisions by primary need to narrow down your preferences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mainstream Additional Resourced Provision** | Acklam Grange School \* | Outwood Academy Acklam \* | Outwood Academy Ormesby | The Kings Academy | Unity City Academy |
| Secondary |  |  |  |  |  |
| Post 16 |  |  |  |  |  |
| Communication & Interaction / Autism Spectrum Conditions |  |  |  |  |  |
| Hearing Impairment |  |  |  |  |  |
| Visual Impairment |  |  |  |  |  |
| Higher Learning Need |  |  |  |  |  |
| Physical Disabilities & Medical Need |  |  |  |  |  |
| Profound & multiple learning difficulties |  |  |  |  |  |
| Severe learning difficulties |  |  |  |  |  |
| Speech, Language & Communication |  |  |  |  |  |
| Social Emotional & Mental Health |  |  |  |  |  |

\**Must have an EHCP and Autism Diagnosis*

**Communication & Interaction / Autism Spectrum Conditions**



**School Name**: Acklam Grange School

It is a Mainstream School with a Base for students with Autistic Spectrum Conditions.

**Other Information:**

Acklam Grange strives to provide high quality teaching to all of our students. Teachers prepare Schemes of Learning and Progress and lessons which support the learning and progress of all students. Individual faculties are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners.

Staff have access to regular training opportunities to improve their knowledge and skills. All staff with input to Special Educational Needs have individually tailored training through the AGS Inspire programme.

Students are allocated to one of four learning pathways following a varying route and permitting each student to access a broad and balanced curriculum with significant personalisation.

**Children MUST have an Education, Health and Care Plan and a diagnosis to attend.**

**School Name**: Outwood Academy Acklam

Outwood Academy Acklam is a mainstream secondary school for young people aged 11 - 16 years old, where students follow a broad and balanced curriculum. Every child who is on the SEN register is given a one-page profile, which is shared with staff. Within the profile, students' views and learning strategies, including reasonable adjustments, are outlined. This is then reviewed, at appropriate intervals, with parent views.

There are a number of intervention spaces young people can be referred to through an internal referral process. Interventions include: internal bespoke interventions, ELSA, Lego therapy, Numicon, Lexia PowerUp, Lexonic Leap, Miskin, etc.

**Children MUST have an Education, Health and Care Plan and a diagnosis to attend.**

**Physical & Medical / Speech Language and Communication**

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**School Name**: Outwood Academy Ormesby

**Offer:** Outwood Academy Ormesby is an Enhanced Mainstream School with a High Need Base for students with **Physical and Medical needs in addition to Speech, Language and Communication needs.**

**Where will they be educated:** Students will be educated in mainstream classes buthave a Bridge and Personalised Learning Centre facility, which delivers bespoke and targeted interventions to help develop students’ academic attainment and soft skills. This intervention is tailored to the students’ needs and is there to build on the Wave 1 Quality First Teaching in lessons. Sessions run for six weeks and are regularly reviewed to ensure that impact is made.

**Additional Information:** Outwood Academy Ormesby have a commitment to putting students first and supporting students with additional needs to achieve their potential and experience the broad and balanced curriculum. All teachers deliver First Quality Teaching in lessons and provide differentiated work in relation to the student’s needs. TA support is available to those who require additional support in lessons, alongside a wide range of interventions and strategies to support learning in lesson.

**Visual Impairment**

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**Provision**: Additional Resourced Provision (ARP)

**Criteria:**

**•** Primary need: Vision Impairment. Students who are registered severely partially sighted / blind

• EHCP

We have a resourced provision for students with vision impairment. Students with a vision impairment are supported within mainstream classes with appropriate technology, Braille, modified print resources and in class support, as required.

Our QTVI provides support in the form of braille tuition, technology tutorials, specialist assessment, curriculum access and advice and guidance for teachers.

**Deaf & Hearing Impairment (DHI)**

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**Provision:** Additionally Resourced Provision for students who are Deaf/Hearing Impaired

**Criteria:**

**•** Primary Need: Deaf / Hearing impaired

• EHCP

We have a regional provision for students who are Deaf/Hearing Impaired (DHI). Students accessing this provision are likely to have an EHCP.

DHI students are supported in mainstream classes with the use of audiology equipment, resources, in class support and pre and post-lesson tutorial sessions, according to need.

Students who communicate using BSL receive in class communication support from our DHI team who hold BSL qualifications from Level 2 – Level 4.

Our Teacher of the Deaf provides specialist assessment, English intervention and support for our DHI students.

We have a strong Deaf community within school and encourage students with DHI to come together during social time, in a supported space inside school which is designated for DHI students or, outside in the communal playground.

Deaf Awareness training is provided for all staff working at The King’s Academy and has become a familiar way of working for our teaching staff.

**Higher Learning Needs**



**Provision:** Higher Learning Needs Support Base (Unit) at The King’s Academy

We have a specialist support unit for students with Higher Learning Needs. Our HLN Unit is a special provision within our mainstream school where students are taught in separate classes in order to meet their needs.

‘Higher Learning Needs’ is an inclusive term for students who require specialist provision at school for cognition and learning needs.

**Criteria:**

**•** Primary need **MUST** beCognition and Learning

* have a learning disability or learning difficulties

• be working at a level significantly below their peers and are significantly delayed in learning (Working at Reception, Year 1 or Year 2 levels)

• have low literacy levels

• be classed as ‘vulnerable’ due to social and emotional needs

• likely to have an Education Health Care Plan with cognition and learning as a primary need

Students who access our HLN unit are taught in smaller classes (12 students per class) and access shared support from the HLN team. Students are also supported during break and lunchtimes.

Students with Higher Learning Needs follow an alternative curriculum leading to Entry Level Qualifications. Quality First Teaching is supplemented by literacy and numeracy interventions and personalised curriculum opportunities. Practical subjects and activities designed to develop independence and life skills are built into the curriculum from Year 7 onwards.

Our students with HLN benefit from attending mainstream tutor groups and being part of wider academy life such as extracurricular events and clubs, whilst being taught within the HLN classes for all subjects.

**Higher Learning Needs**

**Provision**: Unity City Academy - Additionally Resourced Provision

**Criteria:**

**•** primary need **MUST** beCognition and Learning

* have a learning disability or learning difficulties

• be working at a level significantly below their peers and are significantly delaying in learning (Working at Reception, Year 1 or Year 2 levels)

• have low literacy levels

• be classed as ‘vulnerable’ due to social and emotional needs

• likely to have an Education Health Care Plan with cognition and learning as a primary need

**Offer:** Unity City Academy hosts a Local Authority 30 place High Needs Learning Base. Students that attend here have a range of learning needs that range from moderate learning to significant learning difficulties.

**Where will they be educated:** Lessons provided within the Academy’s Base Provision and within mainstream classes

**Additional Information:** The Academy’s Base provision enables smaller class sizes with greater staffing support for the students.  A tailored curriculum can be offered, on an individual basis, which allows the students to join the main Academy groups for various lessons that will stretch, challenge and engage them further during their educational journey. More appropriate specifications are followed to enable learners to gain success throughout their time with us, with students completing courses such as Life Skills and Entry level certificates.

**Specialist Schools**

Some children and young people may need to attend a special school. These children must have an Education, Health and Care Plan.

A special school is a school that caters specifically for children whose needs cannot be met within a mainstream school or Additional Resourced Provision within mainstream.

This encompasses children and young people with many different types of educational needs; with schools can specialising in one of the four areas of special educational needs:

* communication and interaction
* cognition and learning
* social, emotional, and mental health
* sensory and physical needs

Take a look at the schools listed in the table, this should help you identify the Special School provision by primary need to narrow down your preferences.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Special School Provision** | Beverley School\* | Discovery Special Academy | Priory Woods School and Art College | Hollis Academy | Fairfax  – Horizons\* | River Tees Multi Academy Trust - Grangetown |
| Primary |  |  |  |  |  |  |
| Secondary |  |  |  |  |  |  |
| Post 16 |  |  |  |  |  |  |
| Communication & Interaction / Autism Spectrum Conditions |  |  |  |  |  |  |
| Hearing Impairment |  |  |  |  |  |  |
| Higher Learning Need |  |  |  |  |  |  |
| Physical Disabilities & Medical Need |  |  |  |  |  |  |
| Profound & multiple learning difficulties |  |  |  |  |  |  |
| Severe learning difficulties |  |  |  |  |  |  |
| Speech, Language & Communication |  |  |  |  |  |  |
| Social Emotional & Mental Health |  |  |  |  |  |  |
| Visual Impairment |  |  |  |  |  |  |

* **Need to have an ASD diagnosis to attend**
* **An EHCP is required to attend any special school**

**Communication & Interaction / Autism Spectrum Conditions**

**School Name**: Beverley School

**Provision:** Special School (Reception to Post 16)

**Offer:** Beverley School is an all-age specialist school for pupils who have an autistic spectrum condition. Pupils must have an EHCP and an Autism Diagnosis.

**Additional Information:**

Our vision is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our students for life after school. Our curriculum is based around the principles of preparation for adulthood, under the headings of Employment, Friends, Family and Community, Independence, and Good Health up to 6th form. The preparation for adulthood themes are woven through the whole curriculum offer at Beverley. Specific Autism strategies are also embedded in the curriculum to enable communication and independence such as PECS, TEACCH and Attention Autism.

Our classes are grouped to promote positive social relationships and support students’ social and emotional needs, teaching staff are experts in providing differentiation and challenge. We offer a broad and balanced curriculum with an emphasis on Project Based learning throughout the whole school to promote active engagement, active learning and success in generalising skills and knowledge outside the classroom. Class timetables are planned to offer appropriate weighting of subject delivery to meet the needs of the learners. Classes where students are not accessing National Curriculum objectives are assessed on Language and Communication (English), Cognition (Maths) and Science using SOLAR assessment tool along with their EHCP outcomes. Classes where students are accessing the National Curriculum students are assessed on National Curriculum Learning Objectives, recorded on SOLAR, and their EHCP outcomes.

**Communication & Interaction / Autism Spectrum Conditions**

**School Name**: Fairfax - Horizons

**Provision:** Secondary Special School

**Offer:** Fairfax is a small satellite provision within Middlesbrough for students with Autism. Fairfax is part of Abbey Hill Academy and uses the same curriculum and resources as the students in the Stockton site of Abbey Hill.

Fairfax adapt the curriculum and environment to meet the needs of the individual learners, particularly focusing upon the students’ sensory needs and ability to self-regulate, this in turn allows our students to fully access the curriculum.

A diagnosis of ASD is required to attend Fairfax.

**Profound & Multiple Learning Disability (PMLD)**

**Provision:**  Priory Woods School and Art College

**Offer:** We cater for pupils from the ages of 4-19 with a range of special educational needs

**Criteria:**

* Primary need: Profound and Multiple Learning Needs (PMLD) and/ or Severe Learning Difficulties (SLD)
* EHCP
* Additional needs may include physical disability; sensory loss; ADHD; emotional or behavioural difficulties

**Additional Information:** Careful design and planning of the school ensures that a distinctive and appropriate ethos exists at each phase, together with progression in the design and content of the curriculum to meet the changing needs of our children and young people as they grow up.

Priory Woods operates a number of different curriculum models to meet the different needs of the pupils in relation to their age, ability, and social and emotional development. For example, pupils with profound and multiple needs have access to therapies and a sensory curriculum, while more able pupils have additional maths and English lessons and access to accreditations and Entry Level qualifications.

The curriculum offered to each student depends on decisions made on how to best meet individual needs and the long-term outcomes in the EHCP. Pathways include following an informal curriculum, semi-formal curriculum, or formal curriculum, although these are not exclusive, and some learners may access aspects of more than one. Class sizes depend on the individual needs of the pupils. Across Lower School we aim to keep classes to 10 pupils or below. In other phases class sizes may increase to 12. Careful consideration is given to pupil numbers and staffing ratios at the beginning of each academic year.

We are a purpose-built special school with excellent access for all. Specialist facilities include a hydrotherapy pool, with a hoist and track directly from the changing rooms to the pool, a rebound therapy room, a multi-sensory room, and a soft playroom. Every class has access to outside play areas. We have extensive grounds which include a bike track, Forest School area, playgrounds with wheelchair accessible equipment and green space. The school currently has 4 minibuses, two of which are wheelchair accessible.

On site medical support is provided by the School Nursing Service who provide a nurse on a daily basis. A full-time physiotherapy assistant is supervised by one part-time physiotherapist. Speech and language therapy is provided by a number of specialist therapists, Occupational therapy support is also provided. A Family Liaison Officer is employed to support parents, liaise between home and school, monitor attendance and to provide support around safeguarding**.**

**Severe Learning Difficulties (SLD)**



**School Name**: Discovery Academy

**Provision:** Special School

**Criteria:** Primary need of Cognition and Learning (severe learning difficulties - SLD) is needed. The child may also have needs in more than one area such as a physical disability or sensory difficulties.

**Additional Information:**

All children who attend the setting have an Education and Health Care Plan (EHCP). To be admitted to the academy, the EHCP must identify a pupil’s **main** presenting needs as severe learning difficulties, alongside any other communication difficulties, physical, sensory, and medical needs.

We believe that a child’s education is a partnership between parents, professionals, and academy staff, therefore we aim for regular, open, and honest communication.

Curriculum provision at Discovery is dependent on the needs of the child. Therefore, we do not prescribe to one specific teaching approach, as what works for one child may not work for another. This means that we draw on a variety of approaches, including traditional teaching methods for those pupils who are able to access subject specific learning. This allows a holistic approach centred on personalised learning with developmental learning intentions drawn from a variety of sources including (but not limited to) Development Matters the National Curriculum Frameworks, the Autism Education Trust, Occupational Therapy programmes and Speech and Language interventions.

**Social, Emotional & Mental Health (SEMH)**

**School Name**: Hollis Academy

**Provision:** Secondary Special School

**Offer:** Hollis Academy caters for up to 85 pupils, year 7 to year 11, all of whom have an Education, Health, and Care Plan (EHCP) and have a primary need of SEMH, (Social, Emotional, and Mental Health), other needs can include some diagnosed conditions such as ASD and ADHD.

**Additional Information:** Our aim is to ensure that all pupils thrive and achieve their very best in all aspects of school life regardless of any barriers to learning they may bring with them. We believe that praise, encouragement, and rewards are important in creating a good learning environment and for fostering good working relationships.

A friendly, positive attitude is essential for promoting equal opportunities in order to meet the individual needs of the young people at Hollis. We are totally committed to providing your child with an educational experience that will prove to be a firm foundation for life.

We deliver a bespoke curriculum that is flexible enough to ensure we can meet learner’s needs from Y1 up to chronological age. Students complete a suite of GCSEs and other qualifications.

Our staff are well trained in all aspects SEMH including trauma, attachment, ODD and ADHD. Our specialist provision provides a separate space for vulnerable learners in the PLC and ASD class.

We work effectively with other professionals to ensure children's needs are met. This might be through offering a vocational placement as your child gets older, or working with specialists such as councillors, therapists, and social services.

**Social, Emotional & Mental Health (SEMH)**

**Provision:** River Tees Academy Trust - Grangetown

**Criteria:**

* Primary need: Social, Emotional and Mental Health Needs (SEMH)

**Offer:** River Tees Academy Grangetown offer places to learners aged 5-19 with Social, Emotional and Mental Health needs, some pupils will have co-occurrence of Autistic Spectrum Conditions.

**Additional Information:**

River Tees Academy Grangetown is committed to changing lives. We want all pupils to enjoy their education, engage fully and make exceptional educational progress. We have high aspirations for every learner and will support them to access a broad and balanced national curriculum. Our curriculum aims to deliver the highest quality education, but with personalisation and scaffolding to help those who need to access a different way of learning.

**What About Schools Outside of Middlesbrough**

Information relating to schools within our neighbouring Local Authorities can be found within the individual Local Offer websites or a link can be found on [Middlesbrough’s Local Offer website](https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/advice.page?id=ceJRAa8UrRY).

There are no non-maintained or Independent Schools within Middlesbrough’s boundaries. These schools are located with our neighbouring authorities, details of these schools can be found on [Education and Training section](https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/results.page?familychannelnew=8-1-7) of our Local Offer website.

It is important to note that we would always try and ensure that a child's needs could be met in a Middlesbrough school setting before considering a place in a school in the independent or non-maintained sector.

**SEND Inclusion, Assessment and Review Team**

The SEND Assessment and Review Team are responsible for naming the School in Section I of the Education, Health, and Care Plan. They will be able to provide information, advice, and guidance about a suitable placement for your child based on their assessed special educational needs. You can contact the team using the single point of contact information below.

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If you would like more support with your child’s transition or to discuss the different schools you can also talk to your current schools SENCO or contact the South Tees SENDIASS **on** 01642 300774 (Extension 225) or email [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

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