



Snowflake School

'Improving the quality of family life'

Snowflake School

LOCAL OFFER

Snowflake School Local Offer

All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs.

This document sets out what we offer at Snowflake School. We are an Independent School situated in the Royal Borough of Kensington and Chelsea in London

Please contact us directly if you would like further information on

020 7370 3232

info@snowflakeschool.org.uk

Snowflake School

Snowflake School teaches children and young people aged 5 to 16 years with autism and related communication disorders.

We are an independent, non-profit day school, registered with the Department of Education as a Non Association Independent Special School - number 207/6408 Snowflake is listed on the Secretary of State for Education List 41 of approved schools

Snowflake School is in Earls Court in the Royal Borough of Kensington and Chelsea. However, we take pupils from all over London.

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Applied Behaviour Analysis

Verbal Behaviour



We use the principles of Applied Behaviour Analysis (ABA) and B F Skinner's analysis of Verbal Behaviour (VB).

Teaching with ABA/VB reduces challenging behaviour and helps pupils to build on their social, play and independence skills. Pupils achieve their full potential with ABA/VB.

By reducing behaviour which proves to be a barrier to learning, we're able to give children access to a broad, balanced and specialised curriculum in line with the National Curriculum.

Our School Vision

No two snowflakes are identical and all of the children that come to Snowflake School are unique and amazing individuals who have an abundance of skills and potential waiting to be unlocked. We aspire to be a learning community that invests in the development of staff knowledge and skills as well as pupils, parents and the wider public. We aim to do what we can to spread the word that the Applied Behaviour Analysis/Verbal Behaviour (ABA/VB) approach to Teaching and Learning is very effective and can bring great benefits for children with autism, leading to real improvements in the quality of family life.

Our guiding principles and aims



Learner's Potential

We believe every learner has the potential to develop skills beyond their current level and should be free of behaviour that are a barrier to learning and limit opportunities for full community involvement.

Functional Communication

We will teach functional communication skills and other skills that will lead to rewarding personal relationships, well-being, vocational productivity and self-determined daily activities.

Applied Behaviour Analysis

We rely on the literature of the science of applied behaviour analysis and its underlying assumptions to guide our analysis of learner needs and our recommendations of effective treatment and instruction.

Our guiding principles and aims



Development of Skills

Functional communication is the foundation that supports the development of skills in all areas and therefore B.F. Skinner's analysis of verbal behaviour and the supporting empirical work guide our treatment and instructional recommendations.

Instructional Methods

Taking and analysing data is central to our practice and ensures that we make effective and informed decisions

First Educators

We recognise that parents/carers are the child's first educators and that their expertise in their child is of paramount importance to us.

All-round Development

The link between home, school and external agencies are crucial to fully support the allround development of the child.

Snowflake School ensures

Our provision is made in accordance with the Special Educational Needs and Disability (SEND) Code of Practice 2014

We have a lead person for SEND - David Haswell the Headteacher
We invest in whole school and targeted training for staff.

Our teaching and support aims to be inclusive.

We provide information on school arrangements for SEND to parents and Trustees.

We publish our school SEND policy and accessibility plan on our website.

Pupils

All of our pupils have an diagnosis of Autism or a related communication disorder. They also have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

All of our pupils have additional therapy needs, such as Speech and Language Therapy and Occupational Therapy.

Staff

Every pupil has a tutor trained in ABA.

The teaching team work closely with the Speech and Language Therapist and the Occupational Therapist. Our pupils' communication and sensory needs are worked on daily across the curriculum.

Snowflake School is a signing community and our staff are trained in the use of 'Signalong' sign language.

Who are the best people at Snowflake School to talk to about my child's needs?

Within our school the best people at school to talk to about your child's needs are:

David Haswell, Headteacher - responsible for new admissions, day to day aspects of the school and all arrangements for pupils including Child Protection and attendance. The Headteacher reports to the Trustees on all aspects of the school.

Sam Sullivan, Tara Morgan and Tom Dibb - ABA/VB Supervisors responsible for planning individual ABA/VB programmes and assessing children's progress

Catherine Stephenson, Teacher responsible for the Curriculum and assessing children's progress

Ardavan Farman-Farmaian - Data and Assessment Trustee who is responsible for monitoring that every child who attends the school is making good progress

How will I know how well my child is doing at school?



Snowflake School has an open door policy enabling parents/carers the opportunity to regularly meet and discuss their individual children's needs, staff are happy to respond to individual queries at picking up and dropping off times and are happy to arrange individual appointments at mutually convenient times.

We will communicate with parents regularly in a variety of ways including;

- Social media, Facebook and Twitter

- Home school link book. Parents/carers are encouraged to share experiences and events in their children's home/school book

- Staff are able to offer support and guidance on a range of topics, home visits, and offer training to parents

- Speech and Language Therapy and Occupational Therapy reports

A report on progress at the end of each term and targets for the following term

- Annual review reports and meetings

Curriculum and Assessment

Our core assessment is The Verbal Behaviour Milestones Assessment & Placement Program (VB-MAPP)

There are skills in 16 key areas. We break them down into significant milestones and present them in a sequence of progress.

The National Curriculum and Schemes of Work are adapted to the pupils' specific needs.

As children and young people with ASD find communication the most difficult, we focus on teaching communication skills, particularly in the early years.

We use Applied Behaviour Analysis (ABA) and specifically Verbal Behaviour (VB) principles in our teaching.

ABA/VB targets the communicative, academic, social and practical skills of children and young people. With these skills, children are better equipped to take on educational and social opportunities in their communities

Parents

Each pupil has an Individual Education Plan (IEP) to which pupils, parents, teaching staff and therapists all contribute. These are reviewed termly.

Each pupil also has a daily communication book which gives parents a brief description of the child's day in school.

Parents are also encouraged to write a brief description for the school. It should cover how their child has behaved or slept during the previous night.

Snowflake School also offers parents advice to help them to reduce or adapt specific behaviours which impact on their family's lives.

What support is available for children at Snowflake School?



One to one tuition

Individualised programmes integrating National curriculum Early Years Foundation Stage and ABA/VB

Applied Behaviour Analysis/Verbal Behaviour (ABA/VB) teaching.

Effective communication with parents

All staff well trained

Teaching resources are accessible and appropriate

What support is available for children at Snowflake School?



Multi sensory approach to learning

Interactive environment and reasonable adjustments

Identification and assessment in school

Additional advice and support from outside agencies

Children supported to build relationships and engage

Circle time Social skills development

Emphasis on the development of Functional Skills

What support is available for children at Snowflake School?



Individual Education plans

National Curriculum is adapted to meet the needs of pupils

Specific goals – broken down into short steps

Promotion of functional skills development including social and life skills

iPads and ICT Assistive technology used to reduce barriers to learning e.g. Speech generator apps

Visual timetables, token boards and sensory plans

What support is available for children at Snowflake School?



Advice and intervention from our ABA/VB Consultant, Supervisors, Speech and Language Therapist and Occupational Therapist

SALT programmes supported by Tutors.

OT programmes supported by Tutors Class based support.

Behaviour plans

Play skills groups

Contact

Many Snowflake School policies and procedures are available via our website www.snowflakeschool.org.uk

If you should wish to contact us;

Telephone: 020 7370 3232

Email: info@snowflakeschool.org.uk

Facebook www.facebook.com/snowflakeschool

Twitter [@SchoolSnowflake](https://twitter.com/SchoolSnowflake)