

LOCAL OFFER RELATING TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

This is an executive two-page summary of our 'Local Offer'. A more detailed version, written by the School's Assistant Head (Student Support) / Special Educational Needs Coordinator, is also available (on the website or on request from the school).

School responsibilities are to ...

- Provide high quality, differentiated teaching that accommodates, and is responsive to, individual needs.
- Track progress carefully, identifying where extra support is needed.
- Ensure that all staff are regularly updated with current information and strategies relating to students' specific needs
- Provide additional help, where it is needed, within the constraints of available resources.
- Implement the school's SEND Policy

Needs are identified through ...

- Close liaison with parents, primary schools and other relevant agencies before each child starts their education with us.
- In-school testing, with support (as appropriate) from specialist agencies.
- Ongoing discussion with parents, staff and the students themselves.

Students and their parents are supported through ...

- Involving students, parents, relevant staff and (as appropriate) other agencies in decisions regarding provision.
- Classroom Support Plans, as appropriate, and in-class teaching assistant support.
- Additional small group and/or one-to-one support.
- Providing extra out-of-lesson support with homework, access to ICT and other resources – at break and lunch-time and before and after school.
- Ensuring that staff work together, attending relevant training and sharing information.

Students' overall well-being is supported through ...

- A year-based pastoral structure, overseen by the Assistant Head (Student Support) – each student is supported by a tutor, head of year and year group specific Student Support Officer (available right through the day for communication with parents and support of students)
- The Learning Support Team, who provide a base where students can get easy access to support
- Our Inclusion Team, based 'The Focus Room', who offer further emotional and behavioural support
- The qualified first aid team, who are available throughout the day.

The school has been made accessible through having ...

- A modern build (in the main) with a design that accommodates the need of students with mobility issues, including three lifts to allow access to the whole school.
- Disabled car parking spaces on both car parks
- Disabled toilets on each floor of each building, with hoist and shower facilities in one.
- A hearing loop for auditory support
- A swimming pool with a hoist
- Rooms for practical subjects that have tables that are height-adjustable.
- Further specialised resources, such as perching stools, standing frames, screen filters and magnifiers.

Specialist resources are used to support students by ...

- Ensuring that staff are appropriately trained in the use of specialist resources and associated strategies. In particular, as a *Full Status Dyslexia Friendly School*, we employ a range of techniques, including coloured pages and overlays, scaffolded tasks etc.
- Encouraging (and training) staff to adapt their own resources.
- Utilising the skills of the Learning Support team, as appropriate, to make bespoke individual resources for students to give them access to the learning undertaken by their peers.
- Exploiting the power of new technology, through the use of specialist software and through our 'Learn Anywhere' scheme, which has supported the use of iPads in the classroom and at home.

Extra support is brought in in the form of ...

- Specialist teachers and other professionals, who can support with specific SEND, including Communication and Interaction, Cognition and Learning, Sensory / Physical needs and Social / Emotional / Mental Health issues. In practice, we get very regular support from the Autism Outreach Team and Speech and Language Therapy.
- Educational Psychologist support, through the Local Authority.
- The Educational Welfare Service (to support attendance and punctuality issues)
- Liaison with the school nurse.

(Regular reviews are held, which are informed by the views of the student. Where several agencies are involved, a 'Team Around the Child' meeting is held under the Common Assessment Framework, with a designated Lead Worker.)

Other activities are available in the form of ...

- Largely, the full range of activities offered to other students, as we see it as our responsibility to make adaptations and allow access, where at all possible.

Students are supported through their transition from primary school by ...

- Extra meetings, as appropriate, including close liaison by the SENCO with students, parents, school staff and other agencies involved.
- Visits to the child's school to observe them in a familiar setting.
- Extra visits to our school and/or inclusion in our Summer School programme.
- The creation of individual transition plans, as appropriate.

Students are supported through their transition from secondary school through ...

- Prioritised support from our Information, Advice and Guidance Manager, who is a Level 6 qualified Careers Education and Guidance advisor.
- Extra support given in securing, managing and reviewing a work experience placement in Year 10.
- Transition plans and supported visits to potential 'next steps' destinations.

SEN Funding and Additional Funding is received by the school in the following ways ...

- We receive a basic allocation in our budget for supporting students with SEN.
- Where the case is strong enough, we can receive extra funding (from the Local Authority) for students with a high level of need (Additional Educational Needs and Higher Level Needs funding).
- Where there are specific needs that are significantly different to the arrangements that are generally put in place and these needs are identified on an individual's Education, Health and Care Plan, a personal budget may be allocated. We work together with parents to determine how this funding is used.

Students can get extra support through taking to ...

- Peer mentors (a team of students, who have been trained to support younger or more vulnerable students)
- Inclusion Team
- Year Office support (Head of Year and Student Support Officer)
- Learning Support team and SENCO
- Information, Advice and Guidance Manager and Library Assistants
- Any of the staff team!

Students can get extra support through taking to ...

- Assistant Head (Student Support) / SENCO and Learning Support Team
- Head of Year / Student Support Officer
- IAG Manager
- Staffordshire Parent Partnership
- Local Support Team

If parents are unhappy with any aspect of their child's education, they can ...

- Contact SSO/HOY or SENCO; contact the Headteacher; refer to the Governing Body (generally in that order)
- Contact the Local Authority's SEN / Inclusion Officer (where a concern relates to LA support). An independent mediator can get involved where concerns are not settled. The Parent Partnership Service can help to advise.