

THE SEND LOCAL OFFER QUESTIONS AND ANSWERS

1. How does the school know if students need extra help?

We identify students requiring additional SEND support in a number of ways. These include:

- Records and transfer information from previous schools
- Year 6 review meetings for selected students
- Standardised assessment data
- Progress monitoring
- Information from Year Leaders, Progress Leaders, form tutors and subject teachers
- Information from parents/carers and students
- External agency reports

2. What should a parent/carer do if they think their child may have special educational needs or a disability?

There are a number of ways that you can share your concerns with the school:

- Speaking with your child's form tutor, Year Leader or Progress Leader
- Contacting the school's SENCo

3. How will the school support a child who has been identified as having special education needs or a disability?

If your child is identified as requiring additional SEND support, we take a number of steps:

- We gather the views of parents/carers, students and staff about the SEND need and the type of support that might be beneficial
- We draw up and share with all staff a profile giving information about the student and Quality First Teaching strategies to support them in lessons
- For students receiving a SEND intervention, a plan is produced recording the nature of the intervention and expected outcomes. Any contribution that parents/carers can make to support the student is also recorded
- The impact of a student's additional SEND support, whether it is classroom based or a SEND intervention, is evaluated at the end of an agreed period and outcomes are used to inform the nature of any future support

4. How will the school's curriculum be matched to the needs of SEND students requiring additional support?

Our curriculum is designed to meet the needs of students in a range of ways. These include:

- Quality First Teaching
- Banded ability sets in selected subjects
- Access to additional English and maths lessons
- Additional or differentiated resources
- Access arrangements for eligible students in school-based and external exams
- Teaching assistant support
- Access to alternative venues and additional adult support at breaks and lunchtimes
- Targeted and personalised interventions focusing on the development of specific skills
- Opportunities for support with homework
- Use of more specialised resources or equipment as advised by external professionals
- For students with an EHC or SEND Support Plan: individualised support and interventions as detailed on their plan

5. How will the school and the parent/carer know how a student is doing and how the parent/carer can support their child's learning?

The school keeps parents/carers informed about their child's progress in a number of ways. These include:

- Regular Progress Review information is shared with all parents/carers. The information is evaluated by the school to help identify any concerns regarding a student's progress. Where there are concerns, these are shared with parents/carers
- Annual information evenings focus on the curriculum being studied and provide information on how parents/carers can support their child's learning
- Annual parent/carer consultation evenings focus on a student's progress within individual subjects and provide information on the ways that parents/carers can support their child's learning
- For students with EHC plans, a review meeting is scheduled annually to provide a formal framework in which to review a student's progress and to establish the nature of ongoing support in consultation with the parents/carers, student and any relevant external agencies
- For a student receiving additional SEND support in the form of targeted interventions, progress is evaluated at the end of an agreed period. Outcomes are shared with parents/carers and the student

6. What support is offered from the school to ensure the well-being of students who require extra help or SEND?

We have a number of procedures to promote the well-being of students with SEND. These include:

- A SENCo responsible for monitoring the progress and well-being of students on the school's SEND register and the coordination of SEND provision from teaching assistants and/or a specialist teacher
- Referral to the school's therapeutic lead for additional support from wellbeing mentors or staff trained in delivering therapeutic support
- Referral to the school's therapeutic lead for signposting to the appropriate agencies outside school
- Referral to the school's welfare lead or matron
- Where students and their parents/carers are already involved with external agencies, collaborative work can be undertaken

7. What specialist services and expertise are available at or accessed by the school?

The school works with a number of specialist services. These include:

- Educational Psychology Service for Consultation and EHCP assessments
- Child Adolescent Mental Health Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Inclusion and Intervention Team
- Specialist Teacher for Visually Impaired
- Specialist Teacher for Hearing Impaired
- School Nurses Team and NHS Complex Needs Nursing Team
- Children and Family Practice Team
- Social Work Team

8. What training are the staff having or going to have to support students with SEND?

All teachers are trained in accordance with the Teacher Standards. In addition, the school has a number of staff trained or receiving training to support various needs in the following areas:

- Teaching assistants: literacy and numeracy difficulties, communication and interaction difficulties and social, emotional and mental health needs
- Teaching assistants: first aid and use of Evac chairs,
- Teaching staff, teaching assistants and first aiders: use of Epipens
- Teaching assistants and first aiders: support for students with Epilepsy
- SENCO and SEND team: supporting ASC needs
- Teaching assistants: British Sign Language
- Teaching assistants: Resource modification for VI students
- SENCO and Deputy SENCO: assessment of specific learning difficulties: dyslexia
- Teaching assistants: supporting students with recall and working memory difficulties
- Teaching assistants and selected invigilation staff: exam access arrangements

9. How will students be included in activities outside the classroom including school trips?

The school is committed to involving all students in all activities, wherever possible, including residential and day trips. This involves:

- Making transport arrangements appropriate for the needs of students with physical and/or medical needs
- Providing additional adult support for students with physical and/or medical needs
- Agreeing care plans for students with physical and/or medical needs, including the administration of any medication
- Providing additional adult support as required for students with social, emotional and/or mental health needs

10. How accessible is the school?

The school is accessible to wheelchair users and others with a range of needs. Facilities include:

- Lift
- Evac chairs for the safe evacuation of students from the first floor
- Dedicated disabled toileting facilities, including a shower
- Electronically controlled doors in corridors allowing fire doors to remain open for ease of movement around the school
- Height adjustable furniture
- Colour-coded subject areas
- Highlighted steps on key staircases
- Signage designed to support those with Visual Impairment needs
- Alternative methods of communication with home on request

11. How will the school prepare and support SEND students or those requiring extra help to join the school and transfer to a new setting at the next stage of their education and life?

We prepare and support SEND students for joining and moving on from the school through a range of procedures. These include:

- Collaborative planning meetings with Year 6 colleagues
- Opportunities for parents to discuss their child's EHC plan or additional support needs with the SENCO prior to transfer
- Opportunities for Year 6 students with SEND to make additional transfer visits
- Consultation with specialist services before and during transition
- Advice and guidance for staff on students' additional needs prior to transfer
- Information, advice and guidance meetings for Key Stage 4 students
- Additional support with post Year 11 applications and transfer visits for identified students
- Additional support for transfer from Year 11 into the school's 6th Form for identified students

12. How are the school's resources allocated and matched to a student's SEND?

We receive funding for students with identified SEND. Our funding is allocated in a variety of ways to match the needs of SEND students. This includes meeting the cost of:

- Additional staff to work with SEND students in lessons and to deliver out-of-class interventions and support
- Access to additional English and maths teaching in Years 7 and 8 in place of Modern Foreign Language lessons.
- Access to a BBB programme with reduced GCSE entries in Years 9,10 and 11.
- Access to a cross-year tutor group for students requiring SEMH support.
- Resources and equipment required to meet the needs of SEND students
- Staff training and development to meet the needs of SEND students
- Meetings and administration time to plan, monitor and review provision for SEND students

13. How is the decision made about what type and how much support a student with SEND will receive?

A number of factors are considered. These include:

- Where a student has an EHC or SEND support plan, we make provision according to the requirements recorded on the plan
- For SEND students without an EHC plan, we attempt to match the amount and type of support to the level of need. A number of factors are considered. These include:
 - Levels of attainment and well-being compared to peers
 - Progress in response to whole-school and SEND provision and interventions
 - Advice received from external agencies
 - Views of subject teachers, the student and the parents/carers
 - Availability of resources

14. Who can the parent/carer contact for further information?

We are committed to working closely with parents/carers and any member of staff can be contacted. In the first instance the recommendation is to contact:

- Form tutors and subject teachers
- Year Leaders and Progress Leaders

Other staff who can be contacted include:

- Welfare Lead
- SENCo
- Head of Sixth Form
- Designated Safeguarding Lead
- Deputy Headteacher

Where a member of staff is unable to provide the information required they will support the parent/carer to make contact with the appropriate person