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| 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 |

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| 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 an 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 * Differentiated teaching and learning activities and 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 Plan: individualised support and interventions as detailed on their plan |

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| 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:   * 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 * 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 * 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 |
| 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:   * Line management of the school’s SENCo by the Designated Safeguarding Leader * 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 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 * Child Adolescent Mental Health Service * Speech and Language Therapy Service * Occupational Therapy Service * Physiotherapy Service * Inclusion and Intervention Team * SENDIS Specialist Teacher for Visually Impaired * SENDIS Specialist Teacher for Hearing Impaired * The NHS, including the School Nurses Team and NHS Complex Needs Nursing Team * Children and Family Practices * Children’s Services: Children with Disabilities Team * Children Services: Children with Disabilities Team |

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| 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: 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, specialist SEN teacher and teaching assistants: supporting ASD needs * SENCO and specialist SEN teacher: assessment of specific learning difficulties: dyslexia * Teaching assistants: supporting students with recall difficulties * SENCO and specialist SEN teacher: assessment for 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 in science laboratories and ICT and technology classrooms and the facility to have raised tables in all mainstream classrooms * 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 |

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| 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 * 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 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 * Advice received from external agencies * Views of subject teachers, the student and the parents/carers |
| 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. This includes:   * Form tutors and subject teachers * Year Leaders and Progress Leaders * Welfare Lead and the First Aider * 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 |