

The School Offer:

	Question	Offer
1.	How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use achievement data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map. We undertake baseline assessment on entry to the school and again in year 9 to ensure pupils make outstanding progress within the correct ability set and that any areas of difficulty are identified. The curriculum is based upon a 'child centred' approach in which appropriate academic pathways are devised, depending on the academic/pastoral profile of the cohort.</p>
2.	How will setting / school support my child/young person?	<p>Our governors/trustees & play an active role in monitoring the quality of our special educational needs provision.</p> <p>All staff are clear that they have a responsibility to ensure pupils with additional needs receive an excellent education, in which every child achieves their aspirations. We have high expectations of all our teachers in meeting a range of needs.</p> <p>All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick</p>

		<p>to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs. The Inclusion Team support pastoral need and pupil welfare and the SENCo has designated person status for child protection.</p>
3,	<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>Differentiation is embedded in our curriculum and practice and is further progressing as part of our development plans for 2014-2015. We have a tailored personalised curriculum for some pupils with severe and complex needs which involve regular Learner Progress review meetings with children and young people and their families helps us to monitor this and reflect on the next best steps.</p> <p>All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team.</p>
4.	<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.</p> <p>We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.</p> <p>We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and</p>

		as such deliver workshops on site/work in collaboration with other agencies and are therefore introducing support meetings throughout 2014-2015 (initially Transition and ASD support meetings).
5.	What support will there be for my child's/young person's overall well-being and to help them develop their independence?	<p>All our staff are regularly trained to provide a high standard of pastoral support. We have an experienced pastoral team led by our assistant head teacher Mr Gibson.</p> <p>Each key stage is led by a Head of School who ensures every child is supported pastorally and all barriers to learning are addressed. The Inclusion team, including the SENCo and Pastoral Heads, meet on a fortnightly basis to plan effective intervention and ensure every child has appropriate support/ provision.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training e.g. Epi Pen training. We have a medical policy in place.</p> <p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff and staff regularly receive updated training in behaviour management.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p> <p>We have a defined rubric to enable support staff to encourage greater independence in all our learners.</p>
6.	What specialist services and expertise are available at or can accessed by the setting/school?	<p>Many of our learning assistants are trained to work in specialist areas of special educational needs. We encourage all staff to continually update their skills and knowledge.</p> <p>Our staff receive regular training and our teachers hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map.</p> <p>The school invests in its' mentoring/counselling and receives</p>

		<p>support through Life Space. All mentors are qualified counsellors and have been DBS checked.</p> <p>All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>
7.	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. At every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p> <p>We have an experienced team of learning assistants who meet as a team fortnightly to review provision and they also engage in regular CPD. There are five members of staff who have been trained as Designated Safeguarding Leads to ensure every area of the school is safeguarded.</p>
8.	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our SEN/Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>
9.	<p>How accessible is the setting/school environment?</p>	<p>We have a full Accessibility Plan in place (will be updated 2014-2015) and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres embrace The Equality Act 2010.</p> <p>We monitor the languages spoken by families in our settings. Where possible, we also ensure any home-setting communications are available in the most common languages and when required translators are asked</p>

		to attend meetings. EAL provision is monitored termly by the EAL Coordinator and SMT. Parents are invited to joint EAL/Pastoral meetings when necessary. All pupils with English as an additional language are encouraged to sit qualifications in their home language.
10.	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	We have a robust Induction programme in place for welcoming new learners to our setting. We have excellent relationships with our feeder schools and our Pastoral team arrange visits to all feeder schools as well as our SENCo Mrs Safron Ball visiting all feeder schools where pupils with high level SEN currently attend - we also offer an additional transition day for these pupils. Our careers advisor Mrs Jackie Witts liaises closely with students and their families, as well as work experience settings and further education institutes with whom we have very good relationships with. We have had no NEETS (Not in education, Employment, or Training) in recent years.
11.	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The Head teacher, governors and Finance manager oversee matters of finance. We seek to ensure value for money service, so all interventions are costed and evaluated.
12.	How is the decision made about what type and how much support my child/young person will receive?	Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates/outcomes with the SEN Governor.
13.	How are parents involved in the setting /school? How can I	We whole-heartedly believe in partnering parents and the child/

	be involved?	young person in a three-way dialogue to support a young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors/representatives. We have a very successful Parent Teacher Association who meet regularly.
14.	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board and updating our staff regularly, the SENCo and SEN secretary Miss Diane Clay will support families to access services through the Local Offer. An appointment with the SENCo can be obtained by contacting Miss Clay in the first instance.
15	Who can I contact for further information?	Parents/carers are encouraged to talk to their child's class tutor in the first instance. Further information and support can be obtained from the setting/SENCo.