

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. Parents receive a grade sheet every half term. 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. We focus upon our early identification of need and our referral procedures to support students. Parents/carers are encouraged to speak to the form tutor / class teacher 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.</p> <p>We undertake baseline assessment on entry to the school and again in Year 9 to ensure areas of difficulty are identified and support is given early to enable them to make outstanding progress. The curriculum is based upon a 'child centred' approach with appropriate academic pathways, depending on the academic/pastoral profile of the cohort.</p>
2.	How will setting / school support my child/young person?	<p>The school ethos celebrates inclusion and all teachers work actively to support our SEND learners. 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 realises their full potential. As well as having high expectations of all of our students, we have high expectations of all our teachers in terms of them meeting a range of learners' needs</p>

		<p>and having high aspirations for all learners.</p> <p>All interventions are informed by research and evidence based and are measured to monitor impact & attendance against expected outcomes. We are quick to respond and find alternative ways to support pupils through dialogue with the learner, their families and outside agencies where relevant. All our additional support programmes are overseen by the Inclusion Manager.</p> <p>The Inclusion Team work closely with the Pastoral team supporting students' holistic needs and pupil welfare. The Pastoral Head 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 continually revisited as part of our teaching and learning offer. . We have a tailored personalised curriculum for some pupils with complex needs which are reviewed in line with all subject procedures and regular parents' evenings. Parents and staff can arrange further meetings as necessary.</p> <p>All our teachers have a shared understanding of Universal provision and this is monitored regularly by the Heads Of Departments and the Senior 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>Each half term parents receive grade sheets for their child. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such 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 three-way feedback and therefore welcome ideas and suggestions from parents, students and teachers. 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</p>

		<p>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>Children receiving higher needs interventions will also have a learning plan that will be reviewed termly with parents.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on-site/work in collaboration with other agencies.</p>
5.	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. We have an experienced pastoral team led by an Assistant Head Teacher and supported by our Pastoral Manager, our Youth Minister and our Pastoral Assistant who is a member of the clergy.</p> <p>The Inclusion Manager, the Head of Pastoral Care and the wider Pastoral Team, 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 by all staff and staff 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 sought.</p> <p>We have a defined rubric to develop independence in our students, preparing them for their future beyond the school setting, whether it be in further education, a career, or another role but above all, so that they are equipped to meet the challenges of life in the twenty-first century.</p>
6.	<p>What specialist services and</p>	<p>Many of our learning assistants are trained to work in specialist areas of</p>

	expertise are available at or can accessed by the setting/school?	<p>special educational needs. We encourage all staff to continually update their skills and knowledge. Our staff receive regular training and our teachers hold qualified teacher status. We have a number of established relationships with professionals from external agencies (see chart below)</p> <p>The school invests in its mentoring and receives support through Life Space. All mentors are qualified and have been DBS checked.</p> <p>All external partners we work with are vetted in terms of safe-guarding. When securing additional services we monitor the impact of any intervention against desired outcome for the pupil and cost, to ensure a value for money service.</p>
7.	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Inclusion Manager has completed the mandatory National SENCo Award. We have a clear program of training identified each year to refresh and develop staff knowledge to improve universal provision delivery and to develop enhanced skills & knowledge delivery of targeted and higher needs interventions. At staff briefings and through regular emails, 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 three members of staff who have been trained as Designated Safeguarding Leads to ensure every area of the school is safeguarded.</p>
8.	How will my child/young person be included in activities outside the classroom including school trips?	<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 informs the provision which is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>
9.	How accessible is the	<p>We have a full Accessibility Plan in</p>

	setting/school environment?	<p>place 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 to and embraces 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 to attend meetings. EAL provision is monitored alongside the SEND provision by the EAL Coordinator. Parents are invited to joint SEND/EAL/Pastoral meetings when necessary. All pupils with English as an additional language are encouraged to sit qualifications in their home language.</p>
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?	<p>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 Inclusion Manager Mrs Safron Ball visiting all feeder schools where pupils with high level SEN currently attend. We also offer additional transition support through key staff visiting students in feeder schools and visits into St Benedict's. We have resources to support transition and an additional transition day for these pupils.</p> <p>We also support transition from our school and can arrange additional supported visits to new settings where appropriate.</p> <p>Our careers advisor Mrs Jackie Holmes liaises closely with students and their families, as well as with work experience settings and further education institutions; all of whom with which we enjoy excellent relationships.</p> <p>We have had no NEETS (Not in Education, Employment, or Training) in recent years.</p>
11.	How are the setting's / school's	Our finances are monitored regularly and we utilise resources to support

	resources allocated and matched to children's/young people's special educational needs?	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, so all interventions are costed and their impact rigorously monitored 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 (Universal Provision) 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. Parents are informed of progress following baseline testing every six months. The Inclusion Manager oversees all additional support and regularly shares updates/outcomes with the Assistant Headteacher/ Pastoral Care.
13.	How are parents involved in the setting /school? How can I be involved?	We whole-heartedly believe in partnering parents and the child/ 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 though a number of means. Our Local Governing Body includes Parent Governors/Representatives. We have a very successful Parent Teacher Association which meets 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 staffroom notice board and updating our staff regularly, the Inclusion Manager and SEN secretary support families to access services through the Local Offer. There is a link to the Warwickshire Offer on our website. An appointment with the SENCo can be obtained by contacting the SEN secretary in the first instance.
15	Who can I contact for further information?	Parents/carers are encouraged to talk to their child's Form Tutor in the first instance. Further information and support can be obtained from the

	Inclusion Manager.
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St Benedict's works in partnership with many different agencies. This enables us to develop relevant support around your child.		
 SEND Supported	SEND Supported	https://sendsupported.com/
 Warwickshire Education Services	Vulnerable Learners Specialist Teaching service	https://apps.warwickshire.gov.uk/Wes/services/687
 Warwickshire Education Services	Warwickshire Vulnerable Learners Educational Psychology Service	https://apps.warwickshire.gov.uk/Wes/services/705
 worcestershire county council	Worcestershire Educational Psychology Service	https://www.babcockprime.co.uk/learner-services/educational-psychology
 Warwickshire County Council	Special Educational Needs and Disability Assessment and Review – SENDAR	https://warwickshire.gov.uk/contactussendar
 Warwickshire County Council	Warwickshire SEND Information, Advice and Support Service- SENDIAS	https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/
 worcestershire county council	Worcestershire SEND Information, Advice and Support Service- SENDIAS	http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service
 Warwickshire County Council	Warwickshire Flexible Learning Team	http://www.warwickshire-flt.org.uk/
 worcestershire county council	Worcestershire Medical Education Team	https://www.babcockprime.co.uk/send/medical-education
 NHS choices	Speech and Language Therapy	https://www.swift.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy
 life space	Life Space	http://www.lifespace.org.uk/
 NHS choices	Warwickshire RISE	https://www.cwcamhs.com/home
 NHS choices	Worcestershire CAMHS	http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/contact-us/
 Warwickshire County Council	Early Help	http://www.warwickshire.gov.uk/caf
 Warwickshire County Council	Warwickshire Social Services	http://www.warwickshire.gov.uk/socialcareandhealth

