



ST PHILIP HOWARD CATHOLIC HIGH SCHOOL

SEND LOCAL OFFER

Approved by governors: February 2016

Review date: February 2019

1. a) How does the school know which students need extra help?

- We liaise with the staff from the students' previous school to gain information on what support they have had and may need.
- We obtain data from the previous school regarding attainment.
- We complete our own internal assessments. New students will complete reading, spelling tests and year 7 students will also complete Cognitive Ability Testing in readiness for Year 7 support.
- Students on the Inclusion register will be tested annually for reading, spelling and writing.
- In addition staff, parents and students can contact the Inclusion Department at any point in their school career if they feel that assessment and additional support is needed.
- Regular link meetings between the INCO and Heads of Year also provide information on students needing support.
- Rigorous use of assessment data on a half termly basis.

b) What should I do if I think my child has special educational needs?

Make an appointment to see the INCO who will discuss your concerns with you and decide on a plan of action, if necessary.

2. How will the school support my child?

This will depend on the level of need and will occur after discussion with the parent. Possible types of support include:

- Differentiation of the curriculum by the class teacher
- Withdrawal for spelling, reading, touch-typing, 'Step Ahead' during registration
- Withdrawal for 1 lesson per week in year 7 for additional literacy support with specialist teacher.
- Study Skills option for students in years 8-11 with a specialist teacher.
- Withdrawal for OT and handwriting support during a lesson for 'Step Ahead'
- Withdrawal for Speech and Language provision. (Only when a child has been assessed by the Speech and Language Therapist and has a prescribed programme.)
- Social Skills / Emotional Literacy / Anger Management support
- Mentor support both academic and pastoral
- Homework Club – invitation only
- Art Therapy can be provided in rare circumstances
- Touch Typing
- EAL support
- Alternative Curriculum for selected students only
- Exam dispensation.

3. How will the curriculum be matched to my child's needs?

The INCO will provide staff with information relating to your child's needs through use of a SEND register. Staff will plan and differentiate lessons to meet the needs of the student. Some students will be additionally supported by a TA in lessons. Some students will have additional support through small group withdrawal support. It is expected that all students will follow the National Curriculum and aim to complete GCSE exams.

4. How will I know what my child is doing and how will you help me support my child's learning?

The school will inform parents of students' progress through termly reports. Staff will monitor data relating to progress half termly and alert parents if there is a cause for concern. There are annual Parents Evenings.

In addition parents can contact their child's Form Tutor, Head of Year or class teacher at any time in the year either by email or phone for information or to discuss concerns.

Parents may also contact the INCO or Deputy INCO at any time. All parents /carers of students on the SEND register will be invited in at the start of the year to discuss targets for students' learning and these will be reviewed again at Parents Evening.

5. What support will there be for my child's overall wellbeing?

- The school has an excellent pastoral team. The Form Tutor will see your child daily during registration and support them with their daily needs. The Head of Year will monitor emotional and academic needs. The INCO will monitor any additional education needs including those of the gifted and talented, EAL and children who are Looked After. Assistant Head Teachers line manage departments and are also there to oversee your child's wellbeing. The Headmaster has regular drop in sessions for parents to discuss their child's needs.
- All students have a school diary which parents can use to communicate with staff.
- All staff can be contacted during the school day if a parent wants to discuss a specific issue or a point of concern.
- We have a school nurse on site to oversee medical needs and to work with parents for health care plans.
- We have a pastoral mentor for student support.
- The school works hard to avoid exclusions temporary or permanent, through parent/ staff meetings, outside agency support and careful monitoring.
- In addition your child will be supported spiritually through the Catholic ethos of the school with the support of the school chaplain.

6. What specialist services and expertise are available at or accessed by SPH?

The school has access to:

- Speech and language service
- Educational Psychologist Service
- Social Communication Team
- Integrated Services
- Occupational Therapy service
- CAMHS
- Art Therapist
- MASH

7. What training has the staff supporting students with SEND had or having?

Training has included support in the following areas:

- ASD
- Speech and Language
- Jump Ahead

- Mental Health
- Eating Disorders
- First Aid
- Supporting students with literacy and numeracy difficulties
- Anger Management
- Conciliation
- Dyslexia
- Numeracy support
- Assessment and reporting

8. How will my child be included in activities outside the classroom including school trips?

SPH has an inclusive policy of trying to allow all students to partake in activities outside the classroom. This may involve a Risk Assessment; if there is a risk to the safety of the child or other students then further consultation will take place with parents and staff to decide on a plan of action. Some students may require TA support.

9. How accessible is the school environment?

- The school is wheelchair accessible, however some parts of the school have corridors that may be difficult to manoeuvre when there are lots of children moving from lesson to lesson. It may be that this problem is overcome by leaving lessons five minutes earlier.
- There is lift access to one building but not another. In this instance lessons that would have been held in that block will be timetabled to take place on the ground floor.
- There are disabled changing and toilet facilities.
- Where parents do not speak English, the school will either find translators from within the staff or use the EMAT service for support.
- The school works closely with the sensory support team to provide support and access for students with visual and auditory impairments. Exam dispensation is gained for those students requiring 'Live speakers' or enlarged papers.

10. How will the school prepare and support my child to join SPH or transfer to a new setting?

To prepare for transition from Primary to SPH school:

- All students coming to SPH will be visited in their schools in year 6. They will be given a talk about what to expect and SPH expectations. There will be an opportunity to ask questions. Staff will also gain information from the primary schools re: students' work, progress and attendance which will be used to inform SPH staff about students' needs.
- Mrs Careless, Assistant Head, and Mrs Norris, INCO, will use the information to compile the SEND register, inform staff about students' learning and to arrange students into form groups.
- Parents / carers will be invited to attend a meeting in July where they can meet their child's new Form Tutor and INCO.
- Students will have Two Induction Days to meet their Form Tutor and get used to the school and complete assessments.
- Where applicable additional visits to the school will be arranged for some students.

When students need to move on from SPH:

- Students will have access to career information and guidance on choosing courses / colleges.
- Staff at SPH will forward all relevant information to the next establishment and if necessary meet with staff to ensure student needs are met.

11. How are the school's resources allocated and matched to students with SEND needs?

- Students with a statement or EHCP will have resources allocated as suggested by their plan.
- The school will decide on how the budget will be allocated to support students. This may include funding for: staff, 'catch-up' lessons, 1-1 support, Small withdrawal group intervention, Mentor support or specialist resources.
- The budget allocation will depend on funding from County and allocation will be decided in consultation with the Head Teacher, Business Manager and School Governors.
- Allocation of Pupil Premium funding can be viewed on the school website. Follow the link to [Pupil Premium Statement](#)

12. How is the decision made about what type and how much support my child will receive?

The Inclusion department uses information gained from previous schools, results of assessments and National Curriculum tests and parent information to decide on level of need. We will then decide on the level of support that can be offered. A letter will be sent home to parents to inform them of our decisions.

Parents/carers can then agree to the offer or call or meet to discuss the options further.

Regular assessments will inform us as to the students' progress and offer an indication of success of the intervention.

Parents and students may also feedback on the success of the intervention.

The SEND Code of Practice will also influence decisions on the type and level of support offered.

13. Who can I contact for further information?

First point of contact in the school is the Form Tutor.

If it is a SEND matter then you can call the Inclusion Secretary Mrs Grunwell to arrange to make an appointment with Mrs Norris, INCO or Mrs Wing, Deputy INCO.

You can also email Mrs Norris or Mrs Wing.

If you need to speak to Mr Carter, Head Teacher, you can call Mrs Inglis to arrange an appointment or email.

Mr Carter also has regular 'Drop In' evenings.

Email addresses:

Mrs Grunwell: bgrunwell@sphcs.co.uk

Mrs Norris: wnorris@sphcs.co.uk

Mrs Wing: cwing@sphcs.co.uk

School phone number: 01243-552055