



## SEND LOCAL OFFER

*'Becoming the people God calls us to be'.*

**This Policy has been approved and adopted by  
the Governor's Standards Committee.**

October 2023	October 2024
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### **1. a) How do we, at SPH, 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.
- 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 SENDCO or Deputy SENDCO, and Heads of Year and Teaching Staff also provide information on students needing support.
- Rigorous use of assessment data on a half termly basis.
- We aim to meet all children prior to them joining.
- We attend annual reviews for young people with EHCPs.

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

Make an appointment to see the SENDCO 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/carers and teachers. Great emphasis is placed on our teachers providing Quality First Teaching in which teachers meet the needs of the students with carefully adapted strategies. Possible types of support include:

- Adaptation of the curriculum by the class teacher
- Provision for spelling, literacy, reading and numeracy.
- Provision for OT and motor skills including handwriting support.
- Speech and Language provision. (Only when a child has been assessed by the Speech and Language Therapist and has a prescribed programme through the local authority)
- Social Skills / Emotional regulation support
- Mentor support both academic and pastoral
- Homework Clubs – 4 afternoons per week.
- Adaptive Curriculum (as part of a specialist plan for some students)
- Exam Access Arrangement following appropriate assessments and evidence collection.

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

The SENDCO will provide staff with information relating to your child's needs through use of a SEND register and one-page profiles. Staff will plan and adapt lessons to meet the needs of the student. Regular formal and informal assessments are used to check understanding, to inform teaching and learning. Some students will receive additional support from an LSA (Learning Support Assistant) in lessons. Some students will qualify for additional support through small group interventions. It is expected that all students will follow the National Curriculum and aim to complete GCSE exams. Alternative provision may be explored in exceptional circumstances. We have the highest aspiration and ambition to provide all learners with the knowledge and skills they need to succeed.

**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 termly and alert parents if there is a cause for concern. There are annual Parents Evenings, and the SENDCO is always available for discussion.

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 SENDCO or Inclusion Team at any time. Children with an EHCP will have an Annual Review.

**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 SENDCO & Deputy SENDCO will monitor any additional education needs including those of the Higher Attainers, EAL, children we care for (CWCF) and other vulnerable groups. Assistant Head Teachers line manage departments and are also there to oversee your child's wellbeing.
- All students have a school planner which parents/carers can use to communicate with staff as well as messaging on the Edulink app and email.
- All staff can be contacted during the school day if a parent/carers wants to discuss a specific issue or a point of concern.
- We have two school Welfare Officers on site to oversee medical needs and to ensure the implementation of health care plans.
- We have Pastoral Mentors.
- We have a Wellbeing Support Team who work in partnership with the medical and welfare team.
- 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 and all of its staff.

**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
- Occupational Therapy service
- CAMHS (Child and Adolescent Mental Health Services)
- Art Therapist
- IFD (Integrated Front Door – formerly MASH)
- LBAT (Learning and Behaviour Team)
- ASCT (Autism Spectrum Condition Team)
- Equine Therapy
- YES (Youth Emotional support)
- IFD (Integrated front door)

The School is very happy to work with private professionals who may have been commissioned to work with a young person.

**7. What training have 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
- Emotional Regulation
- Dyslexia
- Dyscalculia
- Numeracy support
- Assessment and reporting
- Attachment
- Bereavement
- ACE (Adverse Childhood Experiences, and early trauma)
- Resilience
- Sensory Support
- EBSA (Emotionally Based School Avoidance)
- Suicide Alert
- Academic Support

**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, professionals and staff to decide on a plan of action. Some students may require LSA support/accompaniment.

**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 slightly earlier than their peers.
- There is lift access to upper floors in both buildings.
- There are accessible changing and toilet facilities.
- Where parents do not speak English, the school will either find translators from within the staff or use the EMTAS service for support.
- The school works closely with OT and the sensory support team to provide support and access for students with visual and auditory impairments.

- Exam Access Arrangements are gained for those students where appropriate and in accordance with JCQ regulations.

## **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.
- The SENDCO will use the information to compile the SEND register, and inform staff about students' learning needs/requirements.
- Parents/carers will be invited to attend a meeting in July where they can meet their child's new Form Tutor, Head of Year and SENDCO.
- 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.
- Buddy Breakfast is run for parents/carers and pupils who are the only one or two coming from their primary school, to give them an opportunity to meet others in the same situation.
- If the student has an EHCP or EHCNA, the SENDCO will be in contact with the primary school to attend annual reviews where possible.

### **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.
- If necessary, the SENDCO will work alongside the new setting to ensure the student has a successful transition

## **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, small group support, Mentor support or specialist resources.
- The budget allocation will depend on funding from the Local Authority 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. SPH makes best endeavours to support young people effectively.

- 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.
- The ordinarily available Inclusion provision also supports how learning can be adaptive in the classroom.

### **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 Secretaries Ms Witek and Ms Wakefield to arrange to make an appointment with Miss Davess-Humphrey, SENDCO, or the deputy SENDCO Mrs Bennett.

You can also email the SENDCO Miss Davess-Humphrey and Inclusion Secretaries:

SPH-SENDCO@sphcs.co.uk

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

School phone number: 01243 552055