

The School Local Offer 2018-2019

Who can I talk to about my child's difficulties with learning/SEND?

- SENCO: Sharon Scott
- Pastoral Support Managers: Mrs S. Sweny, Ms T Pawling, Mr A Randall
- First Base Manager: Ms D Symons
- Heads of College
- Form tutors
- Class teachers.

How do we identify and assess children with SEN?

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a **significantly greater difficulty** in learning than the majority of others of the same age or has a disability which **prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Identification is made from:

- Information from parents/carers
- Information from teachers, including from previous schools
- Information from students
- Outside agencies
- Assessments used include; Diagnostic Reading Test (DRA); Adult Reading Test (Sixth Form); Dyslexia Screening Test (DST), Wide Range Achievement Test 5 (WRAT5), Comprehensive Test of Phonological Processing 2 (CTOPP2), Test of Memory and Learning 2 (ToMAL2).

All teachers and the SENCO are happy to meet with parents/carers to discuss student progress or concerns. We believe that early intervention and discussions benefit the students, family and the school.

How can this school meet your child's needs?

We adapt the curriculum for children with Special Educational Needs. Every child's needs are considered on an individual basis. This is managed through Quality First Teaching.

Literacy and Language

Use of resources such as Read and Write (predictive software) and Visual timetables. Resources for Irlen Syndrome – coloured overlays; coloured backgrounds on whiteboards. Enlarged text. Access to laptops and tablets. Writing frames.

We also use the 'Catch-Up' programme in both Literacy and Numeracy to support identified students in Years 7.

Numeracy Programmes

Resources and interventions such as Plus 1; Power of 2; Online programs such as My Maths, Craig Barton Maths, Mr. Corbett Maths, Conquer Maths.

Emotional and Social Skills.

TA support for anxiety and self-esteem. Quiet areas for support at break time and lunchtime (First Base). Limited access to a Counsellor (PP and PP+ a priority). Pastoral Support Managers (PSMs) also support social and emotional development.

Physical and Sensory Skills.

All main entrances to the main school building have access ramps. Disabled access to upper floors is currently restricted, although newer areas have lifts where necessary. Enlarged text and coloured papers/backer cards are used. Laptops to support the recording of information are in routine use. The school also accommodates the Local Authority Specialist Resource Provision for hearing impaired students in years 7-11 in the West of Suffolk.

What types of support are available for my child in school?

- **Class Teacher:** The primary support is reached through Quality First Teaching (QFT) across the school. Teachers and Teaching Assistants receive regular training and support to develop their subject knowledge and teaching skills. Teachers ensure that their lessons are fully resourced with different tools to meet the variety of learning styles in the class. Much creative use is made of interactive white boards.
- **Specific Interventions:** The school provides a variety of individual intervention and some small group work to target areas of difficulty in English and Maths. We also have specialist intervention staff within the Learning Support team. We address specific difficulties in language, literacy and numeracy by providing support for students on a one-to-one basis. This may also apply to students with low self-esteem and high anxiety.

Where can I find more support and information?

Suffolk County Council provides a range of specialists and agencies who support the needs of all children, including those with additional needs. Information about what is available can be obtained from SENDIASS, following this link

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/>

- School Nurse
- Child Health Centre
- Health Visitor
- Speech and Language Therapy
- County Inclusion Support Service (Autism outreach support, behaviour support, Dyslexia outreach)
- SEN Advisors
- Occupational Therapy
- Educational Psychologist
- Integrated Delivery Team (IDT)

How will the school communicate with me?

- We will ask all parents/carers with children with SEND about their engagement in all aspects of learning through face to face meetings where information is shared
- Through parent's meetings at various times during the school year
- Review Meetings: Annual review meetings are held with the school for children with Education Health Care Plans
- Through regular email briefings sent out by the Head teacher
- The school website
- Meetings with outside agencies
- Reports on effort and attitude are available at key points in the year (see school calendar) and are provided online via our "Go4Schools" system.

What are the arrangements for complaints?

- In the first instance any concern about the implementation of the SEND policy should be raised with the child's class teacher or the Learning Support team. If a parent/carer wishes to pursue a complaint they should contact the Head teacher and follow the school's complaint procedure
- The Governing Body will ensure that anyone who wishes to make a complaint in relation to students with SEND is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights in line with the school's complaints procedure.

How well do SEND pupils do in our school?

"Students who have a disability or other special educational need make good progress. Their learning needs are identified at an early stage and they are supported well by teachers and teaching assistants. More-able students, including those recognised as gifted and talented, also do well. They invariably thrive and are helped to make the best of their talents, be they academic, artistic, dramatic, musical or sporting.

Students acquire the basic skills of literacy, including reading, numeracy and information and communication technology well. There have good opportunities to use these skills across a wide range of subjects. The way in which many students do this is testament to their excellent application to learning."

(OFSTED. December 2013)