SEND Local Offer

What is the SEND Local Offer?

The Children and Families Act (2014) introduced a new approach to the way children, young people and their families are supported.

The Local Offer brings together information from education, health and social care about Special Educational Needs and/or Disability (SEND) in one place and covers children and young people from birth to 25 years.

Each Local Authority is required to publish its local offer.

The schools in Christ the King Catholic Collegiate work with two local authorities, Stoke-on- Trent and Staffordshire.

The local offer for the Local Authority associated with each school can be found by clicking on the relevant links in the take below.

Academy	Local Offer Link
St John Fisher Catholic College	SEND Local Offer Staffordshire SEND Local Offer Stoke
St Mary's Catholic Primary School	SEND Local Offer Staffordshire
St Teresa's Catholic Primary School	SEND Local Offer Stoke
St Thomas Aquinas Catholic Primary School	SEND Local Offer Stoke
St Wulstan's Catholic Primary School	SEND Local Offer Staffordshire
Our Lady & St Werburgh's Catholic Primary School	SEND Local Offer Staffordshire

At Christ the King Catholic Collegiate we are committed to ensuring all our children and young people with specific educational needs and disabilities achieve their full potential through high quality intervention and support.

1. How do the schools in Christ the King Catholic Collegiate know if a child needs extra help and what should I do if I think my child may have special educational needs?

We share information about the additional needs of individual children at transition meetings before they enter a school within CtKCC. All children are monitored for language difficulties during their first year in school in the primary setting- EYFS. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and special educational needs co-ordinator (SENCO) to discuss next steps.

The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with senior leaders, including the SENCO, on a termly basis in order to monitor and discuss the development and progress of all pupils. When required interventions will be put in place. The school also liaises very closely with other professionals from health, education and social care.

Provision for pupils (or learners) with special educational needs is a matter for the school as a whole. In addition to the Board, the Headteacher, SENCO and Learning Express Department (SEN Department), all other members of staff have important responsibilities.

Pupils have special educational needs /disability if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Early identification and assessment is a continuing process that can identify pupils who may

have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment.
- information/concerns from parents/carers or child.
- their performance against the National Curriculum at the end of baseline assessment in EYFS, KS2 and KS4.
- standardised test results.
- progress levels/grades and target levels/grades.

2 How will early years setting and school staff support my child/young person?

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. The support will usually involve setting targets and monitoring progress against them. A range of interventions may be implemented.

If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the SENCO will talk to you about this and seek your permission to proceed. The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

All Teachers are teachers of pupils with disabilities /special educational needs. Teaching such

pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. Data support packages such as SIMS, ASP, ALPS, Insight and FFT are used to help track pupil's progress and identify areas where further intervention is required.

If a pupil is known to have special educational needs when they arrive at the school, information from the last School or Nursery is used to:

- provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- ensure opportunities for the pupil to show what they know, understand and can do through the *pastoral* programme
- involve the pupil in planning and agreeing targets/interventions to meet their needs
- involve parents in developing a joint learning approach at home and in school.

3 How will the curriculum be matched to my child's or young person's needs?

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to pupils who may have special needs. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your

child's needs are met.

Teachers will differentiate provision to enable your child to access the full curriculum. Provision is made for independent and guided learning.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside;
- By a teacher or a teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist.

Children will work towards carefully selected targets which will be outlined in an individual Pupil Passport. Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

4 How will both you and I know how my child or young person is doing and how will you help me to support my child's/young person's learning?

We welcome communication between home and school. In addition to the parents evenings there are opportunities for dialogue in extra meetings for groups of parents-as well as individual review meetings at appropriate points throughout the year.

Outside services involved with some children provide reports and information about attainment and expected progress for health-based needs, such as speech and language or physical development. If a child is identified as needing an individual Pupil Passport to support their education then parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually three times a year or more if needed.

A 'Pupil Passport' identifies the needs and strategies of pupils who have Wave 2 and Wave 3 intervention. A copy is sent home to parents.

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

We are inclusive schools and welcome and celebrate diversity. We believe in developing the whole child and we recognise that some children have extra emotional and social needs that they may need to be developed and nurtured. We have a caring and understanding team of professional who consider children's well-being and happiness as paramount to their emotional and academic development.

We have developed an effective programme of transition within CtKCC where staff will share information about all children to ensure all of their needs are met.

- The Form Tutor or Class Teacher is always the first point of contact for parents/carers regarding any concerns or issues.
- Staff meet each week to discuss pupil wellbeing.
- Designated staff monitor the academic progress of pupils.
- Mentors support pupils.
- Educational Welfare Officer (EWO) who is employed across CtKCC

6 What specialist services and expertise are available at or accessed by the school?

There are a range of services accessed across CtKCC. The SENCO liaises with and organises support for pupils who require support from external agencies, including: the Special Educational Needs Support Service (SENSS/SEND), Educational Psychologist (EP), Visual and Hearing-Impaired Services, Behaviour Support Services, Autism Inclusion Team (AIT), Visual Impaired Unit (VIU), the Health and Social Services, Key Learning Centre (KLC) and voluntary bodies, Parent Partnership, Educational Welfare (EWO). Child and Adolescence Mental Health Service (CAMHs), Speech & Language Therapists, School Nurse, Health Visitor and counselling services.

7 . What training have the staff supporting children and young people with SEND, had or are having?

We have a rolling programme of training across CtKCC; areas staff are trained in includes but is not limited to:

- Better Reading
- Precision Spelling
- Talking Partners
- Autistic Spectrum Disorders
- Dyslexia Training
- Introduction to newly appointed SENCOs

- SEN Advice Writers Workshop
- SEND Services Update on the SEND Code of Practice
- Working 1:1 Teaching Assistant with a SEND pupil
- Medical training for Epi pens and Asthma
- SEN contribution to whole staff training

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

- Parents are notified about activities and trips by letter.
- Risk Assessments are completed prior to the activity/trip.
- Where necessary, Learning Support Assistant or invigilator support is organised to support vulnerable pupils.

9. How accessible is the setting / school / college environment?

All schools have made 'reasonable adjustments' (Disability and Equality Act 2010). These include:

- A lift is located in the Tower Block. (11-19 provision) (St John Fisher)
- Disabled toilets.
- Ramps and hand rails where appropriate
- All 3-11 provision is in single storey buildings
- Access is secure in all buildings
- Visual timetables are used where appropriate.
- We ensure that the learning environment is fully accessible and inclusive for all.

Pupils whose first language is not English must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Identification and assessment of special educational needs of young people whose first language is not English requires particular care.

Where there is uncertainty about an individual, the schools will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Pupils identified as having lived in the UK for less than two years are entitled to 25% extra time and the use of a dictionary during external examinations.

Staff are responsible for helping pupils whose first language is not English

10. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

We recognise that transition can be hard for any pupil- especially a pupil with an SEN and we take steps to ensure that the transition is as smooth as possible,

If your child is moving to another school we will:

- Contact the school's SENCo to ensure they know about any arrangements that need to be made.
- Ensure that all records are passed on as soon as possible. If your child is moving class we will.
- Ensure that the new class/subject teachers have all the relevant information. Provision mapping, pupil passport and Education Health Care Plans will be shared,
- In nursery home visits aid this process.
- For all classes parental discussion is encouraged,

If your child is transferring to High School we will

- Ensure that a transition review meeting is held in year 5 if your child has an Education Health Care Plan. (Autumn term of Year 6 in Stoke schools)
- Ensure that when they are in year 6 the class teacher meets with the new SENCO for high school to address specific needs.
- The new High School is invited to the year 6 review.
- Transition work is completed with your child.
- Where possible several visits will be made to the new High School.

All schools in CtKCC hold parents meetings so that parents staff can meet and ask questions. From year 9 onwards the IAG service are involved in the review process and transition pathways to help with choice at 16+ and 18+.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

Schools are funded direct from the DfE and there is money included for SEND pupils. Higher level need or hours that equate to more than a lower threshold are funded separately.

The SEND policy details how we will do its best to ensure that the necessary provision is made for

any pupil who has disabilities/special educational needs and those needs are made known to all who are likely to teach them. All CtKCC schools endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have disabilities /special educational needs. SEND pupils are fully included in the curriculum of the school so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The schools will have regard to the Code of Practice when carrying out its duties toward all pupils with disabilities/ special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Teachers or Learning Support Assistants support pupils with an Education Health Care Plan in accordance with the needs identified within their plan, during structured and, if necessary, unstructured times

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

Assessment for Education, Health and Care (EHC) plans, taking children and young people up to the age of 25 have replaced Statements. EHC plans will be sought for those children and young people who meet the threshold criteria. Children and young people who do not qualify for an EHC plan, but who need additional support, are supported under a single school-based category for children who need extra specialist support.

The schools in Christ the King Catholic Collegiate will provided extra specialist support through Wave 1 and Wave 2 Interventions.

Wave 1 Intervention

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Wave 1 will be used when the pupil:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not

ameliorated by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The school SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject teachers will remain responsible for working with the pupil and for planning and delivering differentiated work.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent's permission, will contact them.

Nature of intervention:

- to provide different learning materials or special equipment,
- to introduce some group or individual support, · to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to LEA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.
- Teaching Assistants are allocated to subject departments and classes to strengthen this liaison.
- 'Pupil Passport' identifies strategies/needs.

Wave 2 Intervention

Wave 2 intervention is characterized by the involvement of external services such as Special

Needs Advisory Teachers, Educational Psychologists, Visual Impairment Team (VI), Hearing Impairment Team (HI), and Autism Inclusion Team (AIT). A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. External support services will usually see the child, so that they can advise subject and pastoral staff on strategies, provide more specialist assessments that inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Wave 2 will be used when the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service and has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been implemented. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. New strategies and interventions may also be recommended.

School request for Education Health & Care Plan (Statutory Assessment)

For a few pupils the help given by schools through Wave 2 intervention may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate an EHCP. The pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- Wave 1 and Wave 2 intervention
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an Advisory Specialist Support Teacher or an Educational Psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the Social Services or Education Welfare Service.

13. How are parents involved in the setting / school / college? How can I be involved?

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with disabilities /special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Individual schools will have various events that parents can access such as working parties or coffee mornings.

14. Who can I contact for further information?

Academy	Name	Contact details
St John Fisher Catholic College	Mrs H Hodges (SENCo) Mr G Murray (Headteacher)	01782 307551 office-sjfcc@ctkcc.co.uk
St Mary's Catholic Primary School	Mrs J Ellerton (SENCo) Mrs D Mellor(Headteacher)	01782 619685 office.stm@ctkcc.co.uk
St Teresa's Catholic Primary School	Miss G Dyke (SENCo) Mr N Price (Headteacher)	01782 307550 stteresa@ctkcc.co.uk
St Thomas Aquinas Catholic Primary School	Mrs K. Hellawell (SENCo) Mrs S Moorhouse (Headteacher)	01782 307530 office.sta@ctkcc.co.uk
St Wulstan's Catholic Primary School	Ms H Wood (SENCo) Mr B Grove (Headteacher)	01782 973722 office.wul@ctkcc.co.uk
Our Lady & St Werburgh's Catholic Primary School	Mrs S Durkin(SENCo) Mrs R Wilson (Headteacher)	01782 973888 office.olsw@ctkcc.co.uk

GLOSSARY

ADD	Attention Deficit Disorder	LAC	Looked After Child
ADHD	Attention Deficit & Hyperactivity Disorder	LEA	Local Education Authority
ASD	Autistic Spectrum Disorder	LM	Learning Mentor
AIT	Autism Inclusion Team	MLD	Moderate Learning Difficulty
CAF	Common Assessment Framework	MSI	Multi-sensory impairment
CAMHS	Child & Adolescent Mental Health Service	OT	Occupational Therapist
COP	Code of Practice	PD	Physical disability
CP	Child Protection	PMLD	Profound and multiple learning difficulties
DCD	Developmental Co-ordination Disorder	SEN	Special Educational Needs
EAL	English as an Additional Language	SEND	Special Educational Needs & Disability
EP	Educational Psychologist	SENCo	Special Educational Needs Co-ordinator
FSM	Free School Meals	SLCN	Speech, Language, Communication Needs
FLO	Family Liaison Officer	SLD	Severe learning difficulties
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
IEP	Individual Education Plan	VI	Visual Impairment