



**St Cuthbert's
Catholic High School**

Live life in all its fullness

SEN Local Offer Report

2020 - 2021

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	Pastoral & Personal Development
Date To Governors:	October 2020
Date Agreed:	September 2020
Review Due:	September 2021 and annually thereafter
Is this Policy to appear on school website:	Yes

1. What is the local offer?

Our local offer is information for parents and carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending St Cuthbert's.

2. How are Special Educational Needs defined?

Special Educational Needs are defined as a child of compulsory school age who has a greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities provided in school.

3. How will the school know if my child needs extra help?

We identify students with additional needs through:

- concerns raised by parents/carers, teachers or the child
- monitoring progress through data analysis
- liaising with the Pastoral team to monitor changes in student's behaviour or progress

4. Who is the best person to talk to about my child's difficulties with learning/SEN?

You can contact Mrs Barrett (SENCO) or Miss Smith (SEN Support Officer). They may direct you to the relevant member of staff to address your concerns. These may include:

- Head of Year/Assistant Head of Year
- Form tutor
- Subject teacher
- Curriculum Leader

5. How will I know how the school will support my child?

There are opportunities throughout the year to discuss your child's progress at parents' evenings & termly SEN review meetings.

Subject teachers complete an academic progress track once per term, which are issued to parents, along with a full annual report. Parents are able to track their child's progress in relation to their end of year targets via these.

Student planners are used as a tool for home-school communication to keep parents informed and involved in helping their children to progress.

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

When a student has been identified with additional needs their work will be differentiated by each subject teacher to enable them to access the curriculum at an appropriate level.

Learning Support Assistants (LSAs) may be allocated to work with the student in a one-to-one or small focus group to target more specific needs.

Students will set themselves targets according to their area of need, which are regularly reviewed by subject teacher and the SENCO & SEN Support Officer in review meetings with the student and parents.

Specialist equipment may be given if required.

7. How will I know how my child is doing?

You will be able to discuss your child's progress with subject teachers at parents' evening.

You can contact the school to speak to Mrs Barrett (SENCO), Miss Smith (SEN Support Officer), Head of Year, subject teachers or form tutor. Appointments can also be made to speak to these members of staff in more detail.

Subject teachers complete an academic progress track once per term, which are issued to parents, along with a full annual report.

8. How will the school help me to support my child's learning?

Subject teachers may suggest ways and resources that you can use to support your child at parents' evening or on your child's annual report.

Mrs Barrett (SENCO), Miss Smith (SEN Support Officer) or a member of the Pastoral team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies or the Educational Psychologist have been involved, suggestions or programmes of study are normally provided that can be used at home.

9. What support will be available for my child's overall well-being?

The well developed Pastoral Team takes a holistic view of the child and appropriately shares and seeks information which would best contribute to the overall well-being of any individual.

Links are clearly established to ensure an inclusive policy is followed which tracks the academic progress of the child as well as monitoring their social and emotional well-being.

Where a specific or even general need is indicated any number of a wide a variety of measures can be put in place using well-tailored resources and skills of staff inside school, or when required referral to external agencies which provide a more specialised provision for particular needs.

10. What specialist services and expertise are available at this school?

At times it may be necessary to consult with outside agencies to receive their specialised expertise and support. These agencies include:

- Educational psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- PASS (Physical & Sensory Service)
- Inclusion team
- Social Services
- LASCS
- School nurse

A termly SEN planning meeting occurs in which a wide range of external agencies attend a meeting at school to discuss and offer advice on how to support and continue to support students with additional needs at St Cuthbert's.

11. Are staff who support children with SEN in this school provided with appropriate training?

Different members of staff have received training related to Special Educational Needs. These include:

- How to support students on the autistic spectrum
- How to support students with social and emotional needs
- How to support students with low literacy levels, including reading support
- How to differentiate lessons appropriately

Mrs Barrett (SENCO) has completed the National Award for Special Educational Needs Co-ordination.

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

All students are invited to and given the opportunity to attend extra-curricular clubs. School trips and activities are also available to all students.

Risk assessments are carried out and procedures are put in place to ensure that all students are able to participate.

Trip meetings are held prior to involve and inform parents and carers of planned activities

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all
- a lift to upper floors
- toilets adapted for disabled users
- wide doors in some parts of the building

14. How will the school prepare and support my child when they are starting, leaving this school or moving to another year?

In Year 6 before joining the school, students with additional needs complete a transition unit to help them to adjust and settle in their new school, meeting staff they will be working with and other students starting with them.

When moving years all relevant and up to date information about students is shared with their new teachers. Students may also be introduced to their new teachers or be provided with staff profiles to familiarise themselves with new staff that they will be working with.

When moving into further education students with additional needs complete a transition programme with the appropriate School, including visits and planning and practising the journey there.

15. What if my child needs transport to and from school?

Depending on the needs of the individual the School would endeavour to provide any assistance where possible of ensuring the safe travel of a child to and from school.

On very specific occasions it may be deemed necessary for school to help support a family financially regarding a purchase of a bus pass or even provide transport in the short term via our Attendance Officer.

Students with medical needs

If a student has a medical need a Care plan is compiled for the student in consultation with parents/carers and discussed with all staff who are involved with the student.

Staff have received training on Epi-pen, asthma, diabetes and epilepsy from the school nurse and local authority.

Where necessary and in agreement with parents, medicines are administered in school. These are kept by the school nurse, who administers the medicine and keeps a record on the school system.

16. How are the school's resources allocated and matched to the children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources, dependent on individual needs.

Additional provisions may be allocated after discussions with staff and with students, parents and carers at review meetings.

17. How is the decision made about how much support my child will receive?

These decisions are made in consultation with subject teachers, curriculum leaders and pastoral leaders. At times it may be done in consultation with outside agencies.

During their school life, if concerns are identified due to a student's lack of progress or well-being, we endeavour to put intervention in place to address this. The impact of these interventions is monitored through data analysis and SEN progress reports completed by subject teachers.

18. How will I be involved in discussions about planning for my child's education?

We encourage all parents and carers to contribute to their child's education. This may be through:

- Discussions with subject teachers
- During discussions or meetings with Mrs Barrett (SENCO), Miss Smith (SEN Support Officer) or Pastoral Leaders
- Attending SEN review meetings

19. Who can I contact for further information?

If you wish to discuss your child's educational needs or have any further questions or queries, please contact Mrs Barrett (SENCO) or Miss Smith (SEN Support Officer) via the school office on 01744 678123.