



## SEND – The Local Offer

### Document Management

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**Policy Owner:** S Watts SENCO

**Approving Body:** Local Governing Body

At St Benet Biscop Catholic Academy, we value the abilities and achievements of all our students. As defined in our mission statement "To seek wholeness, through faith, quest and learning to become what God intends us to be", St. Benet Biscop Catholic Academy exists to educate the whole person and to develop the full spiritual, academic and moral potential of all students. We are committed to providing the best possible learning environment for each student by focusing on inclusive practice and striving to remove any barriers to learning.

We pay close regard to the three key principles of inclusive education: setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of students.

At St Benet Biscop Catholic Academy we adopt a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students so they can fulfil their potential and achieve their best.

We recognise that many students may have special needs at some time during their school life. By implementing this policy, we believe that students will be helped to overcome these difficulties. Whilst many factors can create difficulties, we believe that parents/carers, teachers and relevant outside agencies should work together to afford students the best opportunity.

Under the **Equality Act 2010**, schools must not 'directly or indirectly discriminate against, harass or victimise disabled children and young people and they must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.'



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### **HOW WILL THE ACADEMY SUPPORT MY CHILD?**

- Our Assistant Head teacher SENCO, Assistant SENCO, and Year Teams, oversee the support and progress of any student requiring additional support across the academy, working closely with Subject Leaders.
- The class teacher will plan and work with each student with SEND in his or her class to ensure that progress is made.
- There may be a Learning Support Assistant (LSA) or a HLTA (Higher Level Teaching Assistant) working with your child. This could be individually or as part of a group, as in class support or as part of an intervention programme.
- We have KS3 and KS4 Student Support Managers who also monitor progress and mentor students individually or in small groups.

### **HOW WILL I KNOW HOW MY CHILD IS DOING?**

- Reports are sent home once a term. The class teacher, Head of Progress, Student Support Manager, Assistant SENCO or SENCO may meet or talk to parents/carers (this could be as part of parents' evening) to discuss your child's needs, support and progress. Staff will contact parents when the need arises and maintain records of any communication with parents (meetings and telephone calls).
- Each student has a school planner which should be used to communicate between home and school about any concerns. Students must have their school planners with them at all times in all lessons.
- You could phone school to arrange a time to talk either by phone or to arrange an appointment with a member of staff.
- Student progress data is submitted termly and the student progress meetings are led by this data. This data is analysed by staff, looking for any anomalies or concerns.
- Professional discussions will take place and staff will look at what steps are required in order to support a student or groups of students who are not achieving their targets or who are exceeding their targets. Those requiring additional support will be identified and appropriate interventions will be considered. It is important that students and their parents/carers are actively involved in the decision making process.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

- We have high expectations for all, recognising all educational achievements. We provide an inclusive environment that meets the needs of all our students, enabling them to reach their true potential.
- Our assessment of students' learning is vital, allowing teaching staff to teach and assess the individual student's learning needs. Teachers employ a range of teaching resources that support and extend each student's learning.



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- Clear learning objectives and success criteria are identified and adapted for students with SEND. Our marking policy celebrates students' successes and identifies next steps.
- Students practise self and peer assessment, which helps them to have a greater influence in guiding their own learning.
- All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs. Teachers are expected to demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Regular teaching observations and learning walks by the Senior Leadership Team and Subject Leaders are carried out so that teaching staff are consistent in employing our Teaching and Learning Policy.

### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?**

We welcome and celebrate diversity; it is vital to a student's well being that they have high self-esteem and therefore we have a caring and understanding team looking after the welfare of our students.

- The form tutor has responsibility for the pastoral care of every student in his or her class and therefore would be the parent/carer's first point of contact. If further support is required, the form teacher liaises with the Head of Progress and/or SENCO/Assistant SENCO for further advice and support. This may involve working alongside outside agencies such as Children and young people's services, and/or professionals from the Central SEN Support Team.
- Additional pastoral and social support is provided by our Student Support Managers who can work with individuals or small groups of students.
- The academy also has 6 Learning Support Assistants who work, under the direction of the SENCO and Assistant SENCO, with vulnerable students during the school day.
- The academy liaises with outside professionals, when appropriate, regarding the health and medical needs of our students. The Academy has a policy regarding administering and managing medicines on the school site.



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### **WHAT SPECIALIST SERVICES ARE AVAILABLE AT OR ACCESSED BY THE ACADEMY?**

- The SENCO is undertaking training for the National Award for Special Educational Needs Coordination qualification.
- We have 1 fully trained HLTA in school, who leads on Literacy interventions.
- We have 9 Learning Support Assistants who work may with vulnerable children during the school day.
- Our Learning Support Assistants receive ongoing training on the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs and have been provided with useful strategies to use in the classroom. Students with English as an Additional Language are supported by specialist teachers from the Local Authority when there is a need.
- The HLTA and Learning Support Assistants involved in delivering reading, handwriting, fine motor skills and phonics programmes have had specific training in these areas.
- The academy recognises that there are many external agencies which can help a student with SEND and that effective action depends on close co-operation between school and these professionals.

*This can include: SEND Support professionals, including behaviour support teachers, inclusion workers, educational psychologists, bereavement counsellors, Autistic Spectrum Disorder specialist teachers, specific learning difficulties specialist teachers, speech language and communication specialist teachers; literacy and speech and language support teachers; Health including - GP's, school nurse, clinical psychologists, CPN's (community psychiatric nurse), paediatricians, speech and language therapists, occupational therapists, physiotherapists; Children's Services including social workers; Sensory Support Services, including hearing impaired and visually impaired; Pupil Referral Unit; ESLAC (Education Support for Looked After Children); EOTAS service (Education Other Than At School).*

### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?**

St Benet Biscop acknowledges the need to raise awareness of SEND issues and that there should be continuous staff development. All staff are encouraged to apply for relevant training to support the needs of the academy as well as enhancing their own professional development. Staff who attend training share strategies learned with peers as appropriate.

- The SENCO provides staff with written materials of relevant information regarding SEND issues, legislation and information on individual students. This allows intervention strategies to be delivered confidently and sensitively by experienced teachers and Learning Support Assistants.



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- Whole school training on key SEN areas of need and effective curriculum adaptation for students with SEND.
- The academy provides specific training for teaching staff new to the school during the Induction period.
- LSA's attend subject department meetings to make sure that the needs of the most vulnerable are a continual focus for all staff and relevant information is shared appropriately for all students.
- EAL and Educational Psychologist training workshops throughout the year.
- Support staff are trained in access arrangements
- Behaviour support training provided for all staff by the Assistant Headteacher in charge of Behaviour and Attendance.
- All staff attend annual safeguarding training.

### **HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

At St Benet Biscop you are welcome to make an appointment to meet with a member of staff to discuss how your child is progressing. We can offer advice and practical ways for you to help your child at home.

- You are encouraged to take an active role in the education of your child and to attend meetings to review progress. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- You are invited to parent welcome meetings to discuss how your child has settled into the new academic year.
- Parents' evenings allow the opportunity to discuss progress with subject teachers.
- If your child has an EHCP, a formal annual review will take place to discuss progress and both your child's and your views will be sought in advance of this meeting. For students with an EHCP, the SENCO and/or Assistant SENCO will attend the Phase Change Reviews for Year 5 & 7 students and their Annual Reviews in Year 6 & 8 if invited.
- You are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative / friend to meetings if you wish. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- The SENCO or Assistant SENCO, and Head of Progress for the appropriate year group make arrangements to visit feeder schools before transfer. Any child with a SEN, disability or a medical condition is offered the opportunity to make additional visits to St Benet Biscop so that they feel prepared and secure in their new school. We always seek to make the move from primary to secondary or from middle to high school as successful as possible so that you or your child are not feeling anxious over the summer holidays.



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### **HOW MIGHT A STUDENT WITH A SPECIAL EDUCATIONAL NEED BE SUPPORTED IN THEIR CHOICES POST-16?**

All students with special educational needs in Y11 have IAG meetings with specialists to discuss possible options post-16. Students can request additional meetings to explore in more detail how their needs can be met post-16 and what providers there are available. The planning for those students with an Education Health Care Plan will start in Year 9 at the annual review. A Transition Plan is drawn up and then reviewed annually. During Year 11 the academy can offer support to the student and their parents/carers (if requested). This can involve:

- Support with visit to local colleges,
- Support with visit to other providers,
- In-house careers fairs from Year 7
- Support with Modern Apprenticeship and College applications
- Support with UCAS applications and interviews

### **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

We aim to include all students on our school trips. We will provide the necessary support to ensure that this is successful.

- It may be necessary to carry out a risk assessment prior to any off site activity to ensure that everyone's health and safety is considered.
- The academy offers a variety of lunchtime and after school activities which are available to all students. Staff running these activities are fully aware of any students who may encounter difficulty accessing the activity so that allowances can be made accordingly.

### **HOW ACCESSIBLE IS THE SCHOOL?**

- All ground floor areas of the school have ramps to allow easy access for wheelchair users. Where necessary, whole classes are relocated to ground floor rooms.
- Lifts in the St Oswald's, St Wilfrid's and St Benedict's blocks ensure access to specialist rooms.
- Accessible toilet facilities are available in the St Aidan's, St Hilda's and St Cuthbert's blocks. There is a Physiotherapy Room in the St Aidan's block. Due care is taken to ensure that wherever possible pupils requiring access to these facilities are timetabled for teaching in an adjacent classroom.
- Students have access to appropriate IT equipment and software for their individual needs. This means that some students use laptop computers throughout the school if appropriate.



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### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- For parents/carers of children with SEND, the first point of contact for day-to-day issues would be communication with the form tutor via the student planner. Specific needs may be addressed by the SENCO or the relevant Year Teams.
- For further information please visit our dedicated SEND section of the school website. This includes all our SEND policies including; exam access arrangements, the SEN Information Report, the SEND policy, Supporting Pupils with Medical Needs Policy and Accessibility Plan.
- Relationships with parents/carers are open and positive. It is hoped that any problems can be dealt with in the first instance through personal contact with staff. However, if the complaint cannot be resolved informally, the parent/carer will be asked to put their concerns in writing to the Headteacher.
- Contact the Parent Partnership service at: 01670 623555.
- Contact IPSEA (Independent Parental Special Education Advice): 0800 0184016 / 01394 380518 Website: <http://www.ipsea.org.uk> <https://northumberlandiass.org.uk/>

The Northumberland Local Offer can be found at: <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

### **HOW DO THE SCHOOL PROTECT PERSONAL DATA?**

The school takes all appropriate measures to protect personal data in compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA2018). Further details about how we use the information we hold is available in our Privacy Notice and GDPR/DPA 2018 Data Protection Policy.