

Shaftesbury School Local Offer

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

We work in partnership with parents to listen to concerns about their child's needs.

We work closely with our partner primary schools through visits, gathering information about the current provision for students with SEND and observing them in a classroom context.

All students at Key Stages 3 and 4 are assessed when they start the school using reading, comprehension and spelling tests. From these assessments, we are able to identify students who may need greater help with their literacy difficulties.

Within school, class teachers and tutors make regular assessments of progress for all students. From these assessments, it is possible to identify students who are not making expected progress. Indicators could include progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the child/young person and their peers.

At Shaftesbury School we have adopted a graduated response, as per the Code of Practice 2014, to the assessment of SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the SENCO in consultation with parents, the student, teachers and external support agencies, if appropriate, will assess whether the student has SEND.

A student's difficulties are recorded on Shaftesbury School's SEND register as either E (Educational Health and Care plan) or K (SEN support). In addition, the school has its own secondary category, C (Consider) listing students no longer on the school's SEND register, but require the teaching staff to consider their needs. All staff are aware of the students categorised codes so that these students can be provided for and monitored. We contact parents and carers of students on K and E codes formally three times a year and informally as needed. Parents and carers of students on C code are contacted as needed.

The SENCo is Mr. Roger Hayball.

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

Specialist Services and teachers with additional specialist qualifications may be called upon to work with a child/young person to plan and implement targeted interventions. Strategies agreed are circulated to the teacher via a student passport. These passports are reviewed regularly. In addition, Learning Mentor support is available across the curriculum if deemed appropriate.

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Specialist Occupational Therapy, Literacy and Numeracy interventions are implemented during and after the school day. Specialist Learning Support Mentors are available to deliver extra behavioural and social support as required.

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

All staff use methods of differentiation in their lessons to ensure that all pupils can access learning. Staff are provided with details as to the child/young person's needs via the student passport and SEND briefings. Where appropriate students will be identified as needing extra Literacy and/or Numeracy support. Where this is appropriate different strategies can be used, including in class Learning Mentor support, Literacy and Numeracy interventions and 1:1, or small group interventions from specialist teachers. These interventions are monitored and adjusted accordingly throughout the child/young person's education.

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

Most children/young people will make the expected level of progress with quality first teaching. Some pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

We regularly assess the progress of all students, including those with SEND formally and informally, face to face and in writing. In addition to the regular assessments, reviews and reports to which every student is entitled, we discuss with parents how students with SEND are progressing in the following ways:

- Conversations face-to-face, by phone or email as often as needed but we will make contact at least three times a year for every student who is identified formally as needing SEND Support.
- Student Passport.
- Annual Reviews for students with Statements or Education Health and Care Plans.

When appropriate, other agencies visit the school to assess the students. In addition, assessment for examination support is undertaken if it is deemed appropriate. Parents are notified of any intervention that is to be put in place and have the opportunity to discuss this with the SENCo.

Progress at Key Stage 3 is tracked three times per year and progress at Key stage 4 will be tracked six times per year and parents kept fully informed via the school's website.

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

Students are supported in their well-being by a vertical pastoral system at Key Stage 3 which has at its core the values and moral code of a Church School. At Key Stage 4 these values are promoted and supported by a Head of Key Stage. At Key Stage 5 the support is characterised by a focus on personal mentoring to prepare for adulthood.

Additional Support can include:

- The school has a strong pastoral system with Year Progress Leaders and a Pastoral Support Worker.
- The school promotes anti-bullying through the use of Anti-Bullying Ambassadors.
- Lower school vertical tutoring to help support younger students through a supportive buddy system.
- 'Chill out' room for those students who require a quiet space.
- Emotional Literacy Support Assistant (ELSA).
- Vulnerable students are encouraged to use E7 as a place to relax, chat, play and eat at break and lunchtime.
- 'Drop in' session with the school Nurse.
- If appropriate, we refer students to a range of outside agencies for further or different support including CAMHS.
- In class Learning Support Mentors.
- Sixth Form in class helpers.
- We have a designated Attendance Officer.
- Every student has a tutor who they see daily.

What specialist services and expertise are available at or accessed by the setting/school/college?

We will make referrals to specialist services when the interventions we are using in school are not making a significant difference to a child's progress.

- We work with a range of services including:
- Educational Psychologists (EP).
- Special Educational Needs Specialist Service (SENSS).
- Speech and Language Therapy.
- Occupational Therapy.
- Child and Adolescent Mental Health Service (CAMHS).
- School Nurse.
- Special schools outreach.
- Localities Team.
- Behaviour Support Service (BSS).
- Hearing and Visual Difficulties Service.
- Social Services.

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

Members of the Learning Support, Literacy and Pastoral Team have received training in Assisted Technologies, Emotional Literacy Support Assistance, practical strategies for ASD, Person-Centred Reviews, Social Stories, Managing Behaviour, Ipad training, software training, Attachment Difficulties, Numeracy, self-harm, Level 4 teaching for Specific Learning Difficulties and CPT3A, we have a number of Learning Support, Literacy and Pastoral Team staff who are trained teachers and we have a trained Emotional Literacy Support Assistant. Several members of the team are also following part-time post graduate courses in SEND-related areas.

In addition, the SENCo initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the CPD Coordinator. The SENCo and Learning Support Staff also offer support and guidance with differentiation and strategies to improve outcomes for students with SEND to individual teachers, departments and year teams on a formal and informal basis as required. Recent training has included Hearing Support, Attachment Difficulties, ASD and Exam Access Arrangements.

The SENCo runs sessions for trainee teachers and NQTs.

Teachers are able to view a student's Passport. These give details of the needs of young people who have Education and Healthcare Plans or SEN Support and give advice on how teachers can differentiate accordingly. We will review the Learning Passports every term to the information is up-to-date.

The SENCo is an experienced teacher and holds the National SENCO Award, Master Degree in Education, CPT3A and is registered by the British Psychological Society.

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

The school has a comprehensive programme of extra-curricular activities and we encourage and help all students, including those with SEND, to take part in these.

The school runs a wide range of curricular and extra-curricular trips. We encourage inclusivity and help students with SEND to participate. This includes transport arrangements, LSM support, etc. Detailed risk assessments are undertaken for every trip.

How accessible is the setting/school/college environment?

The majority of the school is accessible by wheelchair. Ramps near stepped areas and lifts provide access to the majority of the school site. Classes are roomed to take access into account. Accessible toilet facilities are available by the main reception and in both E and A blocks. In addition, there is a disabled changing facility in both A and E blocks. All IT rooms have wide screens available for students with a visual impairment and steps are painted in

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high vis. paint in accordance with Vision Support Service advice. Disabled parking is provided in the main car park.

The SENCo is responsible for exam access arrangements.

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

We have an Open Evening for Year 6 students, this gives parents a chance to view the facilities and talk to the SENCo and members of the Learning Support, Pastoral and Literacy team. In addition, to the Year 6 transition day, SEND students have access to an enhanced transition of an extra 6 sessions.

Careful guidance is provided to all students to ensure that they make successful transition to sixth form, FE/HE or to another school if they are doing in-year transfers. Our Careers Officer and staff from Ansbury offer independent advice.

There is a very clear programme of advice and guidance for all students which forms a natural part of conversations with parents of students with SEND during review meetings. Staff from Ansbury usually attend these meetings. For students with statements or EH&C plans, careers advice is part of the Transfer Review.

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

The school's resources are allocated in a variety of ways to match students' special educational needs. Funding is used for a wide range of services and provisions including:

- Learning Support Staff.
- Differentiated resources.
- Small group and individual specialist teaching.
- Outside agencies.
- ICT.
- Staff training.

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

We use a graduated approach to assessment of SEND and decisions about appropriate support for a student with SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the class teacher, working with the SENCo, will assess whether the student has SEND. This includes consultation with

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parents/carers and students. External support agencies are consulted as appropriate. If necessary, we will offer extra help. We use a wide range of interventions to support literacy, numeracy and emotional needs.

The SENCo meets regularly with Year Progress Leaders, Head of Year, Chris Humphreys - Assistant Principal in charge of SEND, Sally Rawles - Literacy Coordinator and Steve Crossley - Assistant Principal in charge of Safeguarding to discuss the progress of SEND students.

The Learning Support Department staff review the progress of students who are receiving SEND interventions. The SENCo and Learning Support Mentors review the progress of all students receiving interventions or who are being monitored at least termly to decide on the most appropriate next steps.

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

Parents are invited to be involved in their child's progress through meetings, letters, emails and phone calls. In addition to the reports and consultations at Parents' Evenings which every student is entitled to, we also consult with parents and carers of students with SEND support in additional ways. These include:

- Conversations face-to-face, by phone or email as often as needed but we will make contact at least three times a year for every student who is identified formally as needing SEND Support.
- Student Passport.
- Annual Reviews for students with Statements or Education Health & Care Plans.