

## **Corbet School**

### **SEND INFORMATION – October 2016**

At the Corbet School, we strive to provide an environment where every child can thrive and achieve. Quality first teaching is always our main support of our students with SEND but for some children, additional support may be needed to help them to achieve their targets.

#### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper as a local offer of all of the services available to support children with SEND and their families. The information lets parents/carers and young people know how schools and colleges will support them and what they can expect across local settings. The Local Offer Steering Group developed questions for schools and academies and trialled them with a small number of settings.

There are 14 questions which were devised to provide information to parents and carers.

Below are the Corbet School's responses to these questions: (October 2016)

#### **1. How does the school know if my child needs additional help?**

We know when pupils may need additional help if:

- . A statement or EHCP is in place, if the child is on the SEND register at SEND support, or if there is a history of a child receiving additional support.
- . Issues/concerns are raised during the primary to secondary transition phase.
- . Issues/concerns are raised by parents/carers, teachers or the pupil themselves.
- . Issues are highlighted during Literacy and Numeracy testing in year 7, 8 or 9.
- . Limited progress is being made by the pupil.

- . There is a change in the pupil's behaviour and/or progress. (All pupils' progress and attainment levels are reviewed by teaching staff on a half-termly basis.)
- . Pupil are working with outside agencies.

## **2. How will the school staff support my child?**

- . All members of staff are committed to providing your child with quality first teaching. This is differentiated teaching which will ensure that their learning needs are met.
- . Your child may receive targeted support from Teaching Assistants in their lessons.
- . Your child may be placed into a class where the group size is small (14 students or fewer).
- . Your child may be withdrawn from particular lessons/have a reduced timetable to focus on additional literacy and numeracy tasks.
- . Your child may attend additional reading and/or spelling sessions during morning registration.
- . Your child may attend sessions which relate to more specific areas of their education such as their handwriting or their speech and language development.
- . Your child may attend homework club, which is led by a team of Teaching Assistants.
- . Your child may qualify for access arrangements to support them during tests and examinations. Use of a scribe, a reader and additional time are just some of the arrangements we can put in place.
- . Your child may receive support from the Pastoral Support Team.

**Please note that the length of the interventions will vary according to need but the interventions used with a particular individual will be reviewed to ascertain the effectiveness of the provision and to inform future planning.**

## **3. How will the curriculum be matched to my child's needs?**

Where pupils are placed in mixed ability classes, the curriculum will be matched to your child's needs through high-quality, differentiated teaching.

Where pupils are placed into sets, your child will be placed into an appropriately-sized teaching group, with pupils of a similar ability.

If appropriate, specialist equipment may be given to your child to use in lessons. Writing slopes, laptops, specialist pens and coloured overlays are just some examples of such equipment.

The school also makes 'reasonable adjustments' to the curriculum for pupils with specific needs, which may include the opportunity to access alternative internal and external provision. Some children at KS4 for example, access vocational courses at Walford College and also participate in extended work placements. Within school, some pupils are withdrawn from particular lessons to focus on improving their literacy and/or numeracy skills.

#### **4. How will you and I know how my child is doing?**

A register of pupils with SEND is kept within school and is updated by the Mrs Stokes (SENCO) on a termly basis.

Progress towards the identified outcomes will be shared with parents and pupils during their Annual Review and during termly meetings if the child holds an EHCP. If a child is on the SEND register at SEND support, you will be kept informed of how your child is doing through progress reports and parents evenings. Communication via phone, letter or email may also take place. Parents may also find the school planner and 'Show My Homework' a useful tool to monitor homework and to communicate with Tutors and with subject Teachers.

**If you have any concerns about the progress your child is making, appointments can be made to speak to the class teacher or the SENCO, Mrs Stokes.**

#### **5. What support will there be for my child's overall well-being?**

The school has a very strong pastoral system. Pupils are allocated a Tutor, who they meet on a daily basis and who should be the first point of contact for pupils and for parents, if there are any concerns. The Corbet School also has an embedded house system where pupils belong to a specific House from year 7 to 11. The focus of the house system is a sense of belonging and peer support, which is essential in all pupils' well-being.

The school does offer additional pastoral support through the work carried out by Pastoral Support Assistants (Mrs Hall and Mr Bridgewood) and they are both readily available for students to access during break times and lunchtimes.

The school SEND base (Room 30) is a supportive environment used by some of our most vulnerable students, particularly during break and lunchtimes, when the emphasis is placed upon the pupils developing their social skills.

If your child has a medical need, a detailed care plan may be compiled in consultation with the school nurse, parents/carers and the students.

These may be shared with members of staff who are involved with your child, if this is deemed appropriate.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medical consent form is in place.

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

At times, it may be necessary to consult with outside agencies to enable pupils to benefit from their expertise. The outside agencies used by the school include:

- . CAMHS (Child and Mental Health Support)
- . Child Protection Advisors
- . Education Welfare officer
- . School Nurse
- . Children's Therapy Team (Speech and Language/Occupational Therapy)

- . Educational Psychology Service
- . Woodlands outreach
- . SPECTRA
- . Targeted Youth support
- . CSOs (Community Support Officers)
- . Information Advice Support Service (IASS)
- . Individual Advice and Guidance on careers (IAG)

**7. What training are the staff supporting children with special educational needs and disabilities (SEND) having?**

All new members of staff joining the school receive SEND training as part of their induction programme.

During the September PD day each year, all members of staff receive training on medical and SEND updates and throughout the academic year, there is a comprehensive CPD programme where SEND issues are regularly featured. In October 2016, training will be delivered entitled 'Quality First Teaching for ALL students' and this will focus specifically on students with SEND.

Where possible, Teaching Assistants attend staff training and will also receive more specific training on a range of issues, often linked to the pupils that they support. For example, specialist support for children on the autistic spectrum is delivered through termly SPECTRA visits and sessions with targeted students and the Sensory Inclusion Service (SIS) currently visits twice a week to work with both the students and the Teaching Assistants.

The role of Teaching Assistant within the school is regarded as being an extremely important role within school. During a recent internal SEND review, the focus of the entire review was on effective practice by the TA team.

Mrs Stokes is committed to improving her knowledge and practice within the SENCO role. She regularly attends SENCO networking meetings and she is currently working towards gaining a Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA).

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

The Corbet School works closely with parents/carers to ensure that pupils with SEND are fully included in activities outside of the classroom whenever possible.

When organising activities, the member of staff leading the activity will work closely with the SENCO to ensure that a thorough risk assessment has been carried out and to ensure that there is an appropriate level of support in place.

**9. How accessible is the school environment?**

The Corbet School building complies with the standards and regulations outlined in the Accessibility Plan. The school is fully accessible to children with SEND, with a new lift being installed in July 2016.

We are always happy to discuss individual access requirements with parents.

**10. How will the Corbet School prepare and support my child to join the school or transfer to the next stage of education and life?**

Prior to joining the school, year 6 pupils attend an induction day in July to support the transfer from the primary to the secondary phase.

Children with SEND are invited to make additional visits to familiarise themselves with the building, routines and key members of staff. Mrs Stokes (SENCO) liaises with SENCOs from other schools to exchange information and Mrs Millward (Assistant Head responsible for Pastoral Care) liaises with classroom teachers to establish if there are any pastoral issues. Where a child may have needs that require further support, separate meetings can be arranged and Teaching Assistants from the Corbet can spend time in the primary school getting to know students prior to their transfer. Identified students are also supported by Woodlands Outreach Services to assist in transition arrangements.

All children with SEND are encouraged to participate in a work placement during year 10 in preparation for life post-16. The SEND department works closely with Shropshire Youth IAG (Individual Advice and Guidance) on issues such as college applications, career choices and apprenticeships. To support this, we liaise with various providers to arrange visits and taster days. Pupils with SEND receive additional support in this area and transition plans are used to ensure that the providers of post-16 education are fully aware of the young person's needs.

For those students on an EHCP, the chosen Post 16 Provider attends the final Annual Review meeting in year 11 to ensure that the transition is as smooth as possible.

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

The Corbet School receives funding to support the needs of pupils with SEND from:

- . The age-weighted pupil unit
- . The Notional SEND budget
- . Additional funding allocated for pupils with the most complex needs through the Local Authority high needs SEND funding allocation.

Below, are some examples of how the funding is used:

- . In-class or out of class adult support
- . Provision of specialist resources or equipment
- . Partnership working with other settings or specialists
- . Additional staff to ensure smaller class sizes

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

The type of support that your child will receive is based upon their level of need. For pupils with a Statement or EHCP, the decision about the

level of support they receive will be reached in conjunction with parents, the SENCO and a LA representative. For pupils at SEND support level, decisions are based upon termly tracking of pupil progress. Where progress is slow, we recognise that there is a greater need for support and intervention.

The SEND register is reviewed and updated on a termly basis to ensure it reflects the pupils who are benefitting from additional support and intervention.

**13. How will parents/carers be involved in planning for their child's education?**

All parents/carers are encouraged to contribute to their child's education and this may be through:

- . Discussions during transition prior to their child's arrival at the Corbet.
- . Discussions during formal meetings such as Annual Review meetings.
- . Discussions with subject teachers during parents' evenings.
- . Discussions with your child's Form Tutor.
- . Discussions with Mrs Stokes and/or other professionals.

**14. Who can I contact for further information or if I have concerns about the support that my child is receiving?**

If you wish to discuss your child's educational needs or if you have any concerns about the support that your child is receiving, please contact the school office to arrange a meeting with the SENCO, Mrs Stokes. If you feel that any complaint that you may have has not been satisfied, please follow the Corbet School's complaint procedure, which can be found on the school website.