



Local Offer for St. Edward's CE Academy

At St. Edward's CE Academy children excel, achieve and enjoy learning. All pupils have the opportunity to grow personally, emotionally and intellectually within a caring, nurturing and happy environment. The individual is also very much valued. We encourage independent thought and learning throughout the four years pupils spend with us, so at the end of Year 8 they leave as happy and confident young adults.

As a Church of England Academy we enjoy strong formal and informal links with our local church. The ethos of our school gives children a lively understanding and experience of the Christian faith and an awareness and tolerance of the religion of others. Christian values such as trust, friendship and thankfulness help our children learn and grow in an atmosphere of support and acceptance.

1. How does the school 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?

Transition meetings are arranged with all feeder schools to ensure that we are fully aware of any issues that have already been identified and strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress.

On entry in year 5 all students are assessed using standard online testing for English and Maths and these are repeated with termly and half termly progress tests to ensure that progress is made from this starting point. If we have any concerns following these assessments, intervention will be put in place with further monitoring. Parents receive termly reports with reference to intervention if pupils are not on track. Should this not prove successful, the parents will be contacted and a plan of further specialist assessment and intervention will be put in place.

We encourage parents/carers and teaching staff to indicate any concerns that they have about a child throughout the year so that we can make timely assessments and/or engage additional agencies as required.

The Academy has received Dyslexia Friendly Schools Level 1. This means that:

- The academy has completed their Dyslexia Friendly Action Plan.
- Staff and Governors have Dyslexia friendly practice in place
- Parents have been offered Dyslexia Friendly workshops.
- Teachers have completed Inclusion Development Programme training.
- The environment is Dyslexia Friendly.
- A Dyslexia Friendly Verification Inspection has taken place to verify this in 2014 – Level 1

We work with a wide range of agencies including SENSS, Autism Outreach Team, Educational Psychology, School nurse and Parent partnership to ensure that children's needs are met.

2. How will school staff support my child/young person?

- Additional provision will be planned by the SENCO following consultation with parents/carers, pupils and teaching staff.
- This provision could include in class support, small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants, a qualified dyslexia teacher or Learning Mentor, reduced class size. The type of intervention and frequency of delivery will be matched to the individual student's needs.
- All students will have been assessed before starting an intervention and this will be repeated at frequent intervals to ensure that the programme is appropriate and progress is being made. Interventions will cease when the data shows that progress has been made narrowing the gap between their ability and that of their peers.

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

It is an expectation of Teachers' standards that staff:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Regular monitoring of an individual's progress ensures that they are making progress as a result of this.

4. 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?

Parents are regularly informed of their child's progress through the reporting system which is supported by scheduled meetings with subject teachers and form teachers/ Progress Leaders. All pupils are issued with a 'Planner' which includes timetable, homework and teacher comments and a space for parents to sign each week and to write comments.

In addition to this, parents of children with an SEND need are invited to 3 review meetings each year to monitor the progress that has been made and plan any additional needs for the following term.

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

The first point of contact for all students and parents is the form tutor. If additional advice is required then this can be gained from the Leaders of Learning, Progress Leaders, Learning Mentor or SENCO as appropriate. Communication is encouraged between form tutor, subject teacher and parents. Attending parents evening and additional phone calls/meetings will ensure that any issues that occur are addressed in a timely manner.

Prescription medications that are required during the school day can be administered in accordance with the care plan produced by the Nurse in conjunction with the Health and Safety Officer. Additional personal care required will be arranged on a case by case basis.

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

Additional support including in class support, small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants, qualified dyslexia teacher or Learning Mentor. Where appropriate we follow programmes designed for the individual by one of the wide range of outside agencies that we work with. The agencies include Educational Psychology, SENSS advisors for learning and cognition and ASD, Dyslexia Centre staff, Physiotherapists, Occupational Therapists and Social Care where appropriate for an individual's needs.

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

All members of the SEND department take part in regular CPD training sessions to ensure that their knowledge of all needs is up to date for the needs of the current cohort of students. This training is provided by specialists within the Academy as well as outside agencies where appropriate.

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

St. Edward's CE Academy is a fully inclusive establishment and all staff strive to make reasonable adjustments to the taught curriculum and school based activities to ensure that all students can participate where possible. The adjustments made are tailored to meet the individual's specific needs and are discussed with parents as part of the planning.

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

Whilst the main building is accessible by wheelchair the construction of the original building precludes modification of the entry to three outside doors to admit wheelchairs due to Health and Safety concerns. Where additional equipment and facilities are required to support children and young people with a Special Educational Need then the Governors will determine a course of action on a case by case basis.

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- Two toilets have been adapted to ensure accessibility for visitors with a disability
- A quiet place has been provided in order to enable a safe place for insulin testing/injections
- A lift has been installed

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

- Transition meetings are arranged with all feeder schools to ensure that we are fully aware of any issues that have already been identified and strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress.
- A planned programme of visits is provided in the summer term for pupils starting in September. An additional programme is made for the more vulnerable pupils identified by the First schools.
- The Additional Needs team meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges put in place prior to entry

- The Annual Review in Y4 for pupils with a statement of educational need or an Education, Health and Care plan begins the transition process. This may be attended by St Edward's staff at the discretion of the First schools if need arises.
- On entry in year 5 all students are assessed using standard online testing for English and Maths and these are repeated with termly and half termly progress tests to ensure that progress is made from this starting point. If we have any concerns following these assessments, intervention will be put in place with further monitoring. Tests at the end of Year 8 also include Maths and English progress measure for effective transfer.
- We replicate this level of support for transition into high schools ensuring that we include all agencies that are working with the young person at that time.

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

The SEN department is well resourced with specialist teaching and diagnostic resources. The Academy maintains a higher number of support staff than would be indicated through the number of students in receipt of statements. Resources are also

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

Additional provision will be planned by the SENCO following consultation with parents/carers, pupils and teaching staff. This provision could include in class support, small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants, qualified dyslexia teacher, Learning mentor or reduced class size support. The type of intervention and frequency of delivery will be matched to the individual student's needs and advice given by additional agencies. All students will have been assessed before starting an intervention and this will be repeated at frequent intervals to ensure that the programme is appropriate and progress is being made. Interventions will cease when the data shows that progress has been made narrowing the gap between their ability and that of their peers.

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

Parental involvement is essential in ensuring that the child reaches their true potential. Communication is encouraged between form tutor, subject teacher and parents. Attending parents' evening and additional phone calls/meetings will ensure that any issues that occur are addressed in a timely manner.

14. Who can I contact for further information?

The first point of contact for all parents would be the form tutor. In addition to this the Progress Leader for each year groups, or a member of the Leadership team. Parents are encouraged to email the office or ring for an appointment. If you require specialist SEN support Mrs Bell and Mrs Strong (SENCO) will be happy to help.

- * **Some IT packages for websites have additional functions that you may also like to consider, e.g. animation packages for CYP to access and google translate for families who have a different first language to English. Please use the school website to access resources for additional support in English and maths**