









## The School Offer: 2020


	Question	Offer
1.	<p><b>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?</b></p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have in the first instance.</p> <p>We have in house specialists in a number of areas of special educational needs. The Special Educational Needs department can undertake additional assessment to ensure pupils receive the correct intervention using a graduated response. This can include learning assessments, screening for Dyslexia and completing Boxall Profiles to identify gaps in developmental behaviours.</p> <p>We are also able to carry out External Access arrangements for external examination provision and this is done at the end of Year 9.</p>
2.	<p><b>How will school support my child/young person?</b></p>	<p>Our governor's play an active role in monitoring the quality of our special needs provision, as does the Head teacher, senior leadership team and SENCo.</p> <p>All staff are clear that they have a responsibility to ensure pupils with additional needs receive an excellent education, in which every child achieves their aspirations. We have high expectations of all our teachers in meeting a range of needs.</p> <p>All interventions are measured to monitor impact against expected rate of progress under the ASSESS, PLAN, DO, REVIEW cycle.</p> <p><u>We offer;</u></p> <ul style="list-style-type: none"> <li>• Numeracy intervention</li> <li>• Literacy intervention</li> <li>• Support with Autism - Social skills work</li> <li>• A range of personalised Social, Emotional and Mental Health interventions</li> <li>• Transition packages for some new Year 7 students</li> <li>• Daily reading support and interventions</li> <li>• Handwriting provision</li> <li>• Support with dyslexia - Individualised spelling programmes</li> <li>• Laptops for some students as alternative methods of recording.</li> <li>• Lunchtime provision for pupils who find unstructured times difficult</li> <li>• Keyworkers and mentoring</li> <li>• Coloured exercise books and overlays</li> <li>• Colour coded timetables</li> </ul>


		All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs. The Inclusion Team/College Leaders support pastoral need and pupil welfare and the SEN leadership team have designated person status for child protection.
3.	<b>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b>	Differentiation is embedded with our curriculum and teaching practice. It remains an important focus of teacher training and development. We have a tailored personalised curriculum for some pupils with severe and complex needs which involve regular review meetings with children and young people and their families helps us to monitor this and reflect on the next best steps. The school maintains a SEN register which is shared with all teaching staff. For many students a 'SEN Passport' provides specific details of student needs and strategies to support them. All our teachers are clear on the expectations of universal provision and the Senior Leadership team monitors this regularly.
4.	<b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	We regularly share progress feedback with all our learners and their families. In addition, we have number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. We host a number of parent events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular home / school liaison be needed, our staff will make suitable arrangements to ensure this is in place. For students with an Educational and Healthcare Plan (EHCP), we meet with parents regularly to review their son/daughter's progress against their outcome targets.
5.	<b>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</b>	All our staff are regularly trained to provide a high standard of pastoral support. We have an experienced pastoral team led by our Deputy Head, who ensures every child is supported pastorally and all barriers to learning are addressed. The Inclusion team, including the Deputy Head, Senior Leadership link for SEN, SENCO, College Leaders, Attendance Officer and staff from the school's Inclusion and Achievement Centre (IAC) meet on a weekly basis to plan effective intervention and to ensure every child has appropriate support/provision. Relevant staff are trained to support medical needs. We have a medical policy in place. In line with our medical policy, relevant staff are trained to support key medical needs, including Epi Pen training. Our Behaviour Policy which includes guidance on expectations, rewards and sanctions. Staff regularly receive updated training in behaviour management. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Pupil voice is central to our ethos and this encouraged in a variety of ways and regularly.

		We have a defined rubric to enable support staff to encourage greater independence in all our learners.
6.	<b>What specialist services and expertise are available at or can be accessed by the school?</b>	<p>Many of our Inclusion Team are trained to work in specialist areas of special educational needs. We encourage all staff to continually update their skills and knowledge. Our staff receive regular training and our teachers hold qualified teacher status. We have a number of established relationships with the following professionals and organisations:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Autistic Spectrum Condition specialist teacher</li> <li>• Specific Learning Difficulties specialist teacher</li> <li>• Social, Emotional and Mental Health specialist teacher</li> <li>• Integrated Disability Service for visual and hearing impaired students</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Positive about Young People</li> <li>• Vineyard</li> <li>• Compass</li> <li>• Leamington Lamp</li> <li>• Equine Learning</li> <li>• Flexible Learning Team</li> </ul> <p>The school invests in mentoring support via 'Life Space'. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>
7.	<b>What training have the staff supporting children and young people with SEND had or are having?</b>	<p>Our Special Needs Co-ordinator (SENCO) has completed the mandatory National SENCO Award. We regularly invest time and resources in training our staff to improve universal provision delivery and develop enhanced skills and knowledge delivery of targeted interventions.</p> <p>We have an experienced team of teaching assistants who meet regularly to review provision and they engage in regular continuing professional development.</p> <p>Several members of staff are trained as Designated Safeguarding Leads.</p>
8.	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	Our SEN/Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9.	<b>How accessible is the setting/school environment?</b>	We are vigilant about making reasonable adjustments where necessary. Our policy and practice adheres and embraces the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
10.	<b>How will the school prepare and support my child/young person to join the</b>	We have excellent relationships with our partner schools and our Primary Transition Manager arranges visits to them as well as our SEN lead for transition – we also offer additional transition days for

	<b>setting/school, transfer to a new setting/school or the next stage of education and life?</b>	students with high-level SEN or when it is agreed that a pupil would benefit from extra support. Our Career's Manager liaises closely with students and their families, as well as work experience settings and further education institutions with whom we have very good relationships.
11.	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The Headteacher, Governors and Strategic Business Director oversee matters of finance. We seek to ensure value for money service, so all interventions are costed and evaluated on our provision map.
12.	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	Universal Provision is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates/outcomes with the SEN Governor.
13.	<b>How are parents involved in the school? How can I be involved?</b>	It is essential that the school, parents and the students engage in three-way dialogue to support a young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means including a Parent Consultation Group and the Governing body.
14.	<b>What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?</b>	In addition to our website and updating our staff regularly, the SENCO and SEN Inclusion Administrator will support families to access services through the Local Offer. An appointment with the SENCO can be obtained by contacting the SEN department in the first instance. The department also host regular information sharing meetings for parents.
15.	<b>Who can I contact for further information?</b>	Parents/carers are encouraged to talk to their child's form tutor in the first instance. The school's SENCo can also give help and advice as needed.
	<b>External Agencies:</b>	
	<b>The Flexible Learning team</b> 	<a href="https://www.warwickshire-flt.org.uk">https://www.warwickshire-flt.org.uk</a> The Warwickshire Ill Health team exists to provide a support service to County primary and secondary schools for pupils who are unable to attend school for periods of time due to ill health. This service covers both physical illness and injury as well as diagnosed mental health conditions.
	<b>Speech and Language therapy (SALT)</b>	Speech and Language therapy manages disorders of speech, language, communication and swallowing in children and adults.
	<b>Positive about Young People (PAYP)</b> 	<a href="https://directory.warwickshire.gov.uk/service/positive-about-young-people">https://directory.warwickshire.gov.uk/service/positive-about-young-people</a> PAYP work with young people and their families who are involved in anti-social behaviour and/or at risk of becoming excluded.
	<b>Life Space</b>	<a href="http://www.lifespace.org.uk">http://www.lifespace.org.uk</a>

		<p>LifeSpace work with School to provide mentoring and support for time limited sessions with young people in need.</p>
	<p><b>Child and Adolescent Mental Health (CAMHS)</b></p> 	<p><a href="http://www.covwarkpt.nhs.uk">http://www.covwarkpt.nhs.uk</a></p> <p>CAMHS provide support, assessment and treatment for children and young people in Coventry and Warwickshire experiencing emotional well-being difficulties or mental health problems and illnesses. Both school and GP's are able to make a referral to this service.</p>
	<p><b>National Autism Trust</b></p> 	<p><a href="http://www.autism.org.uk">http://www.autism.org.uk</a></p> <p>Their tools and resources – developed in collaboration with parents, practitioners and consultants with expertise in autism – are designed to explore and build on these differences to support every single child with autism to reach their full potential.</p>
	<p><b>School Health</b></p> 	<p><a href="https://www.warwickshire.gov.uk/schoolhealthandwellbeing">https://www.warwickshire.gov.uk/schoolhealthandwellbeing</a></p> <p>School nurses work to promote the health and well-being of the school age population.</p> <p>They support children, young people and families to reach their full potential.</p> <p>They also work with other agencies; for example education and police in order to improve outcomes for children and young people.</p>
	<p><b>Birmingham Children's Hospital</b></p> 	<p><a href="http://www.bch.nhs.uk">http://www.bch.nhs.uk</a></p> <p>Birmingham Children's Hospital is a nationally designated specialist centre for treatment of children.</p> <p>They also have one of the largest Child and Adolescent Mental Health Services in the Country with a dedicated Eating Disorder unit and Acute Assessment Unit for regional referrals of children and young people with the most serious issues.</p>
	<p><b>Parent Partnership, Warwickshire SENDIAS</b></p> 	<p><a href="https://directory.warwickshire.gov.uk/service/warwickshire-parent-partnership-service">https://directory.warwickshire.gov.uk/service/warwickshire-parent-partnership-service</a></p> <p>Parent Partnership offers information, advice and support for parents/carers of children and young people with special educational needs (SEN).</p> <p>They can provide:</p> <ul style="list-style-type: none"> <li>• General information about special educational needs and disabilities.</li> <li>• Impartial advice and support.</li> <li>• One to one support through phone calls, home visits and attending meetings.</li> <li>• Support during Statutory Assessment (including understanding and completing paperwork).</li> <li>• Parents' meetings, workshops and conferences.</li> </ul>

	<p><b>SEND Supported</b></p>	<p><a href="https://www.warwickshire.gov.uk/send">https://www.warwickshire.gov.uk/send</a></p> <p>SEND Supported works with schools and families to better enable learners to achieve to their potential. They offer tailored support for school to help us meet the individual needs of our learners. Stratford upon Avon School employs a specialist ASC teacher, a specialist teacher of Social, Emotional and Mental Health and a specialist specific learning difficulties teacher and both regularly come into school.</p>
	<p><b>Warwickshire Educational Psychology</b></p>	<p><a href="https://www.warwickshire.gov.uk/educationalpsychology">https://www.warwickshire.gov.uk/educationalpsychology</a></p> <p>Warwickshire Educational Psychology service is a professional psychological support service for children and young people, their families, schools, communities and other settings.</p> <p>Educational Psychologists have expert knowledge of psychology, child development, learning, behaviour and motivation as well as experience of working with young people.</p> <p>Educational Psychologist's work to apply psychology in a range of different situations and in a variety of different ways, including:</p> <ul style="list-style-type: none"> <li>• Direct work with children and young people, including assessment of learning, social and emotional needs and therapeutic work</li> <li>• Consultation and problem solving with children, young people, families, school staff and other education, health, welfare and social professionals</li> <li>• Direct work with parents, including consultation, support and parent training programs</li> <li>• Support and supervision for key people in schools and other settings</li> <li>• Training and development work, including bespoke training packages to meet individual needs, development and delivery of project work</li> <li>• Individual, group or class based support using specific psychological approaches and techniques</li> <li>• Contribution to planning and progress review meetings</li> <li>• Support in developing practice which meets legislative requirements</li> <li>• Contribution to the development and review of school policies and the facilitation of inclusive practice</li> <li>• Research and evaluation projects</li> <li>• Commissioned work e.g. critical incident support, work with LAC teams</li> </ul>
	<p><b>REACH</b></p>  <p>Coventry and Warwickshire</p>	<p><a href="http://www.cwmind.org.uk/reach">http://www.cwmind.org.uk/reach</a></p> <p>Reach offers a range of services and self help tools supporting children and young people to manage their emotional well-being.</p> <ul style="list-style-type: none"> <li>• Counselling – face to face or on-line.</li> <li>• Therapeutic Group work</li> <li>• Peer support groups</li> <li>• On-line self-help tools and activities.</li> </ul>

	<b>Warwickshire SENDAR</b>	<a href="http://www.warwickshire.gov.uk/contactussendar">http://www.warwickshire.gov.uk/contactussendar</a> SENDAR is responsible for co-ordinating the Statutory Assessment of pupils with special educational needs, issuing an Education, Healthcare Plan if appropriate. They are also responsible for monitoring and reviewing the provision made in school for pupils with an EHCP.
	<b>British Dyslexia Association</b>  The logo for the British Dyslexia Association features the words "British" and "Dyslexia" in a bold, blue font, with "Association" in a smaller font below. The word "Dyslexia" is enclosed in a green speech bubble shape.	<a href="https://www.bdadyslexia.org.uk">https://www.bdadyslexia.org.uk</a> <b>Tel. 0333 405 4567</b> The BDA is completely free and confidential for all Dyslexia related calls.