

# Whitecross Hereford: High School and Specialist Sports College

## Special Educational Needs Information (The Local Offer)

(Approved at Behaviour and Safety Governors December 2014)

At Whitecross Hereford, we strive to support **all** children to enable them to achieve their potential at school. In order to do this many steps are taken to support your child through their learning journey. All students in Whitecross receive quality class teaching and this is our priority. However, for some children, there may be occasions when further additional support may be needed to help them achieve their targets and this may be for a limited period of time or in some circumstances, for an extended period of time. Some children need increased support to access learning because:

- a. They have a significantly great difficulty in learning than the majority of children the same age;
- b. They have a disability as defined under the Equality Act, which affect their ability to access and benefit from educational opportunities generally enjoyed by children of the same age.

We strive to meet the needs of all of our children and ensure that the barriers to learning are overcome. We monitor and track progress of all children so that the support is as effective as possible. We also welcome the full engagement of parents and on the occasions where necessary, we will seek support and advice from specialists outside of school.

### SEN Terms

There are many terms that we use in school and in education, which like most things are subject to change, which can easily cause confusion. Below is a table of the common abbreviations that are used in school. In this policy we will use the term SEN to cover both students with special educational needs and those with a disability (SEND).

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Continuum
CAF	Common Assessment Framework
CAHMS	Child Adolescent Mental Health Framework
CoP	Code of Practice
DCD	Developmental Coordination Disorder (Dyspraxia)
EAL	English as an Additional Language
EHCP	Education, Health, Care Plan (new version of a Statement)
EP	Educational Psychologist
Ever FSM or FSM6	Free School Meals in the last 6 years
HI	Hearing Impairment
LA or LEA	Local Authority or Local Education Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PEP	Personalised Education Programme
PMLD	Profound and Multiple Learning Difficulties
PP	Personalised Programme
SALT or SLT	Speech and Language Therapist
SLCN	Speech Language and Communication Needs
SLD	Sever Learning Difficulty
SLT	Senior Leadership Team
SEN or SEND	Special Educational Needs or Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
SEM	Social, Emotional, Mental Health Needs

### **How does the school know if my child needs extra help?**

A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long-term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. Information about your child's special educational needs comes from a number of sources:

- Primary school liaison meetings
- Primary school information on tests and national curriculum levels
- Meetings/phone calls with parents
- Outside agency reports
- Discussion with the student
- Cognitive Abilities Tests (CATs)
- Screening tests for reading and spelling
- Handwriting sample
- Observations
- Learning Manager/Teacher/Tutor/teaching assistant feedback
- Interim reports.

### **What should I do if I think my child may have SEN?**

If you are concerned about the progress your child is making, you should initially contact your son/daughter's subject teacher regarding the subject area that you are worried about. You can also contact the tutor/Learning Manager or SENCO to discuss your general concerns. We actively encourage parents to share what is on their mind as we want to work in partnership to help your child achieve their best. If we do not know – we cannot help.

Our SENCO is Jinny Cumiskey and she can be emailed on: [jcumiskey@whitecross.hereford.sch.uk](mailto:jcumiskey@whitecross.hereford.sch.uk)

Please also refer to our SEN policy on the school website for further details about the identification and assessment of special educational needs.

### **What kinds of SEN are provided for in Whitecross?**

Whitecross has experience in providing quality first teaching for young people with a wide range of special educational needs including learning difficulties, physical disabilities and sensory impairments.

### **How will I know how my child is doing?**

All students in the school have regular progress report; four a year. At each of these points, your child's progress will be evaluated. There are also the following meeting times:

- Year 6 Induction Evening
- Year 7 Tutor Evening
- Year 7 Parents' Evening
- Year 8 Parents' Evening
- Year 9 Parents' Evening
- Year 10/11 Study Skills/Exam Information Evenings
- Year 10 Parents' Evening
- Year 11 Parents' Evening
- Annual Reviews.

At any time, you are encouraged to contact your child's teachers directly using the email address given on the school website.

If your child has SEN they will be placed on the Additional Needs Register and you will be invited into school to discuss your child's needs, the provision available and agree on targets for your child, who will also be part of this discussion. We will also discuss ways to support your child's progress at home. If your child is on the Additional Needs Register, we will arrange to meet with you three times a year to review their progress and the impact of our special provisions for them. This may be with the Learning Coach, Learning Manager or SENCO.

### **How does the school know what we are doing is working for students with SEN?**

Your child's progress will be continually monitored by his/her class teacher and the data team. If your child receives intervention, progress will be formally reviewed either by the SENCO, the Learning Manager or Learning Coach. If your child is receiving additional, specific and targeted support in the classroom, their progress will be measured with a more sensitive assessment tool using a SEN Plan, where targets will be set and reviewed regularly, evidence for judgements assessed and a future plan made.

Students with a Statement or a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education along with the student.

Regular book checks and lesson observations will be carried out by the members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Please refer to our SEN Policy and Equality Policy on the school website for further details of how we assess special educational needs and put special provisions in place.

### **How do you let everyone know about my child's SEN?**

Staff will be kept up to date on your child's special educational needs using our student information system (school intranet). Supply staff will receive an overview of students' needs in their classes. Information at short notice can also be passed on through staff morning briefings twice a week and by email. Where necessary outside specialist support will be sought.

### **What expertise and training do staff have to support students with SEN?**

All of our teachers are qualified and many teachers in school have studied their subject to an advanced level and have included training on SEN in their qualifications. All teachers have undertaken specialist further professional development; which will include training on SEN. All of our associate staff have also a range of expertise and have undertaken further professional development and have regular meetings and training sessions. Whitecross is committed to providing on going professional development to ensure staff remains up-to-date and highly skilled. Where necessary, support from outside agencies is used to deliver whole staff training.

### **How can I have my say in my child's education?**

Any decisions about intervention will be discussed with you. We realise people lead busy lives so we will not call you into school unnecessarily. Most people prefer to contact us by email or phone and we are happy to have regular communication. If your child is eligible to receive an intervention we will let you know. Your views will be recorded and you will receive a copy of the agreed decisions. Where appropriate your views/feelings will be fed back to staff. We actively encourage parents to share their thoughts about their child's progress. Student planners also provide an excellent method of communication.

### **How does my child have a say in their education?**

Any decisions made about your child's education will also be discussed with your child. We know that sometimes it is difficult to understand changes or intervention; so we always encourage students to

come and discuss their concerns with us. Any comments made by your child are recorded and where appropriate, you will be told. Where possible, we act on suggestions by your child and we make your child's wishes/feelings known to staff where appropriate. We encourage students to come and talk to us at break, lunch and at tutor times.

Please refer to our SEN Policy on the school website for further information on how you and your child can have a say in their education.

### **How will teaching be adapted for students with SEN?**

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through quality teaching. Your child's learning experience may be adapted in the following ways and will be based on evidence of what support your child needs:

- Small class sizes
- Support staff, under the direction of the class teacher, can adapt learning activities to support the needs of your child where necessary
- Support staff withdraw small groups for targeted work either within a subject or for literacy or numeracy
- Specialist equipment eg ICT to remove specific barriers to learning
- Specific strategies for the teacher, aimed at overcoming your child's barriers to learning
- Homework support
- Mentoring.

### **What other activities and support are available to students with SEN?**

SEN students have access to all the services and activities the school offers. Additional activities include lunch club and Top Sports. Additional services include:

- Counselling
- SEM intervention
- Family support coordination
- EAL support.

### **How will specialist equipment and facilities be secured?**

Specialist equipment may be acquired in consultation with outside agencies and the Local Authority.

### **Who else outside of school can support students with SEN?**

In circumstances where there is evidence that a student has a significant difficulty and school based intervention has not achieved the desired outcomes, where appropriate, the school can involve outside agencies:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT
- School Nurse
- Occupational Therapy
- Physiotherapy
- Physiotherapy

- CAMHs
- Social Care.

### **How is the school accessible to students with SEN?**

Whitecross is fully compliant with the requirements in the Equalities Act. The school has easy access with double doors and ramps. The front desk at reception is at wheel chair height and there are four disabled toilets and a shower area and changing facilities. Wherever possible we ensure that equipment used is accessible to all children regardless of their needs. Both after school provision and extra-curricular activities are accessible for children with SEN. Key areas around the school have been marked with contrasting edges, glass doors have been marked and there is department and lesson signage.

Please refer to our Equality Policy on the school website for further details of how we manage accessibility for all.

### **How do you support students with SEN coming to High School and moving onto further education?**

We recognize that transitions can be difficult for a child with SEN so we take steps to ensure that any transition is as smooth as possible. We offer a structured induction that can involve additional school tours, meeting of key staff, meetings with parents and outside agencies, student visits to lessons and small group work where appropriate. A member of Whitecross staff will have spent time in the Primary School liaising with the Year 6 teacher and SENCO.

When the time comes for your child to leave Whitecross, we will liaise with the receiving school/college/provider and follow their transition process ensuring that we pass on vital pastoral, assessment and access arrangements information. At this time, your child may participate in focused learning relating to aspects of transition to support their understanding of changes ahead and may also have transition visits where appropriate.

### **How can I find out what the Local Authority offers for children with SEN?**

The easiest way to access this information is to type into your search engine "Herefordshire local offer" and you will be directed to the appropriate page. If you wish to share your views about Herefordshire local offer, you can email on: [localoffer@herefordshire.gov.uk](mailto:localoffer@herefordshire.gov.uk)

### **What do I do if I am not happy with the provision made at your school?**

If you are unhappy about the provision made in school, you can discuss your concerns with the SENCO, who will keep records your comments. At all times, we will endeavour to resolve the issue with the most appropriate staff members being involved. In the event that this does not find a successful resolution the matter should be referred to the Headteacher. The complaints policy can be found on the school website. In the unlikely even that the complaint is still not resolved the Chair of Governors can be contacted via the school.

### **How is the money the school is given spent for students with SEN?**

The government provides funding for students who have been identified by the school as having SEN. The school does not spend individual amounts of money on individual students. The money is used collectively so that we have greater spending power to help students. Once we have established the student's need, we may use the funding in the following ways to benefit students:

- Reduced class sizes
- TA support
- Literacy Intervention

- Numeracy Intervention
- Intensive Intervention for SEM
- Year 9 English Intervention
- GCSE Additional English Classes
- GCSE Additional Maths Classes
- Mentoring
- Observations
- Targeted Monitoring and Evaluation
- Key Worker Support
- Counseling.

This list is not exhaustive. We will always look at the needs of the student first and then we will then find support appropriate for your child.

### **Has this information been helpful?**

Understanding how SEN works can be difficult. We hope this information on our Local Offer has helped to explain how the SEN team works at Whitecross. If we have not answered your questions, or you have an idea on how we can do better, please contact our SENCO using her email address:  
jcumiskey@whitecross.hereford.sch.uk

### **Do you need further information?**

If you want to read more about SEN, Herefordshire Council have a website which provides a large amount of information and can be found on:

[www.herefordshire.gov.uk/education-and-learning/local-offer](http://www.herefordshire.gov.uk/education-and-learning/local-offer)

Alternatively, once you are at the Herefordshire Council webpage, type in the key words "local offer" in the search provided.