

## EWS – Local Offer (September 2017)

The Elizabeth Woodville School is committed to meeting the needs of all students including those with special educational needs. There is an expectation and culture that all students, regardless of their specific needs should be offered inclusive teaching which will enable them to make the best possible progress in school and they feel that they are a valued member of the wider school community.

EWS is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support available is tailored to each individual through internal assessment and/or external agencies. Our support structure is designed to promote students working towards becoming independent and resilient learners.

### Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

Base Group Tutor	He/She is responsible for: <ul style="list-style-type: none"><li>• Meeting with your child every half term for a 1:1 mentoring session. During this meeting they will look at progress, identify areas for development and plan future targets.</li><li>• Liaising with subject teachers regarding specific problems</li><li>• Liaising with SENCo if they identify any ongoing issues</li><li>• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</li></ul>
Subject Teachers	He/She is responsible for: <ul style="list-style-type: none"><li>• Monitoring the progress of your child within their subject area</li><li>• Contacting parents/carers regarding concerns they have</li><li>• Liaising with Head of Department/Base Group Tutor/SENCo if they have ongoing concerns</li></ul>
SENCo Miss Tilly Thorp Tilly.thorp@ewsacademy.org.uk	She is responsible for: <ul style="list-style-type: none"><li>• Developing and applying the School's SEN policy</li><li>• Coordinating provision for children with SEN</li><li>• Ensuring parents are:<ul style="list-style-type: none"><li>a) Involved in supporting their child's learning</li><li>b) Kept informed about the level of support offered to their child</li><li>c) Included in regular reviews</li></ul></li><li>• Working with feeder schools to ensure the smooth transition of students with SEN</li><li>• Liaising with outside agencies who can offer additional support and advice to students</li><li>• Facilitating training of key members of staff to ensure they are skilled and confident at meeting a diverse range of</li></ul>

	<p>needs.</p> <ul style="list-style-type: none"> <li>• The SENCo is also the Designated Teacher for all Looked After Children and will coordinate and attend all PEP reviews.</li> </ul>
<p>Assistant Headteacher (Inclusion &amp; DSL)</p> <p>South Campus: Mrs Pippa Smith <a href="mailto:Philippa.smith@ewsacademy.org.uk">Philippa.smith@ewsacademy.org.uk</a></p> <p>North Campus: Dr Carolyn Radford <a href="mailto:Carolyn.radford@ewsacademy.org.uk">Carolyn.radford@ewsacademy.org.uk</a></p>	<p>The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection and has responsibility at both strategic level within the school and on a day to day basis. The DSL provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings and/or supports other staff to do so and contributes to the assessment of children.</p> <p>Roles and responsibilities of the DSL include:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Raising awareness</li> <li>• Prevent radicalisation</li> <li>• Managing referrals</li> <li>• Taking responsibility for safeguarding and child protection means: <ul style="list-style-type: none"> <li>• protecting children from maltreatment</li> <li>• preventing impairment of children’s health or development</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul> </li> </ul>

**Assessment, Planning and Review – How can I find out how well my child is doing?**

<ul style="list-style-type: none"> <li>• CATs Testing in Year 7 for benchmarking – Results will be shared with parents. <i>Please note, not all students will be tested.</i> Students will be identified following the release of KS2 test results.</li> <li>• All parents/carers have access to Go4Schools</li> <li>• Students receive Pupil Progress Data (PP1-PP4) at four intervals throughout each academic year – This highlights what level each student is currently working at, what their target level is and their attitude to learning.</li> <li>• Ongoing monitoring and assessment takes place by teachers to identify students who are not making progress or who have specific needs which are affecting their ability to engage fully in learning activities. Teachers complete a referral form where concerns are ongoing which is given to the SEND department.</li> <li>• After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.</li> </ul>
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- Where additional support is given due to concerns with behaviour, in consultation with the Assistant Headteacher, Progress Learning Leader and the SENCo, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured in the form of a Support Plan. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each student's strengths as well as their difficulties.
- Parents/Carers are invited to a formal consultation evening each year to meet with your child's subject teachers
- Parents with children who have a Statement of Special Educational Needs or Education Health & Care Plan (EHCP) are invited to attend an annual review of their child's progress with the SENCo
- Parents with Children on the Special Educational Needs Register are invited to meet with the SENCo or another member of the Learning Support Team at any stage throughout the year if you have concerns regarding progress or the support in place.

#### **Access Arrangements: What support will be in place for my child when it comes to exams?**

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests and formal qualifications. This might include additional time, rest breaks or the use of a scribe or word processor however they must be the young person's normal way of working.

In order to have special arrangements, children have to be eligible and there is a formal application process for this. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. **Formal assessment takes place at the end of Year 9 or beginning of Year 10 to ensure support will last the duration of key stage 4.**

#### **Curriculum and Teaching Methods: How will teaching be adapted to meet the needs of my child?**

- Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Additional adults are used flexibly in core subjects (English, Maths & Science) to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

## **Improving access to learning and the curriculum: How can I be sure the School will be inclusive?**

### Teaching: Quality First Teaching

- Ensuring teachers have the highest possible expectations for your child and all the pupils in their class
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve more kinaesthetic learning and personalised learning approaches (for example our bronze, silver and gold approach)
- Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn effectively.

### Access to Support Staff:

- In core subjects – English Maths & Science
- For Literacy intervention
- For Homework Club
- One to one mentoring

Group Work: This may be run in the classroom or separately and may occur when teachers identify gaps in understanding/learning that has impacted on progress or students, if students achieve a particularly low attainment level or if students are having ongoing difficulty accessing a subject.

### Groups at EWS include:

- Focussed reading
- Focussed spelling
- Cooperation and Social Skills
- Maths intervention
- Confidence Building Workshops
- Study Skills

### Groups run by outside agencies:

- Specialist Support Service
- Sensory Service
- Speech and Language therapy (SALT)
- Educational Psychologist
- JOGO

## **Pastoral Support: What will the school do to make sure my child feels happy in school?**

### Strategies to support the development of students' social skills and enhance self esteem:

- Daily Tutor Time with Base Group Tutor
- Upper/Lower College Inclusion Coordinator
- Social Skills group
- Access to the 'Hub' for KS3 during lunchtimes

### Mentoring Activities:

- Termly 1:1 Mentoring with Base Group Tutor

- Nurture chats for Learning Support staff
- Mentoring of younger students by EWS Sixth Form

Strategies to reduce anxiety and promote emotional wellbeing:

- Multiple transition visits for prospective students
- Regular contact and liaison with parents
- Open door policy
- Reduced/Modified timetables
- Home visits
- Buddy System
- Drawing & Talking Programme (delivered by SENCo)

Strategies to support/ modify behaviour:

- School sanctions and reward systems as set out in the School Behaviour Policy
- Restorative Justice Approach
- Mentoring
- 'Parking' in other lessons

Support / Supervision at unstructured times of the day:

- Impact room available at breaktimes / lunchtimes
- Access to the 'Hub' for KS3

Personal and medical care:

- Multiple staff members within each college are First Aid trained
- Medical Care Plans for students with medical needs
- School nurse offers fortnightly 'drop-in' sessions for all students

**Increasing Accessibility: Access to strategies / programmes / Modified equipment & ICT**

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Specialist equipment as required on an individual basis to access the curriculum
- Liaising with relevant agencies

**Partnerships with External agencies: The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:**

Access to Medical Interventions

- Use of individualised Medical Care Plans (written in conjunction with medical professionals)
- Referral to School Nurse
- Open dialogue with the family GP
- Supporting evidence and reports sent to the Community Paediatrician
- Referral to CAMHS
- Referral to Northants Referral Management Centre
- Training for staff (First Aid, Diabetes, Epilepsy)

Liaison / Communication with Professionals / Parents, attendance meetings and preparation of reports

- SENCo available at Parents Evenings / Induction Evenings
- Referrals made to outside agencies as required
- Sensory Support, Educational Psychologist, School Nurse attend at regular intervals to see specific students

Agency	Name of Professional	Description of Support
Educational Psychology Service	Dr Sima Dosani	Observations and advice, Assessment, parental liaison
Speech and Language Therapy	N/A	Advice & Observations, practical strategies
School Nurse	N/A	Advice, one to one support, group workshops, attendance at TAF meetings
Occupational Therapy	N/A	Observation and advice, supplying specialist equipment
CAMHS (Child and Adolescent Mental Health Service)	N/A	Support and intervention for young people with mental health difficulties
Service Six	N/A	One to one counselling
Prospects Advisor	Christine Southey	One to one careers advise, support with college applications

**Transition: We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. When moving to another school we seek to support successful transition by:**

- Contacting the School SENCo to share information about special arrangements and support that has been made to help your child achieve their learning goals.
- Ensuring that all records are passed on as soon as possible
- In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan
- Sharing information with key teachers

For Year 6-7 transition:

- The SENCo will visit the primary school to collect information from the current teacher
- The SENCo will attend transition meetings to discuss the specific needs of your child and the nature and level of support which has had the most impact.
- The SENCo will work alongside the Lower College to ensure excellent pastoral care is provided

**Staffing Expertise:**

- An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN
- The school also seeks advice and guidance from local partnership schools to review, evaluate and develop provision for students who have the most complex needs
- 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.
- Support staff will support with your child's learning in the classroom

Further information about Northamptonshire's Local Offer can be found using this link [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)