



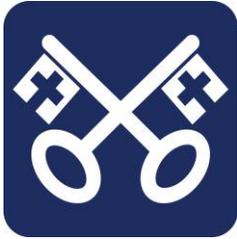
WOLVERHAMPTON LOCAL OFFER: S. PETER'S SCHOOL INFORMATION REPORT

What is the Local Offer?

Through the Children and Families Bill, the Government requires all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a Local Offer. This can be found on the Wolverhampton City Council Website. <http://www.wolverhampton.gov.uk/article/435/Education--schools>

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their Local Offer.



S. Peter's Collegiate School: School Information Report

CONTENTS

1) Assessment, Targets & Review. Pages 5-14.

How children and young people's special educational needs are identified.

How parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.

How children and young people's special educational needs are assessed.

How children and young people's special educational needs are monitored and reviewed.

How often monitoring and reviews take place.

How children and young people's needs are provided for.

How parents/carers can be involved and how they can support their child.

Training opportunities and learning events provided by the school for Parents/Carers.

How parents and carers/ students and young people can raise any general concerns they may have.

Names and roles of Staff and email addresses of key contacts within the school.

School Telephone: 01902 558600.

2) Curriculum Access. Pages 15-19

The school curriculum offer including: curriculum provision, mapping of provision and differentiation.

How the curriculum is organised and made accessible to all, including organisation of teaching groups.

Governor involvement in terms of curriculum provision, including name of SEN Governor.

Staff expertise and professional development and training of staff.

Types of special educational need for which provision is made.

3) Pastoral Care. Pages 19-27

The school pastoral support system.

What support mechanisms are in place including what social support is available i.e. mentoring.

How parents and carers/ students and young people raise any concerns they may have about progress, or request for additional support.

Opportunities for students to have a voice.

The strategies available to support regular attendance, including what support is available.

The strategies available to support good behaviour, including what support is available.

Access activities out of the classroom and support available, including how parents/carers are involved in planning of school trips etc.

Transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living. Details of medical and personal care procedures.

4) Equipment & Resources Pages 27-32.

Services the school accesses, including other educational establishments, health and social care services.

Links the school has with Voluntary organisations, including support services for parents and carers.

The school's Access Arrangements.

How the schools SEND budget is allocated.

Details of travel arrangements to and from school.

Role of Parents/Carers in supporting students with SEND

Evaluation of effective provision

How to make a complaint

1) Assessment, Targets & Review

Details of how children and young people's special educational needs are identified.

- Close liaison with feeder primary schools through the transition period.
- Clear referral structure within the school – concerns from subject teachers and Heads of Year are communicated to the SENDCO during weekly meetings, through email or via a shared area referral form; all of which requires specification of which areas of learning are of concern and also which strategies have already been employed to address difficulties.
- Student self-referral to SENDCO.
- Parental Referral.
- Year 7 and 9 Literacy Screening Programme.

Details of how Parents and Carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular Parents and Carers whose first language is not English.

- Use of Prior Attainment data, with Parents being informed by letter but this will follow a conversation with parent via phone. Meetings can be arranged.
- The SENDCO will hold appointments for any parent to attend. This can be for a formal or informal chat regarding any issues related to their child's additional needs.
- As a school we have a very small cohort of students with EAL. The problem has not yet arisen where communication between school and home is a problem due to a language barrier. This could be supported through interpreters.

Details of how children and young people's special educational needs are assessed.

Assessment methods used within the Learning Support Department and in support of whole

school Guidance and Intervention strategies include:

CTOPP-2; DRA; WRAT4; BVPSIII- to assess cognitive ability; processing speeds; reading; writing; spelling and memory.

Testing for Access Arrangements in line with the Equality Act.2010.

- Maths Computation test.
- Cognitive Abilities Test (CAT.)
- Lexia online assessment and intervention.
- Phonological awareness / Memory.
- Autism Screening.
- Dyslexia screening.

After internal data collection and consultation with student; Parents/carers and our Educational

	<p>Psychologist we will where necessary refer students to outside agencies such as:</p> <ul style="list-style-type: none"> • MAST – for assessments from, EP, EWO, Specialist Teachers. • Gem Centre (CAMHS). • Speech & Language Therapy. • Occupational Therapy. • Physiotherapy. • Base 25
<p>Details of how children and young people’s special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>Progress is monitored through the school’s data tracking systems. There are three Reviews and a full Report yearly. Data based on current performance attainment is compared to FFTD expected progress. Following this data capture, The Strategic Data Team/the SENDCO/Head of Year/Head of Department will identify</p>

underachievers of specific cohorts (e.g. EHCPlan/Statement, Pupil Premium, SEN Support; Most Able; EAL) and review interventions in place.

Individual targets/action plans are set, with students' reflection and input, and monitored three times a year. All students target set with their Subject Tutors- some will review these with the SENDCO or Inclusion Officer. Year 11 have a target setting day with Subject Tutors. All students and Parent/carers have access to the SENDCO at Parents Evenings/ Options/ Information Evenings.

Parents of students termed K: SEN support (previously SA/SA+) are entitled to three meetings per year with SENDCO following diagnostic testing and entry to the SEND Register. Many Parent/ Carers email, phone or make

	appointments to discuss progress on a regular basis.
Details of how children and young people's needs are provided for.	<p>Following identification of a child's needs, Intervention will be put in place tailored to the individual's needs. This may entail any of the following interventions:</p> <ul style="list-style-type: none">• Literacy and numeracy precision teaching.• Literacy and numeracy catch-up programmes.• Sensory Inclusion Intervention: Hearing Impairment/ Visual Impairment.• Magical Spelling-visual technique.• Memory Skills training.• Word Shark Phonics.• EAL language support.

Details of how Parents and Carers can be involved and how they can support their child.

- Emotional Social Mental Health Support – (Counselling, Anger Management, Self Esteem, Empathy skills, resilience).
- Toe by Toe Phonological Programme
- Speech & Language support.
- Peer Mentoring

We appreciate Parents/ Carers views and suggestions concerning provision for SEND students. A questionnaire is available on the school website to assist Parents in sharing their views.

Parents are invited to contact the school at any point in the academic year if they wish to discuss any issues or concerns.

Resources are sent home where appropriate, so parents can assist in the reinforcement of intervention programmes.

Lexia is accessible from home and students are encouraged to use it especially during holidays.

Parents of Students with a Statement or Education Health Care Plan are invited to all Annual Reviews or Transfer Reviews. Targets are formulated with parents and their views sought.

Consider being a Parent Governor.

Join Friends of S. Peter's.

Details of training opportunities and learning events provided by the school for Parents and Carers.

Local Authority and Independent services events are communicated to parents through the school website news items; as is Voice4parents events.

Tettenhall Outreach Parent/Carer Events via the school website.

- Independent Support Services Representatives.
- During parents evening.
- Year or Key Stage Information Evenings.
- Year 7 induction evenings.
- Year 7 settling in evening.
- Open Day.
- Year 11 –How to support your young

	<p>person's revision.</p> <ul style="list-style-type: none"> - Drop In Sessions with SENDCO: Transferring to EHCPlans. What is diagnostic Testing? - Individual meetings for clarification through appointment.
<p>Details of how Parents and Carers/ Students and young people can raise any general concerns they may have.</p> <p>Names and roles of Staff and email addresses of key contacts within the school.</p> <p>School Telephone: 01902 558600.</p>	<p>SENDCO – Karen Barker. MEd. NASCO. Specialist Assessor.</p> <p>kbarker@speters.org.uk</p> <p>Assistant Principal for Safeguarding and Pastoral: Jane Cooke</p> <p>jcooke@speters.org.uk</p>

	Principal-Mr. David Lewis. MA. dlewis@speters.org.uk
--	--

2)Curriculum Access

Details of the school curriculum offer including: curriculum provision, mapping of provision and differentiation.	<ul style="list-style-type: none">- Modified Curriculum for identified students.- SIMs provision mapping supports the SEND Register and holds Quick Notes and documents such as one- page profile and
---	--

	<p>EHCPlan.</p> <ul style="list-style-type: none"> - The SEND Register records individual needs; access arrangements and differentiation strategies. - Internal googledocs intervention strategies documented. - In class observations includes an element of SEND provision. - Book scrutiny
<p>Details of how the curriculum is organised and made accessible to all, including organisation of teaching groups.</p>	<p>Providing Inclusive education is the school aim.</p> <p>In KS3 all students have access to a full national curriculum offer; although a modified curriculum is available to some.</p> <p>In KS4 identified students have the opportunity to study subjects such as ASDAN course including</p>

	<p>COPE and Functional Skills exam courses.</p> <p>Access Arrangements for identified students, through diagnostic testing by the SENDCO.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor.</p>	<ul style="list-style-type: none"> • SEND Link Governor –Jimmy Chagger; contactable through school. • The SENDCO meets termly with the Chair of Governors and the Link Governor.
<p>Details of staff expertise and professional development and training of staff.</p>	<p>Three Teaching Assistants are educated to degree level; one of whom has specialised in in Nursing/ Speech and Language. Three TAs have the HLTA qualification. All others have NVQ level 3.</p> <p>All are trained in providing Access Arrangements for reader/scribe and some also Invigilator ability.</p> <p>The SENDCO has expertise in both pastoral and SEND area and has completed the National Award for SEN Coordination. She is also a Specialist</p>

Assessor: Educational Tester: Ability and Attainment; registered with the British Psychological Society.

In-house training available for SEND Department in the past 12 months has included:

- Diabetes Training
- PEA
- Autism Awareness.
- Lexia Training.
- Attachment Disorder.
- Self-Harm.
- Differentiation for students
- Working one to one with students with SEND to deliver Intervention packages.

	<ul style="list-style-type: none"> - Speech and Language Therapy training. - Delivering Toe by Toe. - Delivering the Magical Spelling technique. - Positive behaviour strategies.
<p>Details of the types of special educational needs for which provision is made.</p>	<ul style="list-style-type: none"> - MLD. - SpLD – Dyslexia, Dyspraxia, Dyscalculia. - ASD. - Physical Disability. - Visual Impairment. - Hearing Impairment. - Speech Communication Language Needs. - Auditory and Visual Memory. - Social, Emotional and Mental Health.

3) Pastoral Care

Details of the school pastoral support system.

The School Pastoral System Consists of a Form Tutor who should be the first point of contact for students.

A Head of Year with teaching responsibilities monitors student welfare with Form Tutors and subject staff.

There is an Assistant Principal; Safeguarding and Pastoral who oversees the pastoral system in the school.

Details of what support mechanisms are in

Available to students are:

place including what social support is available i.e. mentoring.

- The Pastoral Team
- Peer Mentoring
- Buddy System,
- 1 to 1 Staff Mentoring
- Pupil Premium Mentoring
- Most Able Interviews
- Base 25 Counselling
- Anger Management
- Cognitive Behaviour Therapy
- Educational Psychologist
- Inclusion Officer
- Safeguarding Team
- Sensory Inclusion Team

	<ul style="list-style-type: none">• Resilience Training• PSHE/C• Behaviour Support Officer• Supporting those with Eating Disorders• Homework Club• Achievement Officer• sports clubs• Sexual Exploitation Prevention• Self-Harm Support Group• Girls/Boys Groups• Christian Union• School Nurse drop- in sessions
Details of how Parents and Carers/ Students	- Contact the SENDCO; Form Tutor; Subject

and young people raise any concerns they may have about progress, or request for additional support.

Details of opportunities for Students to have a voice.

Teacher or Head of Year anytime.

- Through parents' evenings.
- Telephone or email contact.
- Independent Support Services.
- Parental Questionnaire

- Voice of the student survey.
- School Council.
- Voice Of the learner reflection sheets in 1:1 learning sessions
- Gifted and Talented Interviews
- One- page profile- what works for me

<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> - Attendance systems in place to monitor and address attendance issues. - Close liaison with the schools Educational Welfare Officer who carries out home visits. - SENDCO liaises with Students, Parents, EWO, HOY and outside agencies to facilitate attendance of all students especially SEND or those with Additional needs- medical.
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none"> - Assertive discipline: Respect for all from all. - Positive behaviour modelling. - Behaviour for Learning. - School and Individual achievement systems. - Pastoral support plans.

	<ul style="list-style-type: none"> - Sending positive texts home. - Positive Postcards home. - Homework Club. - Mentoring opportunities. - Sixth Form in class mentors. - Prefects. - Act of random kindness. - Regular celebrating achievements opportunities at Year Worship and at S. Peter's School Eucharists at the main Religious Festivals.
<p>Details of access activities out of the classroom and support available, including how Parents and Carers are involved in planning of school trips etc.</p>	<p>Inclusion of students with SEND in all enrichment activities</p> <p>Parents are actively encouraged to contribute to health plans/planning and risk assessment of</p>

	<p>Trips/Residentials such as:</p> <p>Much Wenlock; Chester Zoo; Coventry and Lichfield Cathedral Visits; Kenilworth Castle; Isle of Aran; Duke of Edinburgh Outward Bound Courses; Ski Trips; Music trips- Quinta and New York.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<ul style="list-style-type: none"> - Close liaison with feeder primaries throughout the Summer Term. - Visits carried out by SENDCO for those with a Statement or EHCPlan students/Safeguarding Issues. - Induction days in July for all students (extra days for SEND students as necessary) - Induction Evening for parents to meet Form Tutors etc.

	<ul style="list-style-type: none"> - Tour / Visit to school arranged for parents and students with SENDCO or other Staff Members at parents' request. - Travel training is available for Year 11 students. - Acclimatization visits to colleges or vocational training providers as necessary.
<p>Details of medical and personal care procedures.</p>	<ul style="list-style-type: none"> - School Welfare Assistant always available on site and Area Nurse in once a week. - First Aider timetable in operation.

4) Equipment & Resources

<p>Details of services the school accesses, including other educational establishments, health and social care services.</p>	<p>The Orchard Centre, Base 25, Gem Centre – CAMHS, Speech and Language Therapists, Occupational Therapists, MAST, Educational</p>
--	--

<p>Links the school has with Voluntary organisations, including support services for parents and carers.</p>	<p>Psychologists, Social, Emotional Mental Health Support workers, Spurgeons.</p> <ul style="list-style-type: none"> - Tettenhall Outreach - Independent Support Services - Pennfields Outreach - Voice4parents
<p>Details of the school's Access Arrangements.</p>	<ul style="list-style-type: none"> - Policies and procedures are in place covering the range of Access Arrangements in line with the Equality Act, 2010. - SLT are aware of JCQ Regulations - Staff are trained to deliver Access Arrangements in line with JCQ Regulations. - Diagnostic Testing Advice is supplied through

the SENDCO.

- Those with Access Arrangements appear on the SEND Register as SEN Support (K).
- Teaching Staff and Cover Supervisors have access to the up to date Register and Quick Notes on SIMS, so are aware of those with Access Arrangements and the need to provide these for internal assessment and as part of differentiated quality first teaching.
- On request Students sitting exams in Year 11 are provided with a copy of 'Form 8' the application to the exam Boards for Access Arrangements, which details a summary of their history of need and provision made and also states the Access Arrangements they are entitled to. All future providers will recognise this entitlement.

<p>Details of how the schools SEND budget is allocated.</p>	<ul style="list-style-type: none"> - Staffing. - Intervention programmes – small group tuition / one to one. - Development of resources. - Additional curriculum. - Staff CPD. - Assistive technology.
<p>Details of travel arrangements to and from school.</p>	<p>Certain students who qualify for transport provided by pupil services come to school and are taken home by taxi.</p>
<p>Role of Parents and Carers in supporting students with SEND</p>	<p>Parents may be asked to create and maintain pictorial routine timetables; engage in memory games intervention; support homework tasks.</p> <p>A home school diary is a good method of</p>

	<p>supporting dialogue in case of medical need.</p> <p>Communicate regularly with School.</p> <p>Discuss progress or lack of progress with the student and with school.</p> <p>Support homework and revision.</p>
<p>Evaluation of effective provision</p>	<ul style="list-style-type: none"> -In class differentiation is monitored and forms part of the formal lesson observation process. -Teaching Assistant effectiveness in class is assessed and training put in place as necessary. -Book scrutiny of SEND students takes place. -Intervention is monitored for effective student progress. -Parent and student feedback. -Audits

How to make a complaint

We hope the need will not arise but in the event you need to, please contact the SENDCO or refer to the School's complaints policy.

September 2014. Mike Dulson. Karen Barker.

Updated September 2015. Mike Dulson. Karen Barker.

Updated February 2016. Karen Barker.

Review by Directors: 29/09/16.

Updated September 2017. Karen Barker.

Reviewed by Directors: 09/17.