



The School Offer:

	Question	Offer
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?	<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.</p> <p>We conduct baseline assessment on entry to the school to ensure pupils make outstanding progress in the correct ability set.</p>
2	How will the school support my child/young person?	<p>Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. We are striving towards all interventions we put in place being research informed, evidence based and measured to monitor impact and attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. Our additional support programmes are overseen by the SENCo and all of our teachers are teachers of inclusion and special educational needs. The Progress Managers support pastoral needs, pupil welfare and they all have Designated Person status for Child Protection.</p>
3	How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?	<p>Differentiation is embedded in our curriculum and practice and is continually developing. We have a tailored personalised curriculum for some pupils with severe and complex needs, which involve regular Learner Progress Meetings/Reviews with children and young people and their families to help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of universal provision and this is monitored regularly by the leadership team through our quality assurance cycle.</p>
4	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?	<p>We regularly share progress feedback with all of our learners and their families. In addition, we have a 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 in school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents at parents' forum meetings. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies (Triple P Programme).</p>
5	What support will there	<p>All our staff are regularly trained to provide a high standard of pastoral</p>

	be for my child's/young person's overall well-being and to help them develop their independence?	support and we offer a team of experienced Progress Managers to lead and support this in our setting. Relevant staff are trained to support medical needs and all staff receive training in 'Epi-pen' administration. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly reviewed through Student Council. Support staff encourage greater independence in all our learners.
6	What specialist services and expertise are available at or can accessed by the school?	Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safe guarding and when buying in additional services, we are developing monitoring the impact of any intervention against cost, to ensure a value for money service.
7	What training are the staff supporting children and young people with SEND had or are having?	Our SENCo has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve delivery universal provision and targetted interventions and to develop enhanced skills and knowledge. Staff meetings regularly update on matters pertaining to special education needs and disability. We have a team of expert Learning Assistants and Progress Managers who also engage in regular CPD.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our 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	How accessible is the school environment?	We have a full Accessibility Plan/Policy in place and as such, we consider our environment to be fully accessible to meet the need of our learners and their families. We are vigilant about making reasonable adjustments, where possible. Our policy and practice adheres to 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	How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?	We have a robust Induction programme in place for welcoming new learners to our school and a Transition Coordinator, Mrs Sarah Smith. We have very good relationships with any feeder settings as well as settings children/young people move on to. We have a careers service with an advisor on site.
11	How are the school's resources allocated and matched to children's/young people's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The head teacher, governors and finance manager oversee all matters of finance. Budgets are closely monitored and aligned to the school improvement plan.
12	How is the decision made about what type and how much support my child/young person will receive?	Quality First Inclusive Practice (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 aim to be monitored for impact and outcomes are defined at the start of any intervention. The SENCo and Assistant SENCo oversee additional support and regularly share updates with the SEND Governor.
13	How are parents	We whole-heartedly believe in partnering parents in a two-way dialogue to

	involved in the school? How can I be involved?	support a child/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. We host regular drop in sessions in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives. We completed the LPPA (Leading Parent Partnership Award) in January 2015. We have a Parent Teacher Association (PTA) who regularly meet.
14	What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our web-site and updating our staff regularly, the SENCo and Progress Managers will support families to access services through the Local Authority's Local Offer. SENDIAS (Independent Advice Service) is now delivered by Kids 02476 366054 https://www.kids.org.uk/warwickshire-sendias-front-page

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