



# WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

## LOCAL OFFER

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## **LOCAL OFFER: INDIVIDUAL SETTING/SCHOOL/COLLEGE INFORMATION**

### **What is the local offer?**

The Government plans, through the Children and Families Bill, to require 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.

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 SEND 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 SEND, 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. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEND Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

As well as setting out the provision the local authority expects to be available in early years settings, schools and Post-16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

\*Subject to Parliamentary approval of provisions in the Children and Families Bill, it is intended that implementation of the SEND reforms will take effect from September 2014.

## 1) Assessment, Targets and Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the academy communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>Close liaison with feeder primary schools through transition.</p> <p>Referral structure within the academy – concerns from subject teachers are communicated to the SENCo specifying which areas of learning behaviour are of a concern and also which strategies have already been tested.</p> <p>SEND is always an agenda item at these meetings where any concerns/issues are shared.</p> <p>Use of Prior Attainment Data. Key Stage 2 data and teacher base-line assessments during first half-term.</p> <p>Parents of students who have been identified as having SEND during Primary phase will be contacted during transition by SENCo. Parents of students who are identified at Wednesfield High Specialist Engineering Academy will be contacted by SENCo and invited into the academy to discuss the needs of their child.</p> <p>The SENCo adopts an open door policy for any parent or carer to contact the academy and arrange a meeting at short notice. This can be of a formal or informal nature regarding any issues related to their child's additional needs.</p> <p>There is a small cohort of students with EAL. A specialist teaching assistant works with students with EAL upon arrival and prepares them for life at the academy. A number of staff members are experienced in communicating between the academy and home when there is a potential issue due to a language barrier.</p>
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Details of how children and young people's special educational needs are assessed.

Details of how progress is measured and evaluated.

Assessment methods used within the AEN department are:

- Literacy assessment
- Maths competency test
- Access Reading Test (interactive)
- Behaviour reports
- Student interviews
- Visual Stress testing
- Staff observations

Where necessary we will refer students to outside agencies for assessment such as:

- Educational Psychology
- Area SENCo
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Teachers

The impact of interventions is measured over a specific time period based on the starting point for each student. Progress made may not always correspond to the measure of National Curriculum levels but will give a more specific indication of progress over time.

<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 academy's data tracking system. Key Stage minimum target levels for achievement are set based on prior attainment data at the end of Key Stage 2. Termly performance data is collected and attainment is compared to national levels of expected progress.</p> <p>Underachievers will be identified by the SENCo and Heads of Department with interventions for specific students and cohorts reviewed (e.g. Statement of SEND, SEND Support, Pupil Premium, EAL).</p>
<p>Details of how children and young people's needs are provided for (level of impact/of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p>	<p>Following identification of a child's needs, intervention will be put in place tailored to the individual's needs. This could include any of the following interventions:</p> <ul style="list-style-type: none"> <li>▪ Literacy and numeracy catch-up programmes</li> <li>▪ STAR (Skills to Achieve Results)</li> <li>▪ EAL language support</li> <li>▪ Counselling for Anger Management, Self Esteem,</li> <li>▪ Reading intervention</li> <li>▪ Cool Kids sensory and mobility skills</li> <li>▪ Speech and Language support</li> </ul> <p>Parents are invited to contact the academy at any phase of the academic year if they wish to discuss any issues/concerns.</p> <p>Resources are sent home so parents can assist in the reinforcement of intervention programmes.</p> <p>Parents are invited to all Annual reviews of Statements.</p>

<p>Details of training opportunities/learning events provided by the academy for parents/carers.</p> <p>Details of how parents and carers/children and young people can raise any general concerns they may have.</p>	<p>Individual targets for provision are arrived at through consultation with parents.</p> <p>Local Authority events are communicated to parents where relevant and information is often available on the academy website.</p> <ul style="list-style-type: none"> <li>▪ During parents evenings</li> <li>▪ Year 7 induction evening</li> <li>▪ Year 8 target-setting evening</li> <li>▪ Open day/evening</li> <li>▪ Any time via email/telephone etc. as appropriate.</li> </ul>
<p>Names, roles, telephone numbers of key contacts within the academy (SENCo, Inclusion Manager etc.)</p>	<p>Mr L Cook                      SENCo <a href="mailto:l.cook@whschool.co.uk">l.cook@whschool.co.uk</a></p> <p>Mr J Howe                      Assistant Headteacher Inclusion, Admissions, Community <a href="mailto:j.howe@whschool.co.uk">j.howe@whschool.co.uk</a></p> <p>Mrs V Mcloughlin              Safeguarding Officer <a href="mailto:v.mcloughlin@whschool.co.uk">v.mcloughlin@whschool.co.uk</a></p>

## 2) Curriculum Access

<p>Details of the academy's curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<ul style="list-style-type: none"> <li>▪ Differentiation through quality first teaching</li> <li>▪ SEND information available in staff shared area</li> <li>▪ Inclusion Centre (on-site base for students who would otherwise attend alternative provision)</li> <li>▪ Whole academy provision mapping identifying specific intervention for each AEN student.</li> </ul>
<p>Details of how the curriculum is organised and made accessible to all, including organisation of teaching groups.</p>	<p>There are two mixed ability bands per academy year organised for timetabling purposes rather than by ability. Teaching Assistants for in-class support are deployed throughout both bands according to individual student need.</p> <p>In Key Stage 3 all students have access to a full national curriculum offer in the first instance. STAR groups are selected for students who need literacy support and these take place during MFL lessons.</p> <p>In Key Stage 4 students have the opportunity to study vocational subjects such as COPE, ASDAN Sports Award and BTEC courses at both Level 1 and 2.</p> <p>Examination access arrangements for identified students include the use of ICT for word processing, reader, scribe and extra time. Testing for these generally takes place in the autumn term of Year 10 by specialist teachers from the Local Authority. However, this may also take place at additional times throughout the year where requested.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEND Governor, parent/carer Governor, Link Governor.</p>	<ul style="list-style-type: none"> <li>▪ Presentation of SEND provision given to LAB Curriculum Committee</li> <li>▪ Attendance of Governor at examination analysis debrief meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Regular meetings between Governor and SENCo to discuss current practice.</li> <li>▪ Mr M Chalk takes the role of SEN, parent/carer Link Governor.</li> </ul>
Details of staff expertise and professional development/training of staff.	<p>Two HLTA Teaching Assistants are educated to degree level; specialisms include SEN, English and a Dance/Performing Arts graduate. All other Teaching Assistants are able to complete at least NVQ Level 2 or the equivalent.</p> <p>The SENCo has wider experience of curriculum and pastoral roles as well as SEND and has completed the National Award for SEND Co-ordination with the University of Wolverhampton.</p>
Details of the types of special educational needs for which provision is made.	<ul style="list-style-type: none"> <li>▪ MLD – Literacy and Numeracy</li> <li>▪ SpLD – dyslexia, dyspraxia</li> <li>▪ Autistic Spectrum Disorder</li> <li>▪ Visual impairment</li> <li>▪ Hearing impairment</li> <li>▪ Medical Impairments</li> </ul>

### 3) Grouping and Pastoral Care

<p>Details of the academy pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>The academy pastoral system is based around Year Group Pastoral Teams. The Sixth Form operates a separate pastoral system with joint tutor groups of Year 12 and Year 13 students.</p> <p>The pastoral support team organise behaviour support groups with identified students.</p>
<p>Details of how parents and carers/children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<ul style="list-style-type: none"> <li>▪ Through Parents' Evenings</li> <li>▪ Telephone contact</li> <li>▪ Voice of the student survey</li> <li>▪ School Council</li> <li>▪ Informal Parent Drop-In Sessions</li> </ul>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> <li>▪ Close liaison with the EWO who carries out home visits</li> <li>▪ Vivos (reward points) awarded for 100% on a weekly basis.</li> <li>▪ End of year trip for all students achieving 100% attendance</li> <li>▪ Challenging academy target set (95%)</li> </ul>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none"> <li>▪ Behaviour for Learning</li> <li>▪ Vivo reward scheme – An online reward system which allows staff to award students with 'vivos'. These are for a range of rewards including: contribution in lessons, making good progress, excellent effort with homework and attendance. The 'vivos' are exchanged through an on-line shop for a wide selection of items including itunes vouchers and stationery items.</li> <li>▪ Pastoral support team</li> <li>▪ Emotional well-being intervention.</li> </ul>

<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of academy trips etc.</p>	<p>Inclusion of students with SEND in enrichment/access activities.</p>
<p>Details of the transition procedures and arrangements i.e. moving into the academy and moving on from the academy. Plus details of how the academy prepares young people for adulthood/independent living.</p>	<ul style="list-style-type: none"> <li>▪ Close liaison with feeder primaries throughout the Summer Term. Visits carried out by the Assistant Headteacher for Inclusion and Admissions, SENCo and Head of Year 7 and Assistant Headteacher for Year 7.</li> <li>▪ Induction day in July</li> <li>▪ Induction Evening for parents to meet form tutors etc.</li> <li>▪ Summer School</li> <li>▪ Tour/Visit to the academy arranged for parents and students with SEND at parents' request.</li> </ul>
<p>Details of medical and personal care procedures.</p>	<ul style="list-style-type: none"> <li>▪ A number of staff are first-aid trained</li> <li>▪ A number of staff are trained in the use of evacuation chair</li> <li>▪ All staff attend training on specific conditions.</li> </ul>

#### 4) Equipment and Resources

<p>What services the academy accesses, including other educational establishments, health and social care services.</p> <p>What links does the academy have with Voluntary organisations, including support services for parents and carers.</p>	<ul style="list-style-type: none"> <li>▪ Consortium with Coppice Performing Arts School for Sixth Form provision in a range of subject areas.</li> <li>▪ The Orchard Centre, Gem Centre – CAMHS, Speech and Language Therapists, Occupational Therapists, MAST, Educational Psychologists, Behaviour and Mental Health Support workers, Outreach workers from Tettenhall Wood.</li> </ul>
<p>Details of the academy's access arrangements.</p>	<ul style="list-style-type: none"> <li>▪ Access for students with a physical disability.</li> <li>▪ A lift is available to enable access to all three storeys</li> </ul>
<p>Details of how the academy's SEND budget is allocated.</p>	<ul style="list-style-type: none"> <li>▪ Staffing</li> <li>▪ Intervention – small group tuition/one to one</li> <li>▪ Development of resources</li> <li>▪ Additional curriculum</li> <li>▪ Out-of-hours clubs – breakfast club, Homework Clubs etc.</li> <li>▪ Staff CPD</li> </ul>
<p>Details of travel arrangements to and from the academy.</p>	<p>Certain students who qualify for transport provided by pupil services come to the academy and are taken home by taxi.</p>