



SEND Local Offer

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0.1	SLT	5-10-2016	Pre-Edited Document
1.0	ABI	6-10-2016	Minor changes to P8, hwk & support grtouns
1.1	CCH	14-9-18	Changes to hwk

Aldridge School – SEND Local Offer

How do we identify individual special educational learning needs?

- Most students will have been identified as having a special educational learning need prior to entry to the school
- Students are regularly assessed, monitored and tracked in school. Our SEND department works closely with the classroom teachers and if they are concerned that your child may have a special educational need or disability (SEND) we will inform you and then take further action.
- If you express a concern that your child may have a special educational need we will listen to your concerns carefully and then take further action.
- This further action may include the following; further assessments which are more diagnostic, observations, discussion with your child and teachers and consultation with external agencies. We will share our findings with you and agree the appropriate next steps together with you and your child.

How do we involve pupils and their parents/ carers in identifying special educational needs and planning to meet them?

- We will always involve you and your child. As parents/ carers you know and understand your child best and we hope to draw on this knowledge to ensure that we meet your child's needs effectively.
- When we assess special educational needs, we will discuss your child's strengths and weaknesses with you so that we have a clear understanding on how your child functions both at home and at school
- Where appropriate we will put a Learning Profile in place for your child. This will clearly outline your child's difficulties, strategies your child responds to, and the provision we have identified to help your child make progress. This will be reviewed at least twice a year.
- We will use the annual school parents' evening to review your child's Learning Profile. Parents are encouraged to make a parents' evening

appointment with the SENCO to review the Learning Profile and discuss the provision in place for your child.

- We use homework to reinforce learning in the classroom. Homework is centred around revise, review, recap activities. If you have any concerns regarding your child's homework parents/carers should contact the relevant classroom teacher.
- Student Development staff can be contacted by phone or by email on a daily basis.
- All students have a student planner. This planner acts as a link between home and school. Parents are encouraged to check their child's planner regularly where they can view comments from teachers and leave messages for teaching staff regarding their child's learning.

How do we use adults in school to support students with special educational needs?

- Our SENCO is supported by a talented team of HLTAs and TAs who are well trained to support students with a wide range of special educational needs.
- Our SEN team work in classrooms supporting students who are on the SEN register as well as students who require additional intervention to meet their targets.
- TAs also withdraw individual students and small groups of students who need additional support. This is always done in collaboration with the classroom teacher and according to individual needs.
- HLTAs deliver small group extraction groups to support students who have difficulty with literacy and numeracy. Students in these groups will be working below expected levels in English and/ or Maths and/ or have a reading age below 9.06.
- TAs are able to undertake small group work or one to one work to meet the needs of students with special educational needs or disabilities.

- Our SENCO and HLTAs responsible for intervention analyse student performance data termly to ensure students on the SEN register are making the best possible progress.
- We have an Educational Psychologist, allocated to us from the Local Authority. Our Educational Psychologist visits regularly and supports students, delivers staff training as well as offering the school and parents advice and support.
- We have HLTAs who have received training and developed specialisms for ASD and Dyslexia.
- We have an HLTA responsible for transition. Her job is to visit Primary schools and students prior to transition and arrange additional transition days to the school as and when necessary.

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How do we use specialist resources to support students with special educational needs or disabilities?

- Our talented SEN team differentiate resources for students to meet their Special Educational Needs
- We have a wide range of ICT hardware equipment available to help motivate students and increase their access to the curriculum. Resources include; Ipads, two rooms with suites of computers and PSPs.
- We have a range of interventions that involve the use of ICT software. Interventions include; Aural Read, Respond, Oral, Write (ARROW), Rapid Plus and Nessy.
- We use visual keyrings and timetables for students who have communication difficulties
- We seek advice from external agencies as and when required. This may be advice on how to cater for more complex needs as well as guidance on adaptations and specialist equipment which may be required.

How do we modify teaching approaches for individual students?

- We promote inclusion. Wherever possible students are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for pupils' individual needs.
- Teachers use students' individual learning profiles to adapt strategies and resources to meet the needs of each student.
- Staff receive regular SEN training which supports staff with how to support and teach students with a range of needs.
- We are an inclusive school. When it is possible all students are taught alongside their peers within differentiated groups. When appropriate, students receive small group or one to one support and teaching assistants promote student independence as much as possible.
- We run a number of booster groups for students who may be falling behind and not on track to meet their targets in English and Maths. Booster sessions usually take place on Fridays during form time or before and after school.
- We offer a pragmatics/ social use of language programme to students who need additional speech and language support

How do we assess student progress towards the outcomes we have targeted for students so that all students make at least good progress?

- We track progress based on student achievement at the end of KS2.
- In KS4 we use GCSE grades to assess and record student progress.
- Teachers devise and deliver follow up activities after key assessment points to help students address areas they find challenging.
- Parents of children with special educational needs are invited to special reviews at least twice a year to review their child's learning profile. This review focuses on reviewing the provision and progress that each child is making and when necessary targets may be set. Parents are encouraged to make an appointment with the SENCO at the annual parent's evening to review their child's learning profile.
- We analyse the progress of students at regular intervals and when students are underachieving we support students with a range of interventions.

What extra support do we bring in to help us meet SEN services?

- We can access support from specialist teachers and support staff for advice on a range of SEND needs
- The school works with the local authority's educational psychologist support. This support includes advice, student consultation as well as staff training.
- We have a counsellor based in the school's Alder Centre
- We receive support from speech and language therapy (SaLT). The SaLT team provide assessments for students, train staff and provide the school with advice. We refer students for assessments if we are concerned that they may have a speech and language difficulty or if we believe students require further intervention from the SaLT team.
- We liaise with external agencies such as the Visual Impairment and the Hearing Impairment Support Services to support students with visual and hearing impairments
- We liaise with the School's Health team when it is required
- We get support from Occupational Therapy for students who may need further assessment or support for specialist equipment or programmes. They also provide advice for school staff so we can make reasonable adjustments for students who have disabilities.
- We can request outreach from special schools if we need advice or training regarding SEND.
- We have an Education Welfare officer provided by the Local Authority who supports us with managing attendance concerns

What other activities are available for students with SEN in addition to the curriculum?

- We have a number of clubs available to students such as football, gymnastics, drama, Maths and English clubs to name but a few.
- We have a social club for students in Y7-10 that runs at lunchtime. The social club involves students in activities which encourage and promote positive interaction and friendship.
- We also offer a range of educational visits that students are encouraged to attend as this helps enrich the curriculum for students.

How do we support students with transition to our school and when they leave us?

- We visit all of the main feeder Primary schools in the Spring and Summer term to gather information, talk to students and plan transition arrangements.
- We have a HLTA responsible for transition who liaises with feeder schools and gathers information on students who have SEND.
- We will attend annual reviews and SEN reviews from Year 5 onwards. We can also attend reviews earlier than year 5 if both parties feel the student will benefit from earlier involvement with the school.
- We arrange additional transition days in the summer term for small groups of students who may benefit from extra days at their new school.
- If necessary teaching assistants from Aldridge School will liaise with the teaching assistant from the student's primary school as well as observe the student in their Primary setting to help get to know the student before he or she transitions.
- We encourage parents to visit the school before their child starts with us. There are many opportunities for visits to be made including open evenings, parent tours, Year 6 induction evening and meetings with pastoral staff.
- Students with the most complex needs will have a transition plan in place. This will help make the transition to the student's next stage of education as smooth as possible.
- We invite colleges into school to talk to our KS4 SEN students and support them to attend taster days.

How additional funding works

- Schools receive funding for all students with SEND and we are able to purchase resources to support students from this funding. The local authority provides top up funding for students with a high level of need.
- If your child has an Education, Health and Care Plan you may be eligible for a personal budget. This personal budget is an agreed plan of how

additional money can be spent to support your child in caring for their special educational needs. You are advised to speak to the relevant local authority about this.

Where can students and parents get extra support?

- The student development department offers support for all students on the SEN register. Students are encouraged to talk to staff from this department, their form tutors or house office staff if they are worried or have concerns they would like to share.
- We have a school based centre known as the Alder Centre which offers support for students who have social, mental and emotional difficulties.

Where can parents go to get extra support?

- We have an open door policy and you can contact the SENCO to discuss any issues related to your child. The SENCO can provide support and advice and can also signpost you to other agencies who can offer additional support if necessary. Your views are very important to us and equally important to your child. Aldridge school is committed to working closely with you to support your child's SEND. We want your child to be happy in school and collaborative working is a positive step in making this happen.

What parents/carers can do if they are not satisfied with a decision on what is happening?

- If you are not satisfied with an aspect of your child's education, then your first point of contact is to speak to your child's Head of House or the SENCO if it is regarding SEN related matters.

- If you feel that this has still not been resolved, then you are advised to discuss your concerns with the Headteacher.
- Walsall's Information Advice and Support Service for SEND (01922 650330) can also provide impartial information and advice.