



Stafford Manor High School

Review frequency (Free/annual/etc.)	To be updated annually.
Date of initial review by AR	January 2021
Responsibility of (FGB/Committee/individual)	Progress & Learning
Date of adoption by FGB/Committee	1 st February 2021
Signed by Chair of Progress & Learning Committee (V Evans)	V. Evans
Next Review date	Spring 2022
Date received by Staff	8 February 2021

SEND SCHOOL LOCAL OFFER

At Stafford Manor High School we welcome everyone into our community. Stafford Manor High School endeavors to make available inclusive provision to ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs Co-Ordinator (SENCO) is Mrs Amy Rushton.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning intervention/opportunities to support this. We are very proud of all our students and their achievements and our aim is to give them the tools in order to become independent learners.

FAQ:

Q.1 What kinds of SEND does the school provide for?

Stafford Manor High School provides support for pupils with a wide range of SEND including:

- Cognition and learning difficulties (including specific learning difficulties and moderate learning difficulties).
- Social emotional mental health difficulties Communication and interaction difficulties (including autism).
- Speech language communication difficulties Sensory Difficulties (including visual and hearing impairments).
- Physical difficulties Medical difficulties (including ADHD).

Q.2 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Stafford Manor High School students are identified as having special education needs through a variety of ways including the following:-

- Liaison with previous school and analysing SAT results and carrying out our own baseline assessments.
- Child performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by the child.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.

SMHS SEND

- Liaison with Multi-Agencies.
- Health diagnosis through paediatrician.

If you have any concerns about your child you can contact the SENCo, Assistant SENCo, form tutor or the child's Learning & Teaching Assistant. These can be contacted via telephone (01785 258383) or email general_inquiries_office@smhs.staffs.sch.uk, or face-to-face a meeting can be arranged.

Q.3 How will the school staff support my child?

The school will support your child by identifying their need and determining intervention needed keeping you informed and involving you in the decision making process at all times. Your child will be placed in appropriate academic settings. A Student Support Plan (SSP) will be generated following consultation with parents/carers and the young person; this will detail areas of strengths and weakness and identify targets. The SSP will then be distributed to class teachers to ensure the support given is tailored to your child's individual needs.

- The staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom.
- The SEN Department provides intervention programs to meet a variety of needs relating to literacy and numeracy skills; emotional and social difficulties; and communication and interaction difficulties.
- The provision is reviewed every year to ensure it addresses the needs of current students.

Q.4 How will the curriculum be matched to my child's needs?

- The SEN Department aims to ensure the fullest possible access to the curriculum for students with Special and additional Educational needs.
- In Key Stage 4, the school offers a range of pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while presenting some challenge.
- The school ensures that all lessons are differentiated to meet the individual needs of your child. Pupils can be grouped within classes further with work tailored to their abilities. This will help the pupil to access the curriculum independently, whilst always challenging them and promoting success.
- Teaching Assistants within the classroom support and promote independent learning. Ensuring the national curriculum is delivered in an appropriate format which individual pupils can access and understand helps to increase confidence and maintain progress.
- Specialist equipment can be used in lessons to support individual's areas of difficulty, including: whiteboards, tilt boards, appropriate font size resources, coloured overlays, specialist handwriting pens and Dictaphones.

Q.5 How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- The school measures children's progress in learning against national expectations and age related expectations. The teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 through to Year 11, using a variety of different methods including teacher assessments and Reading and Spelling ages.
- Children who are not making expected progress are picked up through review meetings with Heads of Faculty and the SENCO. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- If your child has a statement or EHC Plan then when this is reviewed comments are made against each objective to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Q.6 What opportunities are there for me to discuss my child's progress?

- As a parent you will receive regular reports with regard to your child's progress. In addition to this there are the Parents' Evenings which provide an opportunity to meet with subject staff and discuss progress.
- We offer an open door policy where you are welcome any time to make an appointment to meet with the SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Children with an Education, Health and Care (EHC) Plan or a Statement of SEN will also have an Annual Review Meeting and outside agencies may be invited to attend. We consider that the parents/carers views are a vital part of the review and therefore request your attendance and support for your child.

Q.7 What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- A Senior Leader has overall responsibility for the pastoral and social care of every child in school, therefore this would be the parents' first point of contact. If support is required regarding individual students the SENCO will offer further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

Q. 8 How does the school manage the administration of medicines?

- The school has a procedure regarding the administration and managing of medicines on the school site. Parents need to contact the school if medication is recommended by Health Professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that specialist staff are able to manage medical situations.

Q. 9 What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school has a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students. If a child has behavioural difficulties meetings are held with the child and parents to identify the specific issues, put relevant support in place and set targets. After any serious behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by a Senior Leader - Mr. Manfredi. Lateness and absence are recorded and reported upon daily. We pride ourselves on our swift communication with parents.

Q. 10 What specialist services and expertise are available at or accessed by the school?

- The staff working at Stafford Manor High School are highly trained and experienced in supporting a wide range of SEND conditions. Our SENCO is fully qualified and working towards appropriate specific accreditation.
- The school works closely with any external agencies that we feel are relevant to individual children's needs within our setting including: GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social workers and Educational Psychologists etc.

Q.11 What training have the staff supporting children with SEND had?

- The SEND team have trained in delivering reading and spelling/phonics programs, behaviour support, speech and language programs. All our staff take part in on-going SEND training programs.
- The SEN department constantly update and refresh their training. Each new staff member receives a package of training and observations/reviews are regularly conducted to ensure we provide the highest quality of support possible.
- Our SENCo is fully qualified and the Assistant SENCo has BA (hons) degree in Literature and (CertHE) Supporting learning in Primary Schools. Staff are encouraged and supported to complete regular continued professional development, including training covering a wide variety of areas: Diplomas/Foundation degrees in teaching and learning, role of the LSA, Dyslexia, ADHD, SEMH, New IDP training, Specialist programme training, EAL and First Aid Training.

Q. 12 How will my child be included in activities outside this classroom including school trips?

- All children are included in all parts of the curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in the school.

Q. 13 How accessible is the school environment

- The school site is wheelchair accessible with a disabled toilet that is large enough to accommodate changing.
- We liaise with the Local Authority EAL Team who assist us in supporting our families with English as an additional language.

Q. 14 How will the school prepare and support my child in the next of stage of education and life?

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- For those transferring at the end of Year 6 we arrange a transition day for them to have the opportunity of spending the whole day with us.
- We run a programme specifically tailored to aid transition into Year 6 for the more vulnerable students.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Q. 15 Transition to post-16 provision:

- For our students making the transition into higher education and college support is given via taster days. These can be supported by their Learning Support Assistant, who can also help them with transport issues, practicing/planning journeys to their new location, etc. Tours of their new setting are arranged by college/career staff and this link is supported by careers staff based in our school.
- The Careers Advisor attends Year 10 and 11 annual reviews to give independent advice and guidance to students and their parents.
- During Year 11 students have a one to one meeting with our Careers Advisor.
- Taster sessions and informal visits to college take place throughout KS4.
- Relevant information for students with SEN will be shared with local colleges to facilitate a smooth transition. Meetings will be held with the provider for any student with an Education, Health and Care Plan (EHCP).

Q. 16 How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children who have Special Educational needs have them met to the best of the school's ability with the funds available.
- We have a team of Learning & Teaching Assistants (TA's) who are funded from the SEN budget and deliver programs designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- We ensure resources are personalised to meet your child/young person's needs. This can be discussed with the SENCO/Assistant SENCO at their regular passport meeting and annual review meetings.

Q. 17 How is the decision made about what type and how much support my child/young person will receive?

Your child/young person's needs will be discussed along with the SENCO, it will involve the parents/carers and your child, decision making will be aided by the rigorous academic testing carried out within the school as well as specific SEN testing aimed to identify additional needs. The SENCO will meet with you to discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. We know if this has had an impact:

- By reviewing children's targets and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Through verbal feedback from the teachers, parent and child.
- Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

Q. 18 What do I do if I want to make a complaint?

The complaints policy is published on the school's website or alternatively you can request a copy from the school by contacting reception.

Q. 19 What other support is available to parents and how can I contact them?

Stafford Manor High School will offer an Early Help assessment if parents or families need extra support. Other support for parents include the SEND Information, Advice Support Service (SENDIASS), Safeguarding board and access to the local offer via Staffordshire LA website where links to a range of supportive agencies can be found.

Parents are regularly informed about what is happening within the school via: Parent Updates, Newsletters, Parents evening.

Q.20 What other support is available to parents and how can I contact them? For information regarding support available for parents please follow the link below:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>