



SEN and Disability

Local Offer:

St Christopher's CE High School

2020/ 2021

Accessibility and Inclusion

St Christopher's CE High School and Sixth Form has a number of buildings, all of which are fully accessible. We have lift access to upper floors and all rooms are fully wheelchair accessible. We have accessible changing facilities and toilets and disabled parking spaces at the main entrances of both buildings.

We have visual displays, policies and procedures modified and adapted when needed. Resources including modified, coloured exercise books, screens, and overlays are used by any pupil needing them. Information may be presented in different font sizes and styles, braille, audio, electronically, and other languages if needed. We have support staff who communicate with parents directly if we know they have difficulties accessing written information or using interpreters if English is their second language. St Christopher's have a range of accessible furniture including height adjustable tables, seating, adapted technology equipment including cookers and sewing machines. We use specialist ancillary aids including radio aids, magnifiers, iPads, reading pens, laptops and braille notes. We have specialist staff trained in moving and handling, sensory difficulties, physical disabilities and specific medical needs.

We have access to wellbeing counsellors every day for those pupils needing someone to talk to. We also have Time Out Cards, quieter rooms, and resources to help manage emotions.

Teaching and Learning

St Christopher's staff liaise with every primary and obtain information including assessment data, SEND information to identify pupils transitioning to secondary. We also use CAT4 assessments alongside baseline spelling tests upon entry to secondary.

We also have SEND referral routes for all staff to highlight pupils they may be concerned about within their classes and request assessments or more information.

Parents can also contact school directly via Synergy to highlight concerns or request assessments.

All pupils with SEND either on SEN Support or with an EHC Plan are highlighted through the school's Synergy communication system. This details their areas of need, levels of support and intervention needed, adapted resources necessary and strategies to use within the classrooms. All staff have this information attached to their electronic mark books and registers. Seating plans are annotated with this information and staff are regularly asked to monitor progress and submit information for termly reviews.

Specialist, experienced Teaching Assistants are deployed to work with pupils within the classroom and also to withdraw pupils to reinforce or pre learn information, lead interventions both 1-1 and in small groups. They will liaise with the class teachers to differentiate, ensure resources are used and all information is accessible.

External agencies work with school to ensure identified needs are met and reports generated through medical or specialists assessments are passed onto staff to ensure the recommendations are carried out throughout school. Programmes set but external specialists including Physio, Speech and Occupational therapists are delivered in sessions during the school day by allocated teaching assistants and wellbeing staff.

SEND features regularly in whole staff meetings, each department has identified an SEND /Equality champion who will review schemes of learning, resources, and displays to ensure full accessibility and equality for all.

INSET training sessions for all staff are led by the Senior Assistant Headteacher /SEND/CO and focus upon keeping all staff fully up to date and aware of SEND issues, areas of need, strategies for teaching and learning. Workshops are regularly delivered focussing on all aspects of SEND including Cognition and Learning, SEMH, Physical, Sensory and Speech and Communication and all staff have access to the information via the shared school computer system.

SEND teaching and non-teaching staff all have additional specialist qualifications including Masters qualifications in Autism and specialist Assessments and exam arrangements. All teaching Assistants have completed a wide range of additional SEND qualifications both attending face to face courses and online learning. These include SPLD, ASD, Speech and Language, PD, VI, SEMH, Mental health, and First Aid. All members of the SEND team have Performance Management Reviews and these meetings and observations identify areas of strength, development and particular areas of interest. We have a fully trained and qualified specialist teacher who is also the Assistant SENDCO. She carries out assessments, gathers evidence and ensures all those pupils and students needing reasonable adjustments both within the classroom and in exams are highlighted to staff and their requirements met. She will ensure the criteria for requesting external adjustments are met and that the evidence is gathered to prove that these adjustments are provided throughout the curriculum and have a positive impact upon the pupil or student.

Parents are informed of progress a number of ways. Every pupil has a progress report generated each term, this information indicates the progress, effort, homework and attitude towards learning the pupil has. In addition every pupil on the SEND register will have additional SEND pupil reviews.

Parents are invited to attend review meetings with the SENDCO and SEN staff and information is gathered with regards to the progress the pupil is making towards overcoming SEND difficulties and how they are accessing the curriculum. All staff complete review against target information and add additional comments which are discussed at the review meetings. These meetings are very much pupil centred and the pupil is expected to attend and contribute fully in the meeting. Obviously supported as much as possible to do so.

The SENDCO is also present at all parents' evenings and available to discuss issues which may arise during these evenings.

St Christopher's has developed Online learning as much as possible, all pupils and parents access Synergy at home and all work set in class and for homework is put onto this system. Teams and Zoom has also become more popular particularly with the older pupils in Key Stage 4 and 5. We also have Accelerated Reader and IDL which are reading and spelling programmes accessible online at home and also My Maths and Mathswatch. Linguascope and Atantot are modern foreign language programmes which also accessible online and used within school and at home.

We have close links with the colleges and alternative providers whose provision we have used to meet the needs of pupils who need additional or an alternative curriculum or environment. The Senior Assistant Headteacher/SENDCO will liaise closely and regularly with the provision and monitor and track the progress of any pupils we have accessing this. Visits and meetings are frequent and contact is consistent throughout the duration of the time the pupil attends this provision.

Work Experience is offered to all pupils in Year 10 and those needing additional support are fully included. We provide additional support staff to accompany the pupils if needed, liaise with the employers to ensure they are fully aware of any pupils allocated to them who may have additional needs which may impact upon them during the experience. For example if a pupil has sensory issues and needs a quiet space at times during the day, a pupil may need additional simplified instructions visually and verbally given, or reminding that they know what time break, lunch to where the toilet is every day as they cannot retain this information. Our emphasis is that every pupil should have the same access to work experience, albeit with support staff discretely there, additional communication with employers who are appropriate and can provide a positive experience for the pupils.

Health (Including Emotional Health and Wellbeing)

The school has a large number of regularly trained First Aid staff who take responsibility for administering medication, attending to injuries, dealing with the school nursing team, overseeing and monitoring Health Care Plans.

Staff have also been trained in administering Epi Pens, Diabetic and Epilepsy awareness and understanding the impact of brain injuries.

We work closely with the school nursing team to deliver vaccinations for all year groups. We have experienced members of staff who take charge of overseeing this, liaising with parents, the nursing team, highlighting pupils in need of additional support or attention during this time.

We work with specialist staff and parents to complete health care plans, making sure the relevant staff are aware of them confidentially via Synergy.

We deal with the emergency services and have protocols in place to ensure the correct information is passed on and procedures followed.

Keeping Children Safe

The SENDCO is also the school's Designated Safeguarding Lead. All risk assessments will be coordinated via the DSL along with relevant members of school staff, parents and outside agencies including the School Nursing team or Children's Social Care.

For those pupils needed moving and handling assistance support staff have had the relevant training and are fully experienced in meeting the needs of all pupils.

Keyworkers will meet pupils at the start of each day in designated areas and at the end of the day they will accompany them out of the building, meeting the relevant escorts or parents.

We have designated disabled parking at the front of the main entrances, and also areas to meet pupils at the beginning and end of each day.

We have support staff and keyworkers on duty before school, break and lunchtimes providing a range of support and interventions. These include quieter rooms to become ready for the day or manage sensory overload, craft activities and nurture groups to encourage social skills and build friendships. We have supported study/homework rooms at lunchtimes and after school and areas for pupils to go to if they need access to wellbeing staff.

In PE lessons we have trained staff who have developed programmes alongside Physiotherapists or Occupational Therapists and they deliver those programmes as part of daily support or PE when appropriate. Every pupil will be able to access PE by differentiating, smaller groups, and encouraging and celebrating participation.

Every pupil will also have access to all school trips, activities and residential visits. Members of the support department will accompany the pupils if needed, they will also carry out pre visits and meetings with centre staff to ensure the trips are as inclusive and safe as possible. We would never exclude any pupil from participating on any trip and actively encourage and develop trips and activities we know are accessible for all.

We have a comprehensive Anti-Bullying policy available on our website and deal with all instances of bullying very seriously. We use a range of sanctions and also believe in using Restorative Practices

to ensure our pupils are aware of the consequences and impact of bullying type behaviours and how damaging these actions can be towards others.

Reviewing and Evaluating Outcomes

Every pupil with an EHC Plan has a person centred review each year. These review meetings are held with information gathered from teachers, keyworkers, other professionals, parents and the pupil themselves. All this information is then fully discussed within the meetings and forms the basis of the summary report and revised EHC plan. Transition reviews are held at the end of each key stage and prior to moving on. Each half term the allocated keyworkers will also complete target setting, tracking and monitoring records for the pupils they directly support in class. This information is also used within the review meetings and to continuously monitor the impact of support.

In addition to the yearly EHC Plan reviews, there are also termly reviews held for all those on SEND Support or with EHC plans. In these meetings information is gathered from subject teachers, parents and the pupils themselves and a meeting held to ensure progress is being made, support/interventions are in place and working towards meeting those needs.

We constantly strive to ensure our provision is fully meeting the needs of all pupils within school. We track the progress of every pupil on SEN Support or with an EHC Plan via Synergy, highlighting their needs, strategies and other issues via the electronic system. This is a constant reminder to all staff regarding the differentiation needed, the areas of need and the progress being made. Each term we analyse the progress reports, assessment data, the subject teacher review comments and the intervention/keyworker impact statements. This ensures that the provision is fully effective, or if concerns are raised that we need to adjust this provision.

Communication with Parents

All parents have direct contact with school via Parental Synergy passwords. This can be used to monitor their child's progress, work set, behaviour log and also communicate directly with subject teachers, pastoral staff or senior management. The school very much has an Open Door policy where parents can come into school with concerns and request to meet with senior members of staff to discuss these worries. Parents can also request to speak in person or via telephone to particular members of staff in connection especially with pastoral issues. Parents with children who have SEND are invited into school or to speak via phone at least twice per year to discuss their child's progress, their areas of need and ensure the support and intervention is meeting those needs. The Senior Assistant Headteacher/SENDCO is also present at all parents' evenings and information evenings to discuss particular issues, worries or concerns with parents.

All pupils are tracked and monitored and termly reports are produced giving achievement grades for effort, classwork, and attitude to learning, homework, behaviour and targets. Parents can comment on these reports and request additional information if needed.

We regularly show prospective parents around school during the day especially parents of children with additional needs in year 5 and 6.

Working Together

Every form group will nominate 2 pupils to become form captains. These pupils will then attend the school council meetings, participate in pupil panels, attend and speak at school events and contribute towards school life and development. We have a senior team of upper school pupils and sixth form students who contribute to setting the agenda items in school council meetings, they will speak to pupils in school to gather feedback and opinions, they organise charity events and other activities in school and sixth form.

Parents are asked for feedback when attending parents' evenings, they are given questionnaires to complete on a regular basis. School has an electronic communication system allowing parents to contact school directly about any issues, concerns or questions. The headmaster send a regular Parental update and Newsletter home and welcomes feedback from parents.

Parents can join a very popular Friends of St Christopher's group.

They can also volunteer and be nominated to become school parental governors.

The Governing Body meet regularly as separate committees each term, and also as a full committee at least 3 times per year. They will discuss and devise the school improvement plan and ensure its implementation within school.

All home school agreements are fully inclusive and acknowledge individual needs.

What Help and Support is available for the Family?

We will liaise and work with parents who either have English as a Second Language, using translators where necessary in meetings. We will provide help and support for parents who may struggle with literacy or numeracy and need help with understanding written information going home. We have Wellbeing Intervention Officers who liaise with parents and families and provide help and support either from school or carrying out home visits to ensure parents are fully supported.

We have a school Careers Officer, and also an External provider who meets with pupils and their parents if necessary to discuss career pathways and how to get there. For pupils with additional needs we will begin meeting with parents and pupils and discussing options choices in year 9, ensuring pupils are fully supported to choosing the GCSE subjects they are most interested in and are going to be the most successful at. We can also ensure they are fully supported within the subject areas. We will continue to meet with parents and pupils throughout year 10 and 11 ensuring the pupils are supported to look at post 16 option choices, applying to colleges, apprenticeship providers and gaining places.

We also run a very successful SEND Parent Support Group who meet to discuss transition worries and concerns and meet the SEND staff before their children have started in year 7 and then after they have begun in the Autumn term. This gives parents an opportunity to meet other parents and develop friendships between themselves. This group extends to other activities including Stress and Relaxation sessions, Crafts, Parenting Teenagers and anything else the parents wish to include. It is a really good way of informally meeting, exchanging ideas, supporting each other and developing relationships of parents of pupils in other years.

The school has a nominated member of the Senior Management Team who will liaise with parents and the School travel Service to ensure parents are helped with applying for bus passes, have their questions or queries answered quickly and any issues are dealt with as seriously as possible.

Transition from Primary School and School Leavers

We have a number of pupils who need additional transition arrangements. Some start to visit from Year 5, then will increase their time they spend with us in Year 6. They will meet key members of secondary staff, buddied up with older pupils, be given a 'My New School' folder containing photographs, quizzes, maps, lunch information etc all to help ease the worries and fears they may have. They gain a sense of life at secondary, experiencing the sounds of the bells, the movement around school where the quiet spaces are and how to access support when they need it. This creates much more positive, smoother transition to year 7.

For pupils in year 10 and 11 we will accompany them on visits to colleges, arrange meetings with potential providers, and ensure the providers are invited to review meetings, look at suitable courses including St Christopher's Pathways Provision. For some pupils in year 10 for whom GCSE subjects are not appropriate they will transition into Pathways to study this more suitable programme, still accessing some GCSE subjects if they are accessible for them.

For pupils from year 9 onwards, we use the Preparation For Adulthood framework as part of the Annual Review process. This ensures we are constantly outward looking and that the pupils are acquiring the correct skillset to access post 16 and creating independent learners. We also work with pupils on improving practical living skills, travel training, life skills and relationships as part of withdrawal sessions.

St Christopher's Pathways Programme is a dedicated course suitable to students with additional learning needs and more information on this can be found in the Local offer for Sixth Forms. More information on how we help with higher education, employment, independent living and participation can also be found in the school's sixth form Local Offer,

Extra Curricular Activities

We offer a wide range of activities for all of our pupils, especially ones with additional needs. We have teaching assistants meeting pupils before school where needed, to ensure they have a quiet space and time to talk over the day to come, to ensure pupils are happy and settled and have a positive start to the day. We also have after school provision to do the same and also provide support with homework set during the day. We have a vast array of lunchtime activities, some run by support staff including craft club, languages club, chess club, nurture/homework room, sporting activities, library, games club. These all help pupils who need more support at unstructured times of the day and benefit from the opportunity to develop more social friendships helped by staff. Parents do not have to pay for these unless there is a cost for equipment needed. We have also developed after school activities including the Year 7 nurture and activity group, the Dads and Lads Cooking group, sporting activities, Eco groups and interventions.

Every pupil is fully included in all activities, we strive to ensure no pupil feels they cannot access any club, we have created clubs to fully include all pupils who have special interests. All residential trips are open to all pupils, if they need support there will be teaching assistants participating in the trip to provide additional support. For example the Intervention leader accompanies pupils with additional needs on the Language residential trips, and the allocated teaching assistants will accompany pupils on their choices on activity days or year group trips. They will encourage friendships on these activities but will discretely be there to support when needed.

We have nurture groups established to support pupils to develop friendship skills, to help understand the complexities of groups and growing up and also to encourage independence.

Our ethos has the pupil at the centre of everything we do. We aim to provide the most positive, holistic, nurturing and successful educational experience a child can have. Every child deserves the best education and especially those with additional needs. In our school, every child matters and we

will ensure those with additional needs have the best outcomes, receiving the highest quality teaching and support possible.