



Sandwell Community School

SEN Policy The Local Offer



The Local Offer (*Version 1*)

Sandwell Community School

Date: 24.03.15

This document is designed to set out clearly how this school meets children and young people's special educational needs.

Sandwell Community School aim to provide a safe, caring and nurturing environment which is friendly and supportive, where individuals are encouraged to recognise and develop their potential, respect others and believe in their ability to succeed.

Some students have a statement of SEN or an Educational Health Care Plan (EHCP) but many do not. Staff take great care to make sure that every student, regardless of their ability, understands and makes appropriate progress. (Ofsted 2014)



Information about the school

- Sandwell Community School was formed in April 2013 by the amalgamation of five different pupil referral units spread out across Sandwell. Some of the units stand alone on their own sites and others are based on the sites of local high schools.
- Sandwell Community School provides for Key Stages 3 and 4 which caters for students with social, emotional and mental health needs. An increasing number of students may have other barriers to learning.
- Students have either been permanently excluded or are at risk of exclusion from their mainstream schools.
- Some students have a statement of special educational needs or an EHCP, but many do not.
- The school population is predominantly of White British heritage.
- The proportion of students for whom the school receives the pupil premium, which is additional government funding for students who are known to be eligible for free school meals or who are looked after by the local authority, is above average.
- The school makes use of work and vocational opportunities with alternative providers such as Start Right in Smethwick, Groundworks and The Prince's Trust Group based in Sandwell.
- The school provides support for a number of schools, parents and other agencies in relation to students with more complex needs.
- Access to specialist support services can be provided.



Universal Offer

This is what Sandwell Community School offers to all children including those who may have difficulties in social, emotional or physical/medical needs.

As a parent/carer or young person you can expect that:

- Sandwell Community School has high aspirations for all students. On induction students undergo rigorous assessment to determine prior attainment, knowledge gaps preferred learning style, attitude to school which are then addressed through high quality teaching, appropriate differentiation, individualised curriculum with emphasis on maths, English and science and vocational learning where appropriate.
- SCS welcomes you and your child and takes the time to discuss your child's needs before they start school. This is in the form of an initial meeting where your child's academic progress, attendance and behaviour are discussed. A programme is then devised to support your child on his/her journey towards reintegration into mainstream or appropriate provision.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- The school should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Some schools set this out in a provision map.
- The teachers who teach your child are able to accurately assess the level at which he/she is learning.



- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with appropriate support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing regularly and through a written termly report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment with the Head of Campus. As a child or young person you should always know how well you are doing and what you need to work on to improve further.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. These include Precision teaching, accelerated reading, Springboard, My Maths, Doodle, mentoring and pastoral programmes. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- The interventions will be part of the graduated response as set out in the SEND Code of Practice 2014. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- School may ask you if they can consult with specialists, therapists, advisory teacher or educational psychologists to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.



- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's designated Special Educational Needs Coordinator SENCo may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.
- Sandwell Community School is an intervention placement and there is always an emphasis on having an exit plan and aiming towards successful reintegration in to appropriate provision.

Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for a Statement or an EHCP. What you could expect to see in school is set out below.

- The Government expects that all children should make at least 2 National Curriculum levels or 2 P levels from Key Stage 1-2 or 3 National Curriculum levels from Key Stage 2 to 4. School should discuss with you how their intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer then he/she may need a higher level



of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.

- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language , moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- The school may ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- School will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may vary in length and you should be told how long the intervention will last and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.



- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then school will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency make an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting you child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.



Educational Health Care Plan (Education, Health and Care Plan previously known as a statement of Special Educational Needs)

- Children who have severe levels of physical, learning, communication or social, emotional/mental health difficulty may have or benefit from having an EHCP.
- If the LA agrees to begin the process of a statutory assessment of special educational needs it takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resources whilst this process is completed.
- The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs
- Many children who need an EHCP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.



- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

The School Improvement Plan ([link](#)) includes targets to improve outcomes for children with SEN

The Accessibility Plan includes key targets/or link to further information in our accessibility plan

Pupil Premium – link to report

Where a child is dual registered then the main school will be responsible for the child's EHCP. SCS will support the main school in the process.



Ratification

G Angell

Signed:.....

Executive Head Teacher

Date:

J McBride

Signed:.....

Chair of Governors

Date:

Implementation: 24 March 2015 (Academic Year 2014/15)

Review Date: March 2016