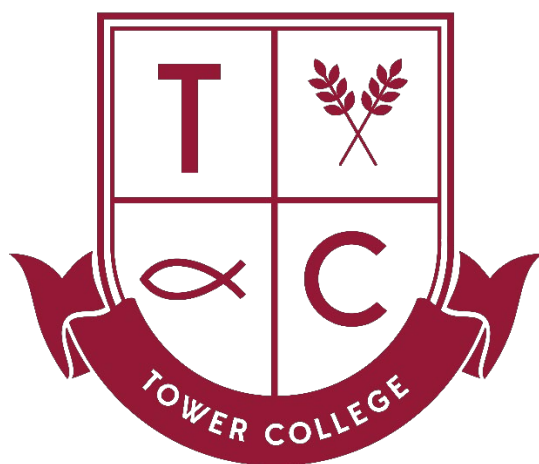


SEND LOCAL OFFER



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Coordinator (s): Mrs C Grocutt

Governor: Mr D Oxley

*** Policy Review: Annually unless otherwise dictated by the FGB (Full Governing Body) or by changes in legislation.**

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The Local Offer

The Children and Families Bill which became enacted in 2014 will require Local authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as "The Local Offer". The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

The Council for disabled children have produced "A briefing note on the Local Offer"

<http://www.councilfordisabledchildren.org.uk/media/246954/local%20offer.pdf>

SE7 - Local offer guidance and Framework

<http://www.se7pathfinder.co.uk/se7-local-offer>

The Local Offer available will depend on where you reside. Please speak to the SENCO/EYFS SENCO for any detailed information and guidance.

Achievement, Belonging and Compassion

Tower College is an Independent Christian school dedicated to providing high quality care and education for children aged 0 to 16. Achievement, Belonging and Compassion make up the core values of the school and are what make Tower College so outstanding. A challenging curriculum and high expectations encourage our pupils to unlock their potential in a positive and nurturing environment that allows them to flourish.

How are Special Educational Needs defined?

SEN stands for 'Special Educational Needs'. The phrase Special Educational Needs is defined in section 20 of the Children and Families Act 2014. Section 20 of the Children and Families Act 2014 states that:

“(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she-

(a) has a significantly greater difficulty in learning than the majority of others of the same age,

(b) has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).”

How will the school know if my child needs extra help?

Tower College adopts a child centred, whole school approach to SEND. Identifying where SEN provision is needed is vital in ensuring that pupils have access to support that will enable them to reach their full potential. Early identification is key and the EYFS framework supports this as it identifies any child that is falling below expected outcomes. However, it is not always possible to detect special educational needs early, thus pupil's progress continues to be assessed and monitored as they progress through the school. Tools including dyslexia and dyscalculia screener tests are used to help discover underlying issues to slow progress.

How does the school know how effective its arrangements and its provision for children with special educational needs are?

We will evaluate the success of provision in a variety of ways, including:

- The views of parents, pupils and staff.
- The success of ISP's (Individualised Support Plan) in meeting targets and improving outcomes.
- Thorough careful monitoring of the impact of interventions.
- Whether adequate progress has been made.
- Whether all staff understand the policy and are following it effectively.
- Use of P-Scales / Pre-Key stage 1 and 2 standards to measure small steps.
- Preparation and organisation of documentation to support GCSE Exam Access Arrangements where required.

Who is the best person to talk to about my child's difficulties with learning/SEND?

Mrs Grocutt – SENCO – mrsgrocutt@towercollege.com

How will I know how the school will support my child?

Tower College aims to involve parents in decisions regarding SEND provision for their child and are always available to discuss any concerns. In supporting a pupil with SEND, parent support, advice and feedback is vital.

Information is shared in the following ways:

- Home/school books
- Parent's evenings
- SEN Support plans to set targets and monitor progress.
- Feedback and suggestions from parents.
- Meetings with teachers.
- Differentiated work/homework
- Contact with the SENCO via email or in person at our weekly SEN Drop-in sessions.
- If a child has an Education, Health and Care Plan, Tower College will ensure we adhere to it.
- Following targets, strategies and advice from relevant outside agencies including -
 1. Speech and language therapy
 2. Occupational therapy
 3. Educational psychologist
 4. Physiotherapy
 5. Continence team

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

Tower College recognises that pupils learn at different rates and in a variety of ways. A pupil profile is created for every child on the SEND register in order to ensure that staff understand how best to support and help him/her to make progress. Classwork and homework is differentiated when appropriate to enable all pupils to access all areas of the curriculum appropriately. ISP's (Individualised Support plans) set achievable targets and are reviewed on a termly basis.

What support will be available for my child's overall well-being?

- The anti-bullying policy, the behaviour policy, safeguarding policy and first aid policy are in place to ensure the safety and wellbeing of the children and young people who attend Tower College.
- A child centred approach is adopted whereby the child's viewpoint is key.
- A partnership between school and parents is key in ensuring the wellbeing of all the children who attend Tower College.
- At Tower College every child with a special educational need has a one page pupil profile detailing information about how adults can help them, their strengths, needs and worries. In addition to this if you have a child with SEN who is not making sufficient progress they will also have an individualised support plan (ISP) which will be reviewed with the child and the child's parents every term this will incorporate targets set by SLT's, OT's and any other outside agencies in collaboration with their form/subject teachers and the SENCO.

What happens if my child has a high level of need?

The admission arrangements for Tower College are in accordance with national legislation, namely, The Equality Act 2010. This policy has been written with regard to the 2015 SEND Code of Practice although we recognise that many of the requirements do not have direct application to independent schools. Thus, all applications will be considered in line with current guidance and no child will be discriminated against or treated unfairly. Cases will now be considered on an individual basis and should it be decided that Tower College is the ideal setting for your child, parents will be offered the option of funding the high-level support or interventions if there is no Local Authority funding support available or if it is insufficient to cover the cost of the extra support that your child requires to access the curriculum at an appropriate level.

Available Provision: What specialist services / expertise are available at Tower College?

Tower College adopts a whole school approach and teaching staff will support pupils at a level appropriate to their needs through effective differentiation and high quality teaching in the classroom.

Every child on the SEND register will have a Pupil Profile. This lists the child's strengths and interests, specifies their SEND, provides information on how all staff can best support the child and how the child can help themselves. This allows the child to voice their views and encourages independence. The profiles also ensure that all subject teachers are aware of what the child's needs are and how to support them.

Every term (each half-term for Pre-Prep and Lower School) each class teacher along with the SENCO completes an ISP (Individualised Support Plan) to set achievable targets for pupils on the SEND register. The targets are reviewed on a termly basis (each half-term for Pre-Prep and Lower School).

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, including:

- Individual or small group literacy and numeracy interventions including Toe by Toe, Nessy Learning Online – Literacy and Numbers, Beat Dyslexia and Problem Solving in Maths.
- Individual or small group social and emotional development interventions, including SEAL club.
- Individual or small group support to develop fine and gross motor skills including Write from the Start.
- Shared in-class support from a teaching assistant.
- Auditory and visual memory support programmes.
- SENCO has access to tests that can highlight whether a pupil is presenting with signs consistent with dyslexia/dyscalculia.
- Support applying for one to one funding
- Support applying for an Education health and care plan
- Support accessing the ASD Pathway.
- An Intervention room for quiet individual work and small group sessions.

Are the staff who support pupils with SEND provided with appropriate training?

Tower College is committed to providing regular training and learning opportunities for staff in supporting pupils with SEND. Ensuring that staff have access to up to date teaching methods will improve outcomes for pupils with SEND and all staff are able to apply for any courses they feel will be of benefit to pupils requiring SEND support.

How will my child be included in activities outside of the classroom, including school trips?

School trips are accessible for all

How accessible is the school environment?

Tower College has -

- Two disabled WC rooms
- Two lifts
- Disabled access
- An Intervention room for quiet individual work and small group sessions.

Tower College promotes inclusion and believes that all children ought to take a full and active part in school life. The school is committed to preventing discrimination, promoting equal opportunities and will continue to use best endeavours to ensure that pupils with SEN get the support they require.

The admission arrangements for Tower College are in accordance with national legislation, namely, The Equality Act 2010. This policy has been written with regard to the 2015 SEND Code of Practice although we recognise that many of the requirements do not have direct application to independent schools. Tower College recognises that we must have arrangements in place to support children with SEN or disabilities. We also acknowledge that we must make 'reasonable adjustments' for disabled pupils and to support pupils who have medical conditions.

How will Tower College prepare my child when they are starting this school or moving to another year or department?

Transition

Tower College is divided into departments:

Tower Tots - 0 - 4

Pre Prep Department – Nursery – Year 1

Lower School 6 - Year 2 – Year 4

Middle School - Year 5 – Year 8

Upper School – Year 9 – Year 11

Good communication and sharing of information ensure that pupils with SEND are supported in their progression through the school. Pupils are given the opportunity to visit new classrooms and become familiar with new routines in order to ensure a smooth transition. For those pupils that find change difficult, we also provide transition booklets that they can take home over the summer. The booklet contain pictures of their new classroom, their new teachers and classroom assistants and reassurance that although some things will be different some things will remain the same. Any changes to the daily routine are also highlighted. Pupils joining from different settings are invited to spend trial days to enable them to become accustomed to their new school and meetings with parents and previous teachers are welcomed in order to ensure that the pupil receives appropriate support.

Who can I contact for further information?

Mrs Grocutt - SENCO – mrsgrocutt@towercollege.com