

The Local Offer at St Damian's RC Science College for pupils with Special Educational Needs

Learning and Teaching

As a Catholic school, inclusion is at the heart of all we do at St Damian's and therefore, it is critical to us to ensure that learning and teaching strategies are matched to pupils' individual needs. This includes:

- Outstanding and good teaching and learning with high quality feedback and excellent pupil progress
- A warm and welcoming classroom environment
- Wherever possible, smaller class sizes for pupils with Special Educational Needs
- Highly trained and skilled staff that are experienced and dedicated in working with children with a wide range of learning difficulties and disabilities
- Highly differentiated teaching and learning strategies and a wide range of resources and schemes of work designed to match the individual needs of all pupils
- A differentiated curriculum which is matched to the needs of all of our pupils
- Various technologies designed to engage and enthuse pupils in learning
- High expectations and aspirational targets designed to ensure outstanding pupil progress

Annual Reviews

Pupil reviews are offered to all pupils with Special Educational Needs, who receive Wave 2 and Wave 3 Interventions at St Damian's. These take place once a year for pupils in all year groups. The SENCo also attends Parent's Evenings for all year groups and parents/carers have the opportunity to discuss their child's progress at this point of the year also. These meetings are informative, inviting and helpful to all staff involved and parents/carers. Annual reviews are pupil-centred and allow for parents/carers and pupils to express what is effective in moving forward and any additional support that would be beneficial.

- All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting.
- Each child is invited to join the review and share their pupil voice overview that includes what they like/dislike about school; what they have learned so far; what they have enjoyed learning;

what they would like to learn in the future and how they learn best. Pupils are offered support to fill these in at school by a member of staff that they work closely with on a daily basis.

- Parents and carers are invited to contact school at any time, if they need advice or support in regard to their child's education.

Keeping Children Safe

- Risk assessments are planned for very specific reasons to keep children safe and are thorough and detailed. These allow for full inclusion into all aspects of the school life for our pupils with Special Educational Needs.
- CRB Checks are carried out on all staff appointed to the school and visitors to the school are only able to enter via Reception and are signed in.
- Risk assessments for the school premises are carried out regularly including fire safety, and electrical supply.
- Risk assessments are carried out in accordance with statutory requirement and in line with school policies on a regular basis by fully trained staff.
- School policies for anti-bullying, child protection, medical conditions and mental health are all available on the school's website – all of which focus on the safe-guarding of all pupils.

Health and Emotional Wellbeing

- Care plans are written to meet the health needs of those children requiring them; the school works in close liaison and consultation with any external agencies as required.
- St Damian's has a Student Support Officer, who works closely and supports our most vulnerable pupils.
- Medical emergencies are dealt with in a calm sensitive manner, staff are informed of pupils' health needs and know when and how to call for assistance.
- The school works closely with all health and therapy services; there is a school nurse who works with pupils as required. The school works closely with visiting therapists including physiotherapists, the school counsellor, health mentors, the educational psychologist, the Communication, Language and Autistic Spectrum Support Service and speech and language therapists as required.

Communication with Parents

Parents/carers can contact us in a range of ways including:

- By telephone
- By email
- Through a face-to-face meeting
- Pupil log-books

During the pre-admission meeting, pupils with Special Educational Needs and their parents/carers are invited to visit school both at the Open Evening and during an arranged additional visit and they have the opportunity to meet any relevant staff, including the SENCo. Relevant information is passed prior to the school's Year 6 Induction Day from the parent/carer and other involved professionals to the school staff. During Transition the SENCo attends Year 6 reviews in the Primary School where possible. This ensures a smooth transition and maximizes the pupils learning, health and wellbeing.

Annual school reports are sent out once a year to parents. These clearly show the child's progress level to date, and share examples of the various activities and topics pupils have covered throughout the school year.

Working Together

- Within our school we have a very strong Pupil Learning Forum. This is made up of various pupils throughout the school, with varying abilities. They are fully involved in school life and help to staff to develop different ways to support pupils through high-quality and pupil-focused learning and teaching.
- Parents are also asked their views about school through a questionnaire offered to parents at each Parent's Evening.
- Pupils with Special Educational Needs are offered the opportunity to complete pupil voice throughout the academic year.

Help and Support for Families

Staff within school will support parents/carers of pupils with Special Educational Needs with appropriate forms, including transport forms and Disability Living Allowance (DLA) as required. If parents and carers wish to receive some support in completing such forms, the point of contact will initially be the SENCo.

The school works closely with external agencies such as Social Care where there are safeguarding or child protection concerns. School staff will make referrals to external agencies that can offer support to families as required such as the Early Intervention Team.

The school uses the Common Assessment Framework as required to allow for a multi-agency approach to supporting families and pupils who are experiencing difficulties both in school and at home.

Transition across Key Stages and Post 16

Transition across key stages can be a challenging time for both our pupils with Special Educational Needs and their families. For this reason, we work closely with our feeder primary schools and have developed a comprehensive package to support transition, including:

- Transition meetings for Year 6 pupils and Year 11 pupils with Special Educational Needs as required
- Additional visits to us and post 16 educational providers for pupils with Special Educational Needs as required
- Close liaison between the SENCo and other educational providers
- Early annual reviews for statemented pupils in Year 9 and Year 11
- Transfer of all files and key information to be passed across educational providers as required
- Peer mentoring for pupils with Special Educational Needs, who may find the transition to Year 7 or Year 10 more challenging.

Extra-Curricular Activities

We have a wide variety of extra-curricular activities on for pupils both at lunchtime and after school. Further details can be found on the school's website. We also have specifically designed for our pupils with Special Educational Needs:

- Homework Club each lunchtime and break time
- Craft Club twice a week (focused on developing pupils' social interaction)
- Games Club every lunchtime
- VIP Club every Friday lunchtime to support our pupils with difficulties with fine and gross motor skills
- Ambrose Suite support as required at lunchtime for vulnerable pupils

Key Quotations about St Damian's from our Ofsted Report (March 2014):

- *Standards in English, mathematics and science are good due to much improved, good quality, teaching.*
- *Physically disabled students achieve well due to the high expectations and inclusive school ethos.*
- *The curriculum is well matched to students' needs. There is a small and appropriate offer of vocational subjects but the mainstay of the curriculum is traditional and academic.*
- *There is high-quality support for students' spiritual, moral, social and cultural development by a team of staff.*
- *The exceptional leadership of the headteacher has raised standards in the school more than ever before.*