



WOLVERHAMPTON LOCAL OFFER: ST PETER'S COLLEGIATE ACADEMY INFORMATION REPORT

What is the Local Offer?

Through the Children and Families Bill, the Government requires all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a Local Offer. This can be found on the Wolverhampton City Council Website. <http://www.wolverhampton.gov.uk/article/435/Education--schools>

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their Local Offer.



S. Peter's Collegiate School: School Information Report

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1) Assessment, Targets & Review

Details of how children and young people's special educational needs and disabilities are identified.

- Close liaison with feeder primary schools through the transition period.
- Clear referral structure within the school – concerns from subject teachers and Heads of Year are communicated to the Special Educational Needs and Disabilities Co-ordinator (SENDSCO) during weekly meetings, through email or via a shared area referral forms; all of which requires specification of which areas of learning are of concern and also which strategies have already been employed to address difficulties.
- Student self-referral to SENDSCO.
- Parental Referral.

Details of how Parents and Carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular Parents and Carers whose first language is not English.

- Year 7 and 9 Literacy Screening Programme.
- Use of Prior Attainment data, with Parents being informed by letter with an invitation to follow this with a conversation with Parents via phone. Meetings can be arranged.
- The SENDCO will hold appointments for any parent to attend. This can be for a formal or informal chat regarding any issues related to their child's additional needs.
- As a school we have a growing cohort of students with (English as an Additional Language) EAL. The issue has not yet arisen where communication between school and home is a problem due to a language barrier as this is supported through interpreters where necessary.

Details of how children and young people's

Assessment methods used within the Learning

special educational needs are assessed.

Support Department and in support of whole school Guidance and Intervention strategies include:

Diagnostic Tests such as CTOPP-2; DRA; WRAT5; BVPSIII- to assess cognitive ability; processing speeds; reading; writing; spelling and memory.

Testing for Access Arrangements in line with the Equality Act.2010.

- Maths Computation test.
- Cognitive Abilities Test (CAT.)
- Lexia online assessment and intervention.
- Phonological awareness / Memory.
- Autism Screening.
- Dyslexia screening.

After internal data collection and consultation with

	<p>student; Parents/carers and our Educational Psychologist we will where necessary refer students to outside agencies such as:</p> <ul style="list-style-type: none"> • Multi Agency Teams (MAST) – for assessments from, EP, EWO, Specialist Teachers. • Gem Centre- Children and Adults Mental Health Services (CAMHS). • Speech & Language Therapy. • Occupational Therapy. • Physiotherapy. • Base 25
<p>Details of how children and young people’s special educational needs are monitored and reviewed.</p>	<p>Progress is monitored through the school’s robust data tracking systems. There are two Reviews and a full Report yearly, supported by a Parents Evening. Data based on current performance</p>

Details of how often monitoring and reviews take place.

attainment is compared to (Fischer Family Trust Data) FFTD expected progress. Following this data capture, The Strategic Data Team/the SENDCO/Head of Year/Head of Department will identify underachievers of specific cohorts (e.g. EHCPlan, Pupil Premium, SEN Support; Most Able; EAL and review interventions in place.

Individual targets/action plans are set, with students' reflection and input, and monitored. All students target set with their Subject Tutors- some will review these with the SENDCO or Inclusion/LAC Officer. Year 10 and 11 have a target setting day with Subject/ Pastoral Tutors. All students and Parent/carers have access to the SENDCO at Parents Evenings/ Options/ Information Evenings.

Parents of students termed K: SEN Support

	<p>(previously School Action/School Action+) are entitled to three meetings per year with SENDCO following diagnostic testing and entry to the SEND Register. Many Parent/ Carers email, phone or make appointments to discuss progress on a regular basis.</p>
<p>Details of how children and young people's needs are provided for.</p>	<p>Following identification of a child's needs, Intervention will be put in place tailored to the individual's needs. This may entail any of the following interventions:</p> <ul style="list-style-type: none">• Literacy and numeracy precision teaching.• Literacy and numeracy catch-up programmes.• Sensory Inclusion Intervention: Hearing Impairment/ Visual Impairment.• Magical Spelling-visual technique.

- Memory Skills training.
- EAL language support.
- Emotional Social Mental Health Support – (Counselling, Anger Management, Self Esteem, Empathy skills, resilience).
- Toe by Toe Phonological Programme
- Speech & Language support.
- Peer Mentoring
- Speech Language and Communication support
- Accelerated Reading Programme
- Lexia

Details of how Parents and Carers can be involved and how they can support their child.

We appreciate Parents/ Carers views and suggestions concerning provision for SEND students. A questionnaire is available on the school website to assist Parents in sharing their views.

Parents are invited to contact the school at any point in the academic year if they wish to discuss any issues or concerns.

Resources are sent home where appropriate, so parents can assist in the reinforcement of intervention programmes.

Lexia is accessible from home and students are encouraged to use it especially during holidays.

Parents of Students with an Education Health Care Plan are invited to all Annual Reviews or Transfer Reviews. Targets are formulated with parents and relevant outside agencies and their views sought.

Details of training opportunities and learning events provided by the school for Parents and Carers.

Consider being a Parent Governor.

Local Authority and Independent services events are communicated to parents through the school website news items; as is Voice4parents events.

Tettenhall Outreach Parent/Carer Events via the school website.

- Independent Support Services Representatives.
- During parents evening.
- Year or Key Stage Information Evenings.
- Year 7 induction evenings.
- Year 7 settling in evening.
- Open Day.
- Year 11 –How to support your young

	<p>person's revision.</p> <ul style="list-style-type: none"> - Drop In Sessions with SENDCO/EP: Self Harm Attachment What is diagnostic Testing? - Individual meetings for clarification through appointment.
<p>Details of how Parents and Carers/ Students and young people can raise any general concerns they may have.</p> <p>Names and roles of Staff and email addresses of key contacts within the school.</p> <p>School Telephone: 01902 558600.</p>	<p>SENDCO – Karen Glover. MEd. NASCO. Specialist Assessor. Designated Teacher for Looked After Children; Post LAC and Young Offenders. Acting Assistant Principal.</p> <p>kglover@speters.org.uk</p> <p>Chaplain: Joe Maggs</p>

Assistant Principal for Safeguarding and
Pastoral:

Interim Principal- Jon Arnold.

jarnold@speters.org.uk

2)Curriculum Access

Details of the school curriculum offer including: curriculum provision, mapping of provision and differentiation.

- Modified Curriculum for identified students.
- SIMs provision mapping supports the SEND Register and holds Quick Notes and documents such as one- page profile and EHCPlan.
- The SEND Register records individual needs; access arrangements and differentiation strategies.
- Intervention strategies documented through Data Team.
- In class observations includes an element of SEND provision.
- Book scrutiny

<p>Details of how the curriculum is organised and made accessible to all, including organisation of teaching groups.</p>	<p>Providing Inclusive education is the School aim.</p> <p>In KS3 all students have access to a full national curriculum offer; although a modified curriculum is available to some.</p> <p>In KS4 identified students have the opportunity to study subjects such as ASDAN courses and Functional Skills exam courses. Some have day release at WVTC. Others may attend Orchard.</p> <p>Access Arrangements for identified students, through diagnostic testing by the SENDCO.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor.</p>	<ul style="list-style-type: none"> • SEND Link Governor: contactable through school. • The SENDCO meets termly with the Principal and the Link Governor.

Details of staff expertise and professional development and training of staff.

Two Teaching Assistants are educated to degree level; one of whom has specialised in in Nursing/ Speech and Language. All TAs have NVQ level 3.

All are trained in providing Access Arrangements for reader/scribe and some also Invigilator ability.

The SENDCO has expertise in both pastoral and SEND area and has completed the National Award for SEND Coordination. She is also a Specialist Assessor: Educational Tester: Ability and Attainment, registered with the British Psychological Society.

In-house training available for SEND Department in the past 12 months has included:

- Diabetes Training
- English Exam Techniques (PEA/ PETAL)
- Autism Awareness.

	<ul style="list-style-type: none"> - Bereavement Training. - Attachment Disorder. - Emotional Coaching. - Responding to anxiety. - Mindfulness. - Children and Domestic Violence. - Parental Mental Health Issues. - Speech and Language Therapy training. - Delivering Toe by Toe. - Delivering the Magical Spelling technique. - Positive behaviour strategies.
<p>Details of the types of special educational needs for which provision is made.</p>	<ul style="list-style-type: none"> - Moderate Learning Difficulties. MLD. - Specific Learning Difficulty. SpLD – Dyslexia,

	<p>Dyspraxia, Dyscalculia).</p> <ul style="list-style-type: none"> - Autistic Spectrum Disorder. ASD. - Physical Disability. PD. - Visual Impairment. VI. - Hearing Impairment. HI. - Speech Communication Language Needs. SLC. - Auditory and Visual Memory. - Social, Emotional and Mental Health. SEMH.
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3) Pastoral Care

<p>Details of the school pastoral support system.</p>	<p>The School Pastoral System Consists of a Form Tutor who should be the first point of contact for students.</p>
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Details of what support mechanisms are in place including what social support is available i.e. mentoring.

A Head of Year and an Assistant Head of Year, with teaching responsibilities, monitors student welfare with Form Tutors and subject Staff.

There is an Assistant Principal; Safeguarding and Pastoral who oversees the pastoral system in the school.

Available to students are:

- The Pastoral Team
- Peer Mentoring
- Buddy System,
- 1 to 1 Staff Mentoring

- Pupil Premium Mentoring
- Base 25 Counselling
- Anger Management
- Cognitive Behaviour Therapy
- Educational Psychologist
- Inclusion Officer
- Safeguarding Team
- Sensory Inclusion Team
- Resilience Training
- PSHE/C
- Behaviour Support Officer
- Supporting those with Eating Disorders
- Homework Club

	<ul style="list-style-type: none">• Achievement Officer• Sports Clubs• Sexual Exploitation Prevention• Self-Harm Support Group• Girls/Boys Groups• Christian Union• School Nurse drop- in sessions
<p>Details of how Parents and Carers/ Students and young people raise any concerns they may have about progress, or request for additional support.</p>	<ul style="list-style-type: none">- Contact the SENDCO; Form Tutor; Subject Teacher or Head of Year anytime.- Through parents' evenings.- Telephone or email contact.- Independent Support Services.

<p>Details of opportunities for Students to have a voice.</p>	<ul style="list-style-type: none"> - Voice of the Student surveys. - School Council. - Voice of the Learner reflection sheets in 1:1 learning sessions. - One- page profile- what works for me.
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> - Attendance systems in place to monitor and address attendance issues. - Close liaison with the schools Educational Welfare Officer who carries out home visits. - SENDCO liaises with Students, Parents, Education Welfare Officer, HOY and outside agencies to facilitate attendance of all

	<p>students especially SEND or those with Additional needs- medical.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none">- Assertive discipline: Respect for all from all.- Positive behaviour modelling.- Behaviour for Learning.- School and Individual achievement systems.- Pastoral support plans.- Sending positive texts home.- Positive Postcards home.- Homework Club.- Mentoring opportunities.- Prefects.

	<ul style="list-style-type: none"> - Act of random kindness. - Regular celebrating achievements opportunities at Year Worship and at S. Peter's School Eucharists at the main Religious Festivals.
<p>Details of access activities out of the classroom and support available, including how Parents and Carers are involved in planning of school trips etc.</p>	<p>Inclusion of students with SEND in all enrichment activities.</p> <p>Parents are actively encouraged to contribute to health plans/planning and risk assessment of Trips/Residentials such as:</p> <p>Much Wenlock; Chester Zoo; Coventry and Lichfield Cathedral Visits; Kenilworth Castle; Isle of Aran; Duke of Edinburgh Outward Bound Courses; Ski Trips; Music trips- Quinta and New York.</p>

<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<ul style="list-style-type: none"> - Close liaison with feeder primaries throughout the Summer Term. - Visits carried out by SENDCO for those with an EHCPlan students/Safeguarding Issues. - Induction day in July for all students (extra days for SEND students as necessary) - Induction Evening for parents to meet Form Tutors etc. - Tour / Visit to school arranged for parents and students with SENDCO or other Staff Members at Parents' request. - Travel training is available for Year 11 students. - Acclimatization visits to colleges or vocational training providers as necessary.
<p>Details of medical and personal care</p>	<ul style="list-style-type: none"> - School Welfare Assistant always available on

procedures.

site and Area Nurse in once a week.

- First Aider timetable in operation.

4) Equipment & Resources

Details of services the school accesses, including other educational establishments, health and social care services.

The Orchard Centre, WVTC, Base 25, Gem Centre – CAMHS, Speech and Language Therapists, Occupational Therapists, MAST, Educational Psychologists, Social, Emotional Mental Health Support workers, Spurgeons.

Links the school has with Voluntary organisations,

- Tettenhall Outreach
- Independent Support Services
- Pennfields Outreach
- Voice4parents

<p>including support services for parents and carers.</p>	
<p>Details of the school's Access Arrangements.</p>	<ul style="list-style-type: none"> - Policies and procedures are in place covering the range of Access Arrangements in line with the Equality Act, 2010. - Senior Leadership Team are aware of Joint Council for Qualifications (JCQ) Regulations - Staff are trained to deliver Access Arrangements in line with JCQ Regulations. - Diagnostic Testing Advice is supplied through the SENDCO. - Those with Access Arrangements appear on the SEND Register as K: SEN Support (SENDCO Letter if they have EHCP). - Teaching Staff and Cover Supervisors have access to the up to date Register and Quick Notes on SIMS, so are aware of those with Access Arrangements and the need to provide these for internal assessment and as part of differentiated quality first teaching.

	<ul style="list-style-type: none"> - On request Students sitting exams in Year 11 and 13 are provided with a copy of 'Form 8' the application to the exam Boards for Access Arrangements, which details a summary of their history of need and provision made and also states the Access Arrangements they are entitled to. All future providers will recognise this entitlement.
<p>Details of how the schools SEND budget is allocated.</p>	<ul style="list-style-type: none"> - Staffing. - Intervention programmes – small group tuition / one to one. - Development of resources. - Additional curriculum. - Staff Continuing Professional Development. - Assistive technology.
<p>Details of travel arrangements to and from school.</p>	<p>Certain students who qualify for transport provided by pupil services come to school and are taken home by taxi.</p>

<p>Role of Parents and Carers in supporting students with SEND</p>	<p>Parents may be asked to create and maintain pictorial routine timetables; engage in memory games intervention; support homework tasks.</p> <p>A home school diary is a good method of supporting dialogue in case of medical need.</p> <p>Communicate regularly with School.</p> <p>Discuss progress or lack of progress with the student and with School.</p> <p>Support homework and revision.</p>
<p>Evaluation of effective provision</p>	<ul style="list-style-type: none"> -In class differentiation is monitored and forms part of the formal lesson observation process. -Teaching Assistant effectiveness in class is assessed and training put in place as necessary. -Book scrutiny of SEND students takes place. -Intervention is monitored for effective student progress.

	<p>-Parent and student feedback.</p> <p>-Audits</p>
<p>How to make a complaint</p>	<p>We hope the need will not arise but in the event you need to, please contact the SENDCO or refer to the School's complaints policy. Information and support is also available through:</p> <p>SEND Advice and Support- Wolverhampton Local Authority website: can be reached through https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=1</p> <p>Parents Information Advice and Support(was Voice4Parents) Independent website: http://www.wolvesiass.org/</p> <p>Call 01902 556945 or email ias.service@wolverhampton.gov.uk</p>

September 2014. Mike Dulson. Karen Barker.

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