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### **1. How will school staff support a child and how is the decision made about how much support a child will receive?**

The fundamental principles of the School Offer are tied to the Children and Families Act 2014 Part 3 (appendix) and SEND Code of Practice 2015 (appendix). The process begins with the child in the centre and is constructed to enhance children's learning by providing high quality learning programmes matched to the needs of individual students and aimed at promoting their full participation in society.

The school is committed to creating learning programmes and environments that meet the educational and welfare needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life. Quality First Teaching with Graduated Approach means using learning as a tool whereby all students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential. Support for learners plays a key role. This entails removing barriers to learning, early intervention and support and welfare.

The support begins well before the child enters schools with the Transition Phase, where identification processes and data collection is made of any known additional learning needs, arrangements or plans. Everyone working with the child is responsible for transferring information regarding education provision. All who work with the child are all bound under the GDPR Act regarding confidentiality of information. (CFA, 2014). Information regarding additional support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential. (CFA, 2014).

At BGN we offer high quality personalised and differentiated teaching with targeted support to remove barriers in the classroom. The teacher is a teacher of all students who establishes a learning environment which is inclusive of all students through a quality first teaching with graduated approach to learning. Dyslexia Aware and Autism Aware strategies are employed. We modify and adapt teaching approaches and resources as necessary. Teachers assess, evaluate and track to identify students who are not achieving their full potential or need special support to participate in and access and excel the curriculum.

If concerns escalate the subject teacher, working with the SENCO assesses areas of specific concern gathering evidence, including the views of the student, their parents and others. Additional interventions are introduced to secure better progress, or advanced learning opportunities for more able students. School support is then given to a student according to agreed plan and Pupil Profile may be written with the student and parents to support their progress. Educational expertise takes a central position when we are assessing the support a child need. Assessment of the interventions is carried out primarily by the teachers teaching the child. (Children and Families Act 2014; SEND Code of Practice 2015).

The role of special educational needs support is to offer the student comprehensive, additional and systematic support in such a way that the student can fulfil the requirements in compulsory education and acquire a base to continue studies after the basic education. In school support all support methods in basic education are in use. The school may utilise all the support methods during the different phases of support. Exception is full time special education, which is not offered during general or school support phase but only during special educational needs support.

### **2. How does the school know if children/young people need extra help and what should you do if you think your child may have learning support needs?**

BGN has a clear approach to identifying and responding to learning support needs. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A student has learning support needs where their learning preference or disability calls for additional specified educational provision that is different from or additional to that provision normally available to students of the same age. Offering high quality differentiated and personalised teaching normally available to the whole class means that fewer students will require such support.

The school assesses each student's current ability and attainment on entry and during transitions, building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class teachers, supported by the senior leadership team, make regular assessments of progress for all students. These seek to identify students making less or more than expected progress given their age and individual circumstances.

For some children, learning support needs become evident only as they develop. Teaching and support staff remain alert to emerging difficulties and respond appropriately. The school is committed to listening to and understanding when parents express concerns about their child's development. Teaching and support staff also listen to and address any concerns raised by children and young people themselves.

### **3. How will the school prepare and support a child when joining the school, transfer to another school or the next stage of education and life?**

Transition Phase commences as soon as practicable in the year prior to child attending school or moves a key stage or a school.

Procedures for welcoming new students and families are in place and orientation is held for new students. Identification processes and data collection is applied to any known SEND Support needs.

#### **4. What training does the staff supporting children and young people with SEND needs have?**

The person responsible for coordinating learning support provision in BGN is the SENCO and Inclusion Lead, who is a qualified teacher (QTS) and SENDCO working at the school in line with the SENCO Roles and Responsibilities outlined in SEND Policy. The SENCO is the holder of an accredited National Postgraduate Award for Special Educational Needs Coordination and Provision. Teachers working in the school are qualified in meeting differentiation needs in the classroom and this is part of their continuing professional development. The Learning Support Assistants working with children with SEND are particularly trained for each child's individual needs.

#### **5. How the school's resources are allocated and matched to children's special educational support needs?**

BGN supports children with a wide range of Special Educational Needs and Disability. We regularly review and evaluate the breadth and impact of the support we offer. BGN cooperates with the local authorities in reviewing the provision that is available and in developing the School Offer. We collaborate with other schools to explore how different needs can be met most effectively. We have due regard to general duties to promote disability equality under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including working closely with LA to ensure the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. BGN has measures in place to prevent discrimination, to promote justice and equality of opportunity and to foster good relations.

Blessed George Napier Catholic School and Sixth Form Leadership and SENCO have regard to pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical and care needs of such students. Where students also have Special Educational Need and/or Disability, consideration will be given to see if an Education, Health and Care needs assessment may be necessary. Where a student has an Education, Health and Care Plan by the student's Local Authority, the provision will be implemented and will be planned and delivered in a coordinated way in full consultation with the young person, their parents and all agencies involved with the student.

## **6. How will the learning and development provision be matched to a child's needs?**

Educational expertise takes a central position when we are assessing the support and provision a young person needs. Assessment of the required support and the details of implemented support are carried out primarily by the teachers teaching the student. When deemed necessary, and specifically when it is a question of the student's wellbeing and concerns relating to general development, other professionals are consulted when assessing specific needs.

Identifying and assessing SEND support needs for young people whose first language is not English receives particular care. BGN looks carefully at all aspects of a young person's performance in different areas of learning and development, or assessments to establish whether lack of progress is due to limitations in their command of English, or if it arises from SEN support need or a disability. Difficulties related solely to limitations in English as an additional language are supported with EAL strategies and overseen by a specialist EAL teacher.

## **7. If a child has an EHCP and gets 1 to 1 specialist teacher support, will it continue?**

Yes, it will continue. The teachers and SENCO continuously track student interventions, teaching methods and support strategies implemented on a tracking form. A child's previous Individual Support documents will be stored safely in the school. If a child has an Education Health and Care Plan the Part 3: Special Educational Support Provision is maintained. The school SENCO will explain the methods of learning support and process of recording to the parents in the next EHCP review session.

## **8. How accessible is the school environment?**

BGN is designed for wheelchair access and have disabled toilets. In addition, we always make any reasonable adjustments for disabled children to prevent them being put at disadvantage. BGN adheres to all duties under the Equality Act 2010 (appendix) towards individual disabled children and young people and to prevent discrimination we promote equality of opportunity and foster good relations.

## **9. How will a child be included in activities outside the classroom including school trips?**

At BGN we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments might be made to enable children with medical needs to participate fully and safely on visits. A careful prior Risk Assessment is carried out so that planning arrangements take

account of any steps needed to ensure that children with medical conditions are included where possible. This include consultation with parents and students and advice from the relevant healthcare professional to ensure safe participation.

### **10.What support will there be for a child’s overall wellbeing?**

At this school, children are encouraged to develop their full potential and acquire the discipline of learning to learn in a safe, happy and caring environment based on our five Gospel values: Compassion, Respect, Truth, Service and Forgiveness. We have a dedicated Pastoral Support Manager working with each year group up to year 11 and there is additional for Sixth Form students. Students also have access to our resident school nurse who is employed by Oxford Health and who works closely with the Pastoral and SEND teams.

Learning will take a cyclic form, through which earlier decisions and actions are reviewed, refined and revised, with a growing understanding of each child’s needs and of the procedures supporting the child in making good progress and securing best outcomes. This is known as the graduated approach with Assess, Plan, Do and Review process. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive phases in order to match interventions to the ongoing needs of the children and young people. If a child is identified as having Special Educational Needs, this school will take action to remove barriers to learning and put effective intervention provision in place.

This comprehensive approach to teaching and learning consistently supports students’ learning and schooling and prevents problems from collecting, multiplying and developing. The role of learning support is to offer the student comprehensive and systematic support in all areas of school life.

### **11.What specialist services and expertise are available at or accessed by the school?**

BGN have a multi-professional team of internal specialist assessors including Dyslexia Assessor and JQC Access Arrangements qualified assessor. We also consult independent and local authority specialist consultants. These include professionals in the local authority SENSS Team. We also collaborate with the local authority’s Local Offer.

## **12. How do you communicate with parents and families?**

We provide the opportunity for open and continual communication and respond to general concerns while encouraging parents to have an active interest in the education of their children. Annual parents' meetings are occasions when we discuss progress and any possible concerns, and we hold additional parent consultations when required. In addition, teachers communicate with the parents directly when a need arises.

## **12. How can homes help to support a child's learning?**

The child's class or subject teacher is the parents' closest companion with regards to learning. Close communication with the teacher helps to be aware of any obstacles in learning or support that parents can provide at home. In cases of Specific Educational Needs, the school's SENCO will provide information how to support learning at home. The best support parents and families can give to a child is to be genuinely interested in all that takes place in school. Regularly assisting in doing homework, talking about school and friendships fostered will assist both the student and families to make the most of those important years.

## **13. Who to contact for further information?**

Further information regarding BGN School Offer may be obtained from

SENCO and Inclusion Lead: H. Laiho-Murdoch 01295 264216

To find information about the local authority's Local Offer of services and provision for children and young people with special educational needs:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

## **14. Appendix**

1. *Children and Families Act, 2014*, <http://www.legislation.gov.uk/ukpga/2014/6/section/11/enacted>
2. *Children Act 1989*, <http://www.legislation.gov.uk/ukpga/1989/41/contents>
3. *Data Protection Act 2018*, <https://www.gov.uk/data-protection>

## Blessed George Napier Catholic School, School Offer

4. *Equality Act 2010*, <https://www.gov.uk/guidance/equality-act-2010-guidance>
5. *SEND Code of Practice 2015*,  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.0\\_7.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.0_7.14.pdf)
6. *Working Together to Safeguard Children 2015*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
7. *Keeping Children Safe in Education*, <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>