



Lincoln Christ's Hospital School

Local Offer

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As a result of the Children and Families Act (March 2014) we are required to publish the services we have available for children and young people with Special Educational Needs at Lincoln Christ's Hospital School. The intention of our Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provisions offered.

Our Local Offer includes all the information needed concerning the provision we offer to our students.

The following questions and answers will help you with any concerns you might have.

What should I do if I think my child has special educational needs?

Contact the Special Educational Needs Co-ordinator (SENCo). Our Head of Learning Support and SENCo is Mrs Susan Samson who can be contacted on 01522 88 11 44. Our Governor with responsibility for SEN is Mrs Diana Scammell.

How will the school respond to my concerns?

Your initial concerns will be discussed with the SENCo and a plan of action will be decided upon.

Assessments and observations might be requested, both within the school and from outside agencies. A plan will be put together to be shared with pupil, parents, supporting adults and appropriate agencies.

How will the school decide if my child needs extra support?

Decisions will be made taking into account observations, data monitoring, assessment, pupil discussions and conversations with parents or carers.

What will the school do to support my child?

Using a variety of support strategies designed for your child, various interventions will be put in place. These might include -

- In-class support
- Small group
- One-to-one support
- Outside agency support (often on a one-to-one basis)
- Support might include after-school interventions, short-term intervention-learning, or other learning interventions developed on an individual-needs basis.

At LCHS, students and parents are at the heart of decision making, ensuring that high quality Individual Education Pathways are carefully planned around the specific needs of the student.

These pathways put great emphasis on understanding and addressing students' wider needs, resulting in a highly personalised approach. We believe that working in partnership with parents enables us to prepare students for greater success.

All interventions are managed and monitored by the Learning Support Department through the Provision Map.

Who will support my child in school?

Many people will be involved in providing support for your child. These might include -

- The class or subject teacher
- The form tutor
- Teaching Assistants
- SEN teachers
- Administration
- Outside agencies
- The SEN Governor.

What training and experience do staff have for this additional support?

We have a large team of Teaching Assistants (TAs) working with our students. Some hold the Higher Level Teaching Assistant (HLTA) status. They have high expectations and use their subject knowledge to enable all students to achieve their Learning Objectives in class. Subject teachers plan lessons that make the most effective use of TAs' talents in assisting learning and achievement.

TAs also provide study-skills intervention in Numeracy, Literacy, Positivity and Friendship. These help our SEN students to become more confident, independent learners. Programmes are also offered on a one-to-one basis, and we have TAs trained to oversee Speech and Language intervention sessions.

Additionally our staff have training in:-

- Safeguarding
- Understanding and managing behaviour
- Team Teach

- First Aid
- Autism
- Dyslexia
- Specialist Teachers

Who else might be involved in supporting my child?

- An Educational Psychologist (EP)
- Specialist Teaching Service
- Eclipse (Speech and Language)
- Social Communication
- Grief and Loss Counselling
- Need Bright Solutions

What support will there be for my child's emotional and social well-being?

Pastoral and Social Support

At LCHS we have strong pastoral teams in all year groups, working directly with students to build up strong relationships in support of their emotional and social needs.

We have a clear behavioural policy which is regularly updated.

All child protection issues are reported to our Safeguarding Officer.

Medical Needs

If your child has specific medical needs, you will need to contact the School First Aider.

If needed, a care plan will be written to support the needs of your child.

If your child requires ongoing medication, please contact the School First Aider. All medicines are stored in a locked medical cupboard.

Behavioural Needs

If your child has specific difficulties regarding behaviour, they might need a Pastoral Support Plan (PSP). This will be developed between parents, school and outside agencies.

How will my child be involved in the process and how will s/he be able to contribute their views?

Our aim is to identify and assess SEN in order to plan the provision that each young person needs to achieve his or her best at LCHS.

Some SEN students might need extra support to reach their learning potential. In this case we will arrange to meet them and their parents to talk about what should be included in an LCHS SEN Plan.

Before the Plan can be drawn up we will need to gather the following information -

- the young person's views, and what he or she wants to achieve on the learning journey through LCHS
- the views of the parents and what outcome they would like to see from their child's time at LCHS
- a school-based learning assessment
- current and expected levels of attainment.

Then we will all meet again to look at this information and, together, a Plan will be drawn up. The Plan will include outcomes, so that everyone at the meeting will have something to do to help the young person on their learning journey.

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

All students are welcomed into our community. We hope that they will make the best use of the opportunities offered to them to help them achieve their full potential.

Every student at LCHS has the opportunity to follow all National Curriculum subjects as well as an appropriate GCSE curriculum pathway.

We are committed to narrowing the attainment gap between SEN and non-SEN students. We use data to track student progress accurately, and your child will be set challenging targets. Our own challenge is to support your child in attaining them.

We share examples of good practice during departmental meetings and subject-specific departmental meetings. Sharing information enables colleagues to work together to overcome learning barriers.

We have good attendance at LCHS because students want to come to school to experience our high-quality learning environment.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

During the school year there will be several opportunities for you to meet with your child's teachers and support staff at tutor evenings, parents' evenings and open evenings. Additionally, SEN department staff are always available to discuss specific issues. Regular reports and achievement profiles will be sent to you, and you can request a parent consultation at a mutually convenient time. All students have a Planner which can be used as a simple communication medium with form tutors, subject teachers and the Head of Year.

How does the school know how well my child is doing?

Your child's progress is carefully tracked throughout their schooling and we use this data to identify areas which might need support. Together with the classroom/subject teacher the Learning Support team will construct programmes of study designed to maintain and build on your child's learning.

Assessments might include -

- Reading and spelling
- Cognitive Ability Testing (CATs)
- Standardised assessments
- Individual targets.

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

Discrimination

At LCHS we have an Accessibility Policy which ensures that every student has equal opportunities to access all aspects of our curriculum.

The Equality Act states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The New Special Educational Needs and Disability Code of Conduct: 0-25 years, published in June 2014, provides statutory guidance on duties, policies and procedures relating to part 3 of the Child and Families Act 2014 and its associated regulations, and applies to England.

If your child has a disability and you would like to know more about what we offer at LCHS, contact us on 01522 88 11 44.

Admissions

At LCHS we look at the educational needs of each student with disabilities and, in liaison with all other professionals involved with the student, plan a comprehensive learning package which will allow measurable learning opportunities to be put in place. This means that the student, and all adults involved in supporting that student, will meet to plan the educational provision best suited to his or her needs. At all times we work closely with parents to ensure that their child receives the very best educational experience that LCHS can offer.

Physical Access

LCHS is an old-established school dating back to the 11th century. Our buildings are a mix of old and very new. Although we work hard to facilitate physical access, we recognise that there is always room for improvement. If you have any suggestions as to how we might improve accessibility to all, whatever their disability, please do not hesitate to contact the school.

Additional Educational Needs

The Governing Body is confident that each LCHS student with additional educational needs is provided with an educational support package designed for their individual requirements. The Governors are informed of any changes of policy, which might affect the education of such students, and how the school will respond to them. If you have any queries please do not hesitate to contact Mrs Susan Samson, SENCo, at school.

How we create an individual SEN plan

Some SEN young people might need support from professionals outside the school setting.

If this is the case, such expert views will be considered in drawing up an LCHS Plan. This could include -

- parents seeking medical advice about the young person
- school requesting Educational Psychology involvement with the young person
- school requesting advice from specialist disability teams.

This might mean that there will be several people at planning meetings, but everyone will have something to do to help the young person become successful.

By using a Plan, we are able to develop support for families whose child fails to make good learning progress. There are many reasons why this might happen and we can advise and support the family according to their needs.

If your child currently has a Statement of Educational Needs this will, in most circumstances, be replaced with an EHCP that will include provision for special education, health and social care.

Achievement Support

Achievement Support is responsible for looking after the learning progress of -

- students who might have special educational needs and disabilities
- students who might have temporary or long-term medical needs
- students who are experiencing life difficulties in maintaining progress.

Does attendance matter?

The figures set out below are neither estimates nor theories; they are hard statistical facts showing how your child's attendance will affect their chances of attaining at least five good GCSE passes (grades A*-C).

- If their attendance is 95.1% - 100%, their chances are 69.4%.
- If their attendance falls to 90.1%-95%, their chances are 51.2%.
- Should their attendance be 85.1%-90%, they have only a 28.2% chance.
- Having just 10 days absence means that they can achieve no more than 95% attendance.

Taking 'a day off every couple of weeks' means that their maximum attendance can only be

90%.

Policies

All the school's policies can be found on the school website, including the SEN Policy.