

## **Blessed Edward Oldcorne Catholic College Local Offer**

The following information offers an overview of the college's approach to working with students with additional needs.

The college will make every attempt to respond to individual needs. Overall provision may alter in response to staffing needs and changes.

### **Staffing Expertise:**

The Additional Needs Department draws upon a wide range of expertise and experience.

Staffing roles include:

- Additional Needs Co-ordinator/SENDCo
- Learning Support Mentors (LSMs)
- Pastoral Support mentors
- College Counsellor

Staff within the Additional Needs department work closely with the college's pastoral team. All college staff work collaboratively and are trained to deliver a high quality curriculum that meets the needs of all students and are supported by staff within the Additional Needs Team.

### **Identification and assessment of need:**

Students are identified by the following methods:

- Meetings between the Additional Needs team and the staff and students of the feeder schools during the term prior to entry
- Analysis of KS2 results
- All students' literacy and numeracy skills are assessed during the autumn term in Year7. Students identified as requiring further assessment are referred to the college's Additional Needs Dept.
- Staff are informed of students' needs and strategies that support their individual needs
- Teachers deploy a range of assessment and feedback strategies to support learners' needs
- Staff carry out feedback of lessons every 3 weeks. Students identified as falling behind are referred to the Additional Needs Department for further assessments.

### **Adaptations to the curriculum and the learning environment**

Adaptations to the curriculum and the learning environment are made to ensure that all students have full access to a broad and balanced curriculum. The curriculum is differentiated where necessary and designed to provide learning experiences that enable students reach their full potential. This is done by:

- Supporting students with SEND within the classroom setting through Ordinary Available resources
- Delivering personalised programmes of study to selected students
- Formal assessment of students in year 9 who are identified as potentially requiring formal Arrangements for external examinations. This involves close liaison with the college's examinations officer and the Joint Council for Qualifications (JCQ regulations)
- The assessment and tuition of individual and small groups of students with specific learning difficulties
- Adapting the physical environment to meet the needs of the majority
- All departments support the development of literacy and numeracy skills throughout all the Key Stages
- Foundation / Vocational learning provides an alternative curriculum available where appropriate with focused outcomes for post-16 further education, training or employment.
- Learning Support Mentors have access to schemes of learning for pre-teaching, vocabulary building and consolidation.

### **Wider College Community: Collaborative working**

The college is committed to working collaboratively with parents and students as well as a wide range of external agencies including the ASD/CCN team (autistic spectrum disorder), sensory impairment team, PD Outreach team, Speech and Language Service, CAMHS, NHS Health Care, Paediatric consultants, Social Care, Adoption Central England, Police Community Support Officer, Cognitive Behaviour Therapy and Educational Psychologists.

### **Transitional Support:**

Transitional support will be personalised for the individual student with additional needs in consultation with parents and carers.

Transition from KS2 to KS3:

- Meetings with staff from primary feeder schools to identify and be informed about students with additional needs
- Attendance at review meetings for year 5 and 6 students with EHCP's
- Extended opportunities for additional support for more vulnerable students in year 6- additional transition visits.
- Liaison with staff in preparation for transition to our college.

Transition from KS3 to KS4:

- Identify students in need of support with option choices
- Provide support in the decision making process
- Modification of curriculum where appropriate bespoke curriculum choices for specific students with additional needs
- Formal assessments for students for Examination Access Arrangements

Transition from KS4 to KS5:

- Identify students in need of support with destination choices
- Liaison with the college's careers co-ordinator, external specialist support and post 16 providers
- Provide support with transition to post 16 providers

### **Preparing for positive destinations:**

The Foundation Learning Curriculum includes opportunities for students to gain vocational skills and experience.

### **Extra-curricular activities for students with additional needs:**

All students are encouraged to participate in a wide range of activities outside of the classroom. Students with additional needs are offered specific opportunities to participate in extra-curricular activities in order to develop their social and emotional well-being. The Sanctuary is available before college at break and at lunchtimes for those students who may need additional support during less structured times.

### **Tiered Provision:**

Updated September 2020

