


<p>The local offer will provide information about:</p>	<p>Our setting will:</p>
<p><i>Ethos, Vision and Mission Statement for The Radcliffe School's Special Educational Needs and Disability students.</i></p>	<div style="text-align: center;">  <p>THE RADCLIFFE SCHOOL INSPIRE AND ACHIEVE</p> <p>MISSION (Our Aims and Objectives)</p> </div> <p>To achieve The Radcliffe School's vision, our mission is to ensure that we provide high quality teaching and learning to enable students to accelerate progress, achieve their potential and become confident members of the community by:</p> <ul style="list-style-type: none"> • Providing a learning environment that is happy, safe, stimulating and successful and where progress is celebrated. • Ensuring that The Radcliffe School is an ambassador and leading force for Special Educational Needs and Disability within the extended community. • Facilitating a personalised and adaptive curriculum to enable accelerated progress and active citizenship. • Developing a skilled, professional and dedicated team, providing support around the student and the family. • Working in partnership with other schools and services across Milton Keynes to be a valuable resource and an outward looking centre of excellence.
<p><i>Special Educational Needs and Disability Admissions process.</i></p>	<p>Where a child or young person has Special Educational Needs but does not have an Educational, Health and Care plan they must be educated in a mainstream setting except in specific circumstances. The School Admissions Code of Practice requires children and young people with Special Educational Needs to be treated fairly. Admissions authorities:</p> <ul style="list-style-type: none"> • Must consider applications from parents of children who have Special Educational Needs but do not have an Educational, Health and Care plan on the basis of the school's published admissions criteria as part of normal admissions procedures. • Must not refuse to admit a child who has Special Educational Needs but does not have an Educational, Health and Care plan because they do not feel able to cater for those needs. • Must not refuse to admit a child on the grounds that they do not have an Educational, Health and Care plan. • Admissions to our Social Communications department will be determined by the Local Authority in partnership with the school and will be specified on the Education, Health and Care plan. <p>The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further education (FE) colleges</p>

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	<p>manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions.</p> <p>All Special Educational Needs students go through the same application process, please refer to our Admissions policy which is available on our website or a copy can be obtained directly from the school.</p>
<p><i>How will the school identify the particular Special Educational Needs of a child or young person?</i></p>	<p>Early identification of students with Special Educational Needs is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:</p> <p>Evidence obtained by teacher observation/assessment.</p> <ul style="list-style-type: none"> • Their performance in National Curriculum judged against level descriptions where possible. • Alternatively, as a result of the current changes in assessing student attainment and progress. The school will take account of how the student has been assessed by the educational provider. • Student progress in relation to Key Stage 2 levels on entry to the school. • Standardised screening or assessment tools such as: <ul style="list-style-type: none"> – National Group Reading Test – Numeracy Test. – Informal screening and assessment tools such as: <ul style="list-style-type: none"> – Incomplete sentences tests. – Free writing and typing tests. – Emotional Literacy Checklists. – Checklists of Observed Behaviour. – Dyslexia Screening – Visual Stress Testing – FACT / FACT-Plus screening checklists – Accelerated Reading Group (ARG) – Phonics assessment – Build-Up Programme • Records from feeder schools, etc. • Information from parents. • National Curriculum results. • External exam results. • Student case studies. • Individual Education Plan SEN Support Plan / One Page Profile / Provision Map. • Teacher observations • Behaviour that affects their academic progress. <p>Categories of additional needs currently supported changed from September 2014 in line with the proposed Special Educational Needs Code of Practice 2015, and will fall under the four categories listed below:</p>

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
	<ul style="list-style-type: none"> • Cognition and Learning (Moderate Learning Difficulty, Specific Learning Difficulty, Profound and Multiple Learning Difficulty, Severe Learning Difficulty) • Communication and Interaction (Speech, Language and Communication Need, Autistic Spectrum Condition, Pathological Demand Avoidance Syndrome) • Social, Emotional and Mental Health Difficulties (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder, Emotionally Based School Avoidance) • Physical, Sensory and Medical (Visual Impairment, Hearing Impairment, Multisensory Impairment, Physical Disability) <p>On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified Special Educational Needs the Headteacher, Deputy Headteacher and Assistant Headteachers, Special Educational Needs Coordinators, Assistant Special Needs Coordinator and Heads of House will:</p> <ul style="list-style-type: none"> • Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months. • Identify the student's skills and note areas that require support. • Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning. • Ensure students have opportunities to demonstrate knowledge and understanding in subjects. • Involve students in planning/agreeing their own learning targets. • Involve parents in a joint home-school learning approach. <p>THE RANGE OF PROVISION</p> <p>The main methods of provision made by the school are:</p> <ul style="list-style-type: none"> • Full-time education in classes, with additional help and support by subject Teachers/Teaching Assistants through differentiated teaching adaption of the curriculum and learning strategies. • Part-time provision in connection with another external provider. • Attendance at the social communication department within the school. • Support from specialists within class or as part of a withdrawal programme. • Periods of withdrawal to work with a support teacher. • Exam Access Arrangements <p>ADDITIONALLY RESOURCED PROVISION:</p> <p>Communication and Interaction Needs</p> <p>The Radcliffe School provides an Additionally Resourced Provision which can support approximately 15 students with Social Communication and Interaction needs. The Local Authority will place a child within the school's department and this will be written in the child's Educational Health and Care Plan. The Additionally Resourced</p>

<p>The local offer will provide information about:</p>	<p>Our setting will:</p>
	<p>Provision is equipped to work with students who are on the autistic spectrum, with specialist staff who have specific and detailed understanding of ASD. We operate a department model which means students will be expected to attend mainstream lessons. We are not a small specialised unit separated from mainstream provision.</p>
<p>How will the school communicate and work with parents/carers to support children with Special Education Needs?</p>	<p>If a parent/carer wants to discuss a concern about their child with the school they can contact:</p> <ul style="list-style-type: none"> • Form Tutor • Assistant Head of House / Deputy Head of House / Head of House • Class Teacher • Curriculum Team Leader • Special Educational Needs Co-Ordinators / Assistant-Special Needs Coordinator • Ethnic Minority Achievement Co-Ordinator • Speech and Language Therapist • Assistant Headteacher • Deputy Headteacher • Headteacher • Learning Mentor • Community Support Co-Ordinator • Emotionally Base School Avoidance Co-Ordinator • Specialist TA's <p>Consultation with parents/carers is achieved through:</p> <ul style="list-style-type: none"> • An Educational Health and Care Plan annual review which is held every year to which parents and all agencies involved with the child are invited to attend. These reviews are person centred and include the views of the young person. • Termly updates on Special Educational Needs student progress and intervention. • Personal Learning Check List (PLC's) throughout academic year. • Communication in school planner. • Opportunities for on-line meetings with teachers at subject evenings to discuss student progress and achievement. • Tutor evening meeting with Form Tutor twice a year. • On-line Tutor meeting with Form Tutor annually. • Multi-agency meetings held. • Regular Stakeholder Questionnaires (Student/Parent/Staff). • Weekly communication with staff for parents of students in ARP (The Base). • Parental Support Group for parents of ARP students.

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
<i>What specialist services and expertise are available at or accessed by the Radcliffe School?</i>	<p>There are a range of services that can be accessed by students and parents, which are provided both internally and accessed externally by the school. These may include:</p> <ul style="list-style-type: none"> • By Health <ul style="list-style-type: none"> • School Nurses • Child and Adolescent Mental Health Services • Transforming Lives • Speech and Language Therapist (employed by the school) • Mental Health Support Team (NHST) on-site. • Counselling services on-site. • Specific NHS training for Staff (e.g. epilepsy) • By Local Authority Advisory Teams <ul style="list-style-type: none"> • Educational Psychologist • Specialist teachers for Vision and Hearing Impairment, Communication and Interaction. • Inclusion and Intervention Team • Occupational Health • Specialist Careers Advice • Regular visits for HI students by external HI specialist teacher • Milton Keynes Young Peoples Drug & Alcohol Service • Social Care <ul style="list-style-type: none"> • Children Family Practice. • Children social care • Out of school activities <ul style="list-style-type: none"> • Ride High • After school support sessions • Duke of Edinburgh Award Scheme • Homework club (Monday-Thursday) • Young Carers • Early Risers (before school club) • Christian Foundation • Engage • Local College Visits • Work Experience
<i>What is The Radcliffe School's approach to teaching/learning and development of children and young people with Special Educational Needs?</i>	<p>QUALITY FIRST TEACHING</p> <p>At The Radcliffe School we have adopted a whole-school approach to Special Educational Needs policy and practice. Students identified as having Special Educational Needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.</p> <p>The Special Educational Needs Code of Practice (2015) makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with Special Educational Needs and, in collaboration with the Special Educational</p>

The local offer will provide information about:	Our setting will:
	<p>Needs Coordinators, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with Special Educational Needs can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for Special Educational Needs provision.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students. • Promote good progress and outcomes by students. • Demonstrate good subject and curriculum knowledge. • Plan and teach well-structured lessons. • Adapt teaching to respond to the strengths and needs of all students. <ul style="list-style-type: none"> • Know when and how to differentiate adapt curriculum appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development. • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. • Make accurate and productive use of assessment. <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Manage behaviour effectively to ensure a good and safe learning environment. <p>CATCH-UP, KEEP-UP INTERVENTION</p> <ul style="list-style-type: none"> • Small group intervention programmes. • Teaching Assistant support. • Additional resources e.g. coloured overlay, sensory resources and handwriting equipment. • Paired reading. <p>ADDITIONAL TO AND DIFFERENT FROM PROVISION</p> <ul style="list-style-type: none"> • Speech and language therapy. • Social, Emotional Aspects of Learning. • Handwriting sessions.

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
	<ul style="list-style-type: none"> • Spellings. • Phonics. • Literacy. • Study skills. • Revision skills. • Social skills. • Structured social time activities within specialist provision. • Extended transition sessions. • Work experience and interview skills.
<i>How will the curriculum be matched to the needs of the Special Educational Needs learner?</i>	<ul style="list-style-type: none"> • Teachers are highly skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students needs and requirements. • Differentiation Adaptation is approached in a range of ways to support access and ensure that all students can experience both success and challenge in their learning. • Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise progress for all. • Additional adults are used flexibly to help groups and individual students with the goal of developing independent learning strategies. • Individual PLC's (Personalised Learning Checklists) will be used to inform planning, teaching and learning.
<i>What support is offered by the school to ensure the wellbeing of the young person who requires extra help for Special Educational Needs and Disability?</i>	<p>PASTORAL SUPPORT Strategies to support the development of students' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • All students are a member of a House to promote a community ethos. • The Assistant Head of House, Deputy Head of House and Head of House provides a central communication point for parents and oversees the pastoral and curriculum needs of all Special Educational Needs and Disability students. • The school operates a vertical tutor group system for students to develop relationships with young people from other year groups. • All students will have daily contact with a Form Tutor who will provide student mentoring support, both academically and pastorally. • The school endeavours to provide a range of student voice opportunities. • The Heads and Deputy Heads of House and Tutors work closely with the School Special Educational Needs Coordinators to support the pastoral needs of Special Educational Needs and Disability learners. • Students can access the services of the A2B group which provides peer mentoring services and general educational support, such as advice on homework.

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
	<ul style="list-style-type: none"> • Students can be signposted to access additional support services which are regularly monitored. Examples of these are: <ul style="list-style-type: none"> – Support from a Learning Mentor – Build-Up Programme – Small group programmes – Mentoring – Lunch Club – Family Support – External agencies – Learning Support Centre – Counselling. – Any other support <p>STRATEGIES TO REDUCE ANXIETY/PROMOTE EMOTIONAL WELLBEING (INCLUDING COMMUNICATION WITH PARENTS)</p> <ul style="list-style-type: none"> • Flexible and regular contact and liaison with parents • Base information evenings • Parent focus groups • Additional and or extended transition support when transferring to secondary school. • Liaison with feeder primary schools throughout the academic year. • Summer School. • Breathe Easy Anxiety Support. • Self-regulation strategies • Child and Adolescent Mental Health Service <p>SUPPORT/SUPERVISION AT LESS STRUCTURED TIMES OF THE DAY INCLUDING PERSONAL ORGANISATION/CARE</p> <ul style="list-style-type: none"> • Trained staff supervising during break periods. • Access to structured activities overseen by an adult indoors or outdoors as appropriate during break and lunch times. • Supervision is provided for the administration of Medicines. All medicines are managed by a trained member of staff. • Lunchtime support in ARP (The Base).
<i>How will students be included in activities outside the classroom including school trips?</i>	<p>Activities and school trips are available for all</p> <ul style="list-style-type: none"> • Individual risk assessments are carried out and procedures are in place to enable all children to participate. • If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.
<i>How accessible is the school environment?</i>	<ul style="list-style-type: none"> • Double doors are fitted to outside doors on all buildings. • Two toilets are adapted for disabled use. • Three additional disabled toilets that require adult supervision. • Ramped level access from the car park to the main building reception. • Disabled spaces marked out in car park.

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
	<ul style="list-style-type: none"> • Disabled provision is made for access in a Food Technology room. • Quiet Room environment. • Re-rooming of teaching groups (if required) to accommodate student needs. • External pathways, walkways and corridors are regularly assessed by the schools Health and Safety Officer.
<p><i>How will the school prepare and support students who need extra help or with Special Educational Needs and Disability to join the school, transfer to a new school or the next stage of education and life?</i></p>	<p>Children and young people with Special Educational Needs and Disability can become particularly anxious about “moving on” so we seek to support successful transition by:</p> <p>WHEN MOVING TO ANOTHER SCHOOL:</p> <ul style="list-style-type: none"> • We will contact the School Special Educational Needs Coordinator and share information about special arrangements and support what has been in place for your child to help your child achieve their learning goals • We will ensure that all records are passed on as soon as possible • If required and appropriate pre-visits to the new school/college will be arranged to support <p>YEAR 6-7 TRANSITION</p> <p>Members of the Senior Leadership Team/Inclusion team will liaise with each feeder school to discuss the specific needs of your child including the nature and level of support which they have accessed successfully. In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.</p> <p>Tours for parents of students with EHCPs are arranged on specified dates to support the specific transition arrangements for these students.</p> <p>Additional extended transition visits are arranged for identified year 6 students, to support their successful transition to Radcliffe.</p> <p>YEAR 10 WORK EXPERIENCE</p> <p>Personalised package of support for ARP (The Base) students during their work experience placement.</p> <p>YEAR 11-12 TRANSITION</p> <p>The following is in place to support the transition into Year 12:</p> <ul style="list-style-type: none"> • IAG (Careers) • Interview skills intervention for identified students. • Interview support/accompanying for individual students. • Supported visits to Milton Keynes and/or Moulton Colleges for SEN/vulnerable students.’ • Access to the “College Bus” to support transition. <p>16+ TRANSITION</p>

<i>The local offer will provide information about:</i>	<i>Our setting will:</i>
	<p>Additional supported college visits for identified SEN Students.</p> <ul style="list-style-type: none"> • IAG • Interview skills intervention for identified students. • Interview support/accompanying for individual students. • Supported visits to Milton Keynes and Moulton Colleges for SEN/vulnerable students.' <p>18+ TRANSITION</p> <p>The following in place to support transitioning from 6th form.</p> <ul style="list-style-type: none"> • Applications support. • Interview skills. • Interview support. • Independence skills. • Finance support.
<i>How are the schools resources allocated and matched to students with Special Educational Needs and Disability?</i>	<p>The school has a Special Educational Needs and Disability Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.</p> <p>This can be:</p> <ul style="list-style-type: none"> • Providing specialist equipment to support a need e.g.: a writing slope or exercise books using coloured paper to reduce glare or visual distortion. • Providing additional intervention programmes to help a child learn and progress –Literacy/Numeracy. • Providing a Teaching Assistant to support small group learning • Providing any resources to support learning in any area • Produce visual supports for learning. • To provide additional support and training across the curriculum. • To provide additional specialist staff to meet the needs of Special Educational Needs and Disability learners. • Support at homework club for students of the ARP • Providing speech and language therapy support • Intensive Reading Groups. • In exceptional circumstances provide: <ul style="list-style-type: none"> – Breakfast/uniform.

Appendix 1

Children and Families Act 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs. The Government is reforming the system for children and young people with special educational needs, including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the Special Educational Needs system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

- Replacing statements and learning difficulty assessments with a new Birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs and their families. This easy to understand information will set out what is normally available in schools to help children with lower level Special Educational Needs as well as the options available to support families who need additional help to care for their child.

What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.

The local offer will be published in **March 2024**.

Appendix 2

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASC	Autistic Spectrum Condition
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EBSA	Emotionally Based School Avoidance
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
VI	Visual Impairment