

Local Offer

Warrington Education Providers (0-25)

Full Name of Education setting

St. Gregory's Catholic High School

Physical address	Cromwell Avenue, Westbrook
Town	Warrington
District or Borough	Warrington
Postcode	WA5 1HG

Contact Person	Mr E McGlinchey Head Teacher
Telephone Number	01925 574888
Email address	schoolenquiry@stgregoryshigh.com
Website address	www.stgregoryshigh.com
Facebook address	
Twitter address	
Logo or picture	

Short Headline	<i>'One Family inspired to learn '</i>
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Brief overview of your service (30 words)

St Gregory's Catholic High School is an Inclusive Secondary Mainstream Catholic School with a Local Authority funded Designated Provision for 16 children with a diagnosis of Autism. Our 'Committed to Inclusion' Quality Assurance reflects the inclusive practice embedded across the school within the taught curriculum, pastoral support and Catholic ethos at the school. Specific interventions, including in-class support, personalised programmes, mentoring schemes, is provided by a dedicated team based in our Curriculum Support Department. The Designated Provision is a Specialist provision for children with an EHCP and diagnosis of Autism.

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	√
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting? (tick all that apply)

Mainstream	√	Special	
Resourced Provision (Mainstream with resourced unit)	√	Academy	
Community school	√	Foundation	
Free school			
Faith school	√	Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols	√	PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
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Wheelchair Access	√	Accessible changing area	√
Accessible toilets	√	Low stimulus environment (DP/AC)	√
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)	√	Physical adaptations (ramps/lift)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		All classrooms assessable.	√

Are any of the following made available on site at your education setting? (*Needs led refers to resources that are allocated according to assessed need*)

Needs led school nurse. Margaret Jaber, Tues PM	√	Needs led SALT (speech and language therapy)	√
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	<i>SEND, Special Educational Needs, ASD Provision, Inclusion, Autism Designated Provision, Teaching Assistants, Mentors, Peer to Peer support, Paired Literacy/Numeracy Programmes, SEAL, Targeted Intervention, Transition, SENCO, Speech and Language, Specialist Assessor, Emotional Literacy, Social Skills, Hearing/Visual Impairment, IDL, Personalised Curriculum, Emotional Literacy, Catholic Ethos, Safeguarding, Augustine Centre, Social Skills</i>
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Sections and subsections

*The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)*

Respite & Support		Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	√	Emotional Wellbeing	√	Advocacy (Pupil Voice)	√
Support groups and Voluntary Organisations	√	Disabled Children fostering and adoption	√	Support and family members	√

Health		Children’s Nurses		Specialist Clinics	
Sensory	√	Pre-birth & birth		Dental Care	

Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	√
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Equipment and Therapies		Wheelchair Services		Speech & Language	√
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	

Education & Childcare		In school therapies		SEN Support	√
Childcare & Early yrs.		Learning from home		Schools	√
Colleges & Post 16		Transport		Transition	√
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities	√	Things to do	
Holidays		Sport & fitness	√	Friendships & relationships	√
Gateway					

Preparation for Adulthood		Getting involved		Independent living	
Parents, siblings and		University and work		Staying healthy	
Family carers					
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions
*All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.
(Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.*

Parents and Carers would like you to answer the following

questions *(Please be careful with your use of acronyms and/ or specialist terminology ensuring that you answers can be clearly understood by parent and carers):*

1. How does your education setting know if children/young people need extra help?

Effective systems of communication with all primary schools promotes smooth transition. Our transition programme has been developed and is efficiently co-ordinated by a team of staff including the Pupil Progress Manager for Year 7, Assistant Head, Deputy Head for pastoral and safeguarding, Pastoral Manager, SENCO and the Lead Specialist and Head of the Designated Provision.

The team work collaboratively with the Local Authority, other professionals, school staff, parents and carers to gather as much information as possible which is key to plan the transition for children who will require additional support.

Detailed information is collected well in advance of the transition initially via a proforma which is sent out to schools to early spring. Through effective liaison with primary schools, where appropriate visits are made to discuss individual/groups of pupils with key staff. Those children who require additional support with transition can be offered a bespoke package including a face to face meeting with key staff and parents to discuss sensitive and specific requirements.

Information from the child's current setting and details of the provision in place including resources/funding is discussed where a child has an Education, Health and Care Plan The LA send consultation documents out to the school in advance of the September transition.

All SEND information is passed to the SENCO who coordinates the provision for these pupils. The SENCO is involved with Transition Primary School pupil annual reviews which inform planning for provision and support during their secondary phase of education. Information on children who transfer to our school at other times of the year, is provided by their previous school and support plans disseminated to relevant staff. Monitoring of all children is an ongoing process which enables identification of children who require additional support or different provision.

Special Educational Needs Team will make referrals to the Intervention / Support team through assessment information and at pupil data collection points also at these times.

In preparation for September, information is disseminated out to all staff using Pen Portraits/Pupil Profiles. All year 7 pupils take CATS (Cognitive Ability Tests, Literacy and Numeracy Screening tests which inform the SENCO of pupils whom may need additional diagnostic testing. This information along with KS2 data is used to plan for any specific targeted interventions.

Throughout the school the Graduated Response is embedded (Assess-Plan-Do-Review Cycle) Robust systems in school and processes for referring children for further assessments are adhered to ensuring that all children are effectively supported.

ASD Designated Provision – Within St Gregory's Catholic High School, we have a team of ASD specialist staff. Pupils' progress is monitored closely to ensure the needs of each individual child is met. If staff, parents or any other professionals have concerns regarding educational progress, staff are able to review the provision package of that pupil to ensure continued support to narrow the gap.

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

Contact the school immediately to raise your concerns-this will enable a team of staff, led by our SENCO, to review progress and collate individual subject and pastoral information; findings will be shared with you and actions discussed. There are also specific times when issues can be raised including Parents' Evenings and Pupil Progress Days when subject staff and members of the Pastoral Team are available to discuss your concerns.

3. How will the education setting staff support my child / young person?

All plans are co-ordinated by the SENCO and Assistant SENCO based on an: Assess; Plan; Do; Review approach.

Every member of staff is aware of pupils who require additional support; their learning plans clearly identify the strategies they will use to help your child fulfil their true potential and to overcome barriers to their learning. Strategies used are specific to a child's learning needs, and are provided by SENDCo and distributed to all subject staff by the SENDCo; these strategies can be advised from working in collaboration with external agencies such as Speech and Language Team, Educational Psychologist and CAMHS. Updated pupil information and strategies are provided when necessary, including at weekly staff briefings. Teaching Assistants are allocated according to need and provide in class targeted support. Seating plans highlight key information to direct support strategies and to maximize potential. Teaching staff are also aware of emotional support which may be needed as are all members of the Pastoral Team allowing us to react swiftly and effectively when issues arise. The school holds half termly learning and teaching meetings which have an allocation for SEND information; this is an opportunity for staff to share good practice of strategies that are successful with SEND pupils and an opportunity for updates on external agencies.

In addition;

- The SENDCo is a member of the schools safeguarding team
- Reviews of pupils on an individual basis will take place and plans put in to action by relevant staff
- Specialist staff will conduct these including the SENDCo and Assistant SENDCo
- Specific programmes are delivered for identified pupils according to their needs. These include: peer support interventions such as Paired Maths and Paired Reading, Additional support before and after school provides homework assistance and practical lesson preparation support (eg equipment)
- Subject department groupings of pupils take in to account additional needs information in order to target support and ensure strategies are tailored to needs
- All staff are aware of our pupils with specific medical needs and can access their detailed medical plan by requesting this from the SEND team.
- Governors are involved in developing, monitoring and reviewing our SEND policy which is available on our website. They are kept up to date and knowledgeable about provision, deployment of funding, equipment and personnel resources. There is a SEND link Governor who meets regularly to monitor provision
- SLT Link meets weekly with SENDCo and Head of Designated provision
- Business and Finance manager meets termly with SENDCo and Head of Designated provision
- External Quality Assurance measures from Local Authority

ASD Designated Provision – For pupils who are offered a place in our designated ASD provision, their educational programme will be overseen by our ASD specialist teacher. A programme of inclusion will be designed to cater for each pupil's specific needs. Staff will be in close contact with parents and carers to discuss these and agree these plans.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

The SENDCo is responsible for ensuring the curriculum on offer matches the needs and is tailored according to need as detailed on SEND/ASD profile; these are disseminated to all teaching staff. Before a review, subject staff complete proformas detailing successes, progress, concerns and celebrations which are shared with parents at the review meeting. To ensure that the young person is accessing the curriculum monitoring is ongoing through informative and summative assessment data, allowing for early identification of any pupils who are not meeting their targets; these can be appropriately referred to the Learning Support Team. A review can be called at any point during the academic year when progress is not deemed to be adequate.

Key strategies include:

- Individualised learning plans devised by subject staff for personalisation and defined SEND differentiation strategies
- Literacy and Numeracy difficulties are clearly identified for all staff to take into account when planning lessons
- Personalised learning
- Allocation of Teaching Assistants to subject areas for in class support
- Additional liaison with parents during key decision making processes such as Option Choices and Pathways in Year 9 for effective key stage transition
- Alternative provision may be considered at Key stage 4

- Subject grouping allocation takes into account all relevant information provided by the Learning Support team

ASD Designated Provision – The designated ASD provision has the ability to educate the children that we support with personalised programmes. This ensures that the pupils access a broad and balanced curriculum which in turn enables them to make progress.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

- Learning Organiser which facilitates daily communication between school and home where you can view homework set, read Form Tutor comments, be aware of equipment needed and track reasons for credit loss. It also contains information to support learning and homework.
- VLE – via our school website, you will have access to specific subject information and resources.
- Homework will be set on Class Charts.
- Parents' Evenings which provide parents with the opportunity to meet and discuss progress with all subject teachers.
- Formal reports
- Through our tracking process and data collection, information will be sent to you as a report; dates for these are published in our calendar and on our website.
- Individualised Review times and dates for pupils with identified needs take place with our SENDCo and relevant staff and agencies

ASD Designated Provision – Staff have daily contact with parents and carers to ensure that any issues regarding social or educational development are spotted quickly. If concerns are highlighted parent, carers and staff can meet to resolve these.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

This is a highly developed and enhanced provision at St Gregory's built on our motto 'SEAL it with respect (Social and Emotional aspects of learning). The SEAL principles are the guiding aims for our PSHE Programmes of Study for all pupils. A team of staff exist to ensure our Mission Statement opening strive to work in partnership to create a living and vibrant community in which each member is valued is lived out each day; the team consists of: Pastoral Team Deputy Head Teacher, Assistant Head Teacher, Pupil Progress Managers, (one per year group) Pastoral Support Managers (non-teaching) who are available from 8am to 4.15 pm / Form Tutors/ Attendance Officer/ Columba Room Manager. A Chaplain; a Safeguarding Team made up of Senior Pastoral teaching and non-teaching staff; Augustine Suite Personnel (our inclusion facility) including SENDCo, Deputy SENDCo, Inclusion/Off Site Provision Liaison Manager, Mentors (adult and peer/ internal and external) as part of the Warrington Wide Mentoring Programme, Teaching Assistants. Anti-bullying Ambassadors (60 trained pupils).

Such an extensive team, with a range of expertise, means we are able to recognise where support may be needed and target accordingly with the most appropriate personnel. We also enlist the support of appropriate outside agencies to advise our young people.

ASD Designated Provision – Emotional health and wellbeing is a high priority for us as we know it is for you. Our team of ASD specialist staff put this at the forefront of the work that we do. An emotionally secure child is a child that can progress academically. Our staff build good relationships of trust with our children. We listen and spend time to resolve problems as they arise. Also, through our programmes of Emotional Literacy, speech and language lessons and Autism friendly personal and social development we educate our children with the tools they require to better prepare them for the social situations they may face.

7. What specialist services and expertise are available at or accessed by the education setting?

- SENDCo
- Deputy SENDCo with dyslexia training/Specialist Assessor
- Chaplain with a background in mental health
- Teaching Assistants including Higher Level (HLTA) and Level 3
- Speech and Language expertise
- Anger Management Provision
- Vulnerable Pupils' Unit – Kassia
- Family Support Meetings
- PCSO
- CAMHS
- St Joseph's Centre
- LA Safeguarding Team advice
- Educational Psychologist
- Social Services
- Offsite Provision co-ordinated by Wendy Dolphin a member of our Augustine Suite
- Warrington Wide Mentoring Programme involvement
- Full time Emotional Well-Being Coordinator based in our Augustine Suite
- Inclusion Team – such provision can be for emotional, academic and medical problems which have led to a pupil being fully or partly educated off site.

8. What training are the staff supporting children and young people with SEND had or are having?

- SENDCo Team – , Post Graduate Certificate SENDCo ,Diploma in Special Educational Needs, ATS for Specific Learning Difficulties, Access arrangements training and diagnostic training, team teach trained
- Regular CPD training and attendance at external Code of Practice meetings by SENDCo and Assistant SENDCo
- Positive Handling.
- Speech and Language.
- Hearing Impaired/Deaf Awareness
- Diabetes Training
- Designated Teacher for Children in Care
- Trauma & Attachment
- Teaching Assistant Team – annual training for readers, scribes, invigilators and other adult helpers for examinations
- ASD Training

ASD Designated Provision – Our ASD Specialist staff have been employed due to their experience and skills linked to working with Autistic Children. Staff also look to keep up with all the current issues through training in Speech and Language, specific programmes of studies for ASD pupils, social stories training along with other specific training that aids the support of our pupils.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

We do our best to ensure all activities are offered to all of our pupils through our support team network. Teaching Assistants do assist in this capacity. Our Learning Resource Centre (library/computers) is available before and after school as are our IT rooms. Risk assessments and individual care plans support the participation in school trips. Financial assistance may be available if required (on request). Parents will receive invitations to our Family SEAL evenings which take place each term. Their main aims are to build relationships, bring families and school together, promote a community ethos, provide support and, most importantly, to have fun and enjoy being together. These have proved very popular and most successful over the last five years (“yet another fantastic evening! Each event is unique, inspiring, friendly and a wonderful celebration. We feel proud, honoured and blessed to be a part of it.” Parent). St Gregory’s offers a wealth of extra curriculum activities and we encourage all to join.

ASD Designated Provision –We strive to fully include our children in all the mainstream school has to offer. When events arise we will liaise with parents or carers as well as the pupil involved to ensure this runs as smoothly as is possible.

10. How accessible is the education setting/environment?

- Rooming of our timetabled curriculum is considered in light of pupils’ individual needs; ramps are in place for access into the main building and into our Canterbury Suite and music rooms so there is full accessibility.
- Accessible toilets.
- Lifts to first floor.
- Accessibility Plan

ASD Designated Provision – The designated provision provides an ASD friendly environment which helps our pupils to access a broad and balanced curriculum. The Iona Room located next to the Augustine Suite, consists of two main rooms and a quiet/reflective area; kitchen facilities are available and there is access to a patio area. Toilet and changing facilities are available.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

- Year 6 – Year 7 is via our Transition Team through liaison with primary school transfer staff so we are fully aware of all needs. We hold a Vulnerable Pupils’ and Parents’ visit which is for half a day during school time to discuss concerns, exchange information and allows time for pupils to experience our building prior to attending for the full New Pupils’ Day and the New Parent’ Evening. The Inclusion and Pastoral teams are present on each occasion to answer questions and ensure a smooth transition experience
- Subject staff will also visit primary school to deliver a taster of our curriculum experience and children are invited in to take sample activities such as during Open Evening and watch productions
- SENDCo/Head of Designated Provision is invited to all Year 6 Annual Reviews.
- KS4 – KS5: We have highly developed partnerships with local colleges who come in to school to deliver information on academic and vocational courses. Pupils are invited to colleges; some of these we facilitate during the school day, others are through invitation and our Inclusion Team will provide support when needed. Opportunities’ Evenings take place in school for both parents and pupils and we use our Engage Evenings for colleges to provide information. Our calendar details specific dates and times.

ASD Designated Provision – The transfer to designated provision is personalised to each child’s needs. Once we have been notified by the local authority that your child has a place, our Head of the Designated Provision will be in touch to discuss the integration package with you. This will include a bespoke programme of visits before and after school, staff visits to the current school and ‘dip in’ sessions at the provision. Pupils and parents can access all college experiences provided within and beyond the school.

12. How are the education setting’s resources allocated and matched to children’s/young people’s special educational needs?

The Governing Body is responsible for the school budget and allocation of funding; our Finance and Resource Director, in liaison with our SENDCo and Head of Designated Provision, ensures the funding is appropriately deployed and matched to need in terms of staffing, equipment and resources.

13. How is the decision made about what type and how much support my child/young person will receive?

The SENDCo has ultimate responsibility for this, taking into account all of the information, reports, liaison with parents, carers and relevant agencies. The support to be provided will be detailed in terms of staffing, subjects, timings, additional out of class support, agency liaison and resources. Progress will be monitored by the SENDCo in liaison with subject staff, Heads of Department, Pupil Progress Managers and the designated Senior Leadership Team personnel using review information and assessment data. Parents will be kept informed at each stage of the process including in school meetings.

The Strategic deployment of Teaching Assistants is detailed to SLT and Governors in September.

ASD Designated Provision – The decision to offer a place at the designated provision is made by the LA. Once we have been notified that a place has been offered, meetings will be held to discuss the support and educational programme that will be in place initially for your child. This will then be reviewed at regular intervals to encourage further inclusion and progress.

14. How are parents involved in the setting / school / college? How can I be involved?

Home/school liaison is very important to us and it is essential to have a working relationship which enables parents to contact us with concerns. This can be done informally via a phone call/email to the appropriate Pastoral Team and/or Intervention Team member. Formal Review meetings will be scheduled with the SENDCo and appropriate agencies and staff as well as calendared meetings with subject staff as part of the assessment and reporting process.

An early Intervention Evening for Year 7 takes place in October where results of testing are shared and details of specific interventions are given.

- Pupil Voice is very important to us so opportunities exist for ideas to be shared on a range of issues.
- Key details regarding events and pupils' involvement and contributions are via our website and 'The Net' which is published each half term.

ASD Designated Provision – Staff have daily contact with parents and carers to ensure that you are fully aware of all aspects of your child's education.

15. Who can I contact for further information?

Initial enquiries should be via the School Reception to ascertain who you need to speak to so that you receive prompt attention and are directed to the appropriate admission team member. As a member of a year group, your child's Pupil Progress Manager should be the point of contact. All Year group PPMs are on our website (or will be given via Reception staff) The SENDCo can be contacted via Reception in the first instance and they will provide you with appropriate contact methods for regular communication.

Details of Key Staff and signposting to other support services can be found on our website.

ASD Designated Provision – (ASD specialist teacher)

Children and Young people would like you to answer the following questions*(please answer these questions in a manner that you feel is appropriate for children and young people)*:

1. How does the education setting know if I need extra help?

- Details from your primary school(s).
- Information from your parent(s).
- Concerns which may be raised by your form tutor and subject teachers.
- Results from Screening Tests and assessments done in class.
- Information from the Local Authority
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ASD Designated Provision

- Information provided before joining us from Local Authority

2. What should I do if I think I need extra help?

- Pupil Voice is really important to us. We have regular learning conversations with pupils
- PASS –Pupils Attitude to School and Self also helps us to identify children who may need help
- Talk to staff in school. Think about who you would feel comfortable about talking to – this might include: Form Tutor, a subject teacher, Pastoral Support Manager your Pupil Progress Manager, a Teaching Assistant, Augustine staff or our Chaplain.
- Your parent(s) so they can contact school and let us know how you are feeling

ASD Designated Provision – Talk to staff, parents or carers.

3. How will my course work be organised to meet my individual needs?

Subject staff will have specific information to personalise your learning which they use when planning their lessons. It is their job to ensure delivery of the topic and resources to be used are appropriate to your needs so you can access the learning and fulfil your true potential. A Teaching Assistant may be in the classroom to provide additional support and help.

ASD Designated Provision – All pupils will have an individual, supported education plan. Your work will be planned by specialist staff who know you and your needs well.

4. How will I be involved in planning for my needs and who will explain it and help me?

Staff in the Augustine Suite and Curriculum Support Department will support you as well as subject staff. Everyone wants you to succeed so will listen to you and discuss plans and strategies with you so you know exactly what help you will receive and from who. The team of TAs will be effectively utilised in supporting pupils in lessons. Our SENDCo and Deputy SENDCo will go through the big picture with you to explain everything which is on offer and the strategies communicated to staff to help support you within and beyond the classroom. **ASD Designated Provision** – You will be fully involved in all of your plans. Your specialist staff will talk through these plans with you and a parent or carer.

5. Who will tell me what I can do to help myself and be more independent?

Building independent, confident and resilient young people is really important to us. This will be via a range of staff dependant on what you need help with and how much help you need. This will all be within your personalised plan and carefully explained to you. The key people involved will be our SENCO, our Deputy SENDCo, and a dedicated Team from the Augustine Suite. You will be given a Pupil Handbook which helps with day to day organisation to support your learning

ASD Designated Provision – This will also be discussed with you and an appropriate adult.

6. What should I do if I am worried about something?

We are proud to be a Listening and Telling School. TELL SOMEONE – do not bottle it up! Your Form Tutor should be the member of staff you can quickly and easily talk to as you know where they are based and you will see them each morning. You can also go and see pastoral support in the Pastoral Office, your Pupil Progress Manager who is responsible for your Year Group, and Nathan our Chaplain, are always ready to listen to you Reception staff can contact them immediately for you.

ASD Designated Provision – Our staff will always have time to talk through your problems with you.

7. How will I know if I am doing as well as I should?

Your subject staff will give you oral and verbal feedback, in class and in your books. ATL is reported every lesson via lesson monitor. There will be key assessment points which will look at your progress and report on your attitude to learning. There will be Parents' Evenings and a Progress Day for specific sharing of information. Targeted Planning and personal involvement will be through the SENDCo and Deputy SENDCo based in the Curriculum Support Department.

ASD Designated Provision – Staff will give you lots of written and verbal feedback within your lessons. You will be made fully aware of your levels and progress at target setting meetings and though Parents' Evening.

8. How can I get help if I am worried about things other than my course?

Our Augustine Suite should be your first calling point as you will know the staff there and someone is available before during and after the school day, break and lunch time. There is a Pastoral Team led by one of the Deputy Head teachers. Your Form Tutor is your immediate contact from this team followed by your Pastoral Support Manager and Pupil Progress Manager who are located in the Pastoral Office. They will give you all the information and support you need and direct you to other staff who can provide targeted help.

ASD Designated Provision – Our staff will always have time to talk through your problems with you.

9. Are there staff in college who have had special training to help young people who need extra help?

Yes.

ASD Designated Provision – All designated provision staff are specialist staff in the needs that you have.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

Yes.

ASD Designated Provision – We have links to lots of other agencies that we can ask for advice to help you.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?

A review will take place with the SENDCo and other key workers involved during your final year with us. During this review, you will have opportunity to talk through any worries or difficulties which you foresee for your next phase in education. Alongside parents, school staff and any other external agencies will advise and assist in making your transition to college as smooth as possible.

b. Who can I talk to about getting involved in student activities if I need extra help?

The college will have all the information required regarding specialist support for example, exam access arrangements.

c. If I have a disability or additional need how can I join in college activities?

During your visits to the different colleges you will need to ask questions about the support you will expect to receive for your difficulties and or disabilities.

12. What help is there to help me get ready to start college?

A review will take place with the SENDCo and other key workers involved during your final year with us. During this review, you will have opportunity to talk through any worries or difficulties which you foresee for your next phase in education. Alongside parents, school staff and any other external agencies will advise and assist in making your transition to college as smooth as possible. All SEND information, including access arrangements will be sent to the appropriate college upon parental/guardian consent.

13. I am coming to college to prepare for employment – how will I be supported?

The College will have a Learning support team who you will be able to contact and ask specific questions regarding support.