



## SEN Information Report

October 2018

SENDCO: P Wade

SEN Governor: J Kelly

Contact: St Bede's Catholic Voluntary Academy 01724 861371

Dedicated SEN time: 15 hours

Local Offer Contribution:

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pagelId=827&lockLA=True>

### **Whole School Approach:**

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At St. Bede's Catholic Voluntary Academy it is our intention to ensure that there is an equal opportunity for all students to develop their full potential within a broad and balanced curriculum and that this should take place within a caring and supportive community. We believe in inclusive education for all. We believe all children and young adults are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

It is our belief that every teacher is a teacher of every pupil and all needs should be catered for within the classroom through good quality teaching and learning. We provide a specific focus on outcomes for young people with SEN which provide increased opportunities when leaving our Academy.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision mapping approach. These documents help us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

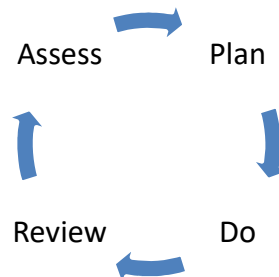
We provide support for students identified as having a Special Educational Need including teaching and learning plans, Teaching Assistant support in some classes and small group withdrawal as and when required. The pastoral team offer a range of further support from anti bullying to peer mentoring support with social skills. The PSHCE team deliver a social skills programme with a strong emphasis on SMSC. The SENDCO works with outside agencies including SALT, ASET, Educational Psychology and Occupational Therapy to provide specialist support where required.

The majority of students with Special Educational Needs will have already been identified at Primary school. All students are tested on entry to St Bede's Catholic Voluntary Academy for Reading ages and Spelling ages along with baseline assessments in a range



of subjects (this includes any transferring students also). Re-testing takes place in the summer term. In individualised circumstances, retesting will occur as and when is deemed necessary. Whole school assessments of progress occur 5 times during the academic year and coincide with half terms. Teaching staff will initially identify any student who fails to make progress in their own subject despite high quality first teaching and put interventions in place. Should the teacher still have concerns they will refer the student to the relevant Subject Leader who will liaise with House Leaders. House Leaders will track a students' progress across a range of subjects and coordinate any specific pastoral interventions. Should concerns still exist, a referral to the SENDCO – Mr P Wade, will be made. The SENDCO works with a range of external agencies including Specialist Teachers, Educational Psychology, Occupational therapy, SENDIASS and Autistic Spectrum Educational Team, in order to identify and then support a student with Special Educational Needs.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. Personalised Learning Passports suggest relevant Teaching and Learning strategies to help students overcome barriers to their learning so that teachers can plan accordingly for students to make the required progress.

**Reference:** Assessment and Feedback policy 2018

**Assess:** *There is clear analysis of the pupil's needs with parental involvement following expressions of concern. The SENDCO will then determine if a pupil requires Additional SEN support or not. Teachers assess the progress of students each assessment point. Reading and spelling ages are assessed during the academic year. Outcomes of SEND plans are assessed each review/meeting. Assessments may include cognitive, physical, observations and subject progress, depending upon need*

**Plan:** *a personalised plan is put into place based on assessment/testing outcomes and student and parent voice. Agencies may be involved in the creation of the plan if deemed necessary. parents will receive notification of their child being placed on the SEN register. Intervention strategies, support and expected impact on progress should be determined along with a date for review*

**Do:** *Learning Passports and EHCPs are distributed across staff at the Academy so that all teachers use appropriate strategies to support students to make further progress and to meet their needs. All staff are required to use the plans to support the students in their care because they are responsible for the progress of their students. Specialists may be involved at any point to support a child or young person's progress.*



*Specialist support in learning support may be provided as part of the SEND plan*

- **Review:** *reviews/consultations occur throughout the academic year, including: SEN surgery, parents' evenings, review meetings, phone calls and annual reviews. A review meeting may held at any time deemed necessary by the parents, SENDCO or external agencies. The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. Support should be revised in light of the review. An annual report will be distributed to parents. The SENDCO is accountable for updating records and plans.*
- NB: when a pupil is making good progress against outcomes, the pupil will be removed from the SEN register.

## **SEN Needs:**

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Within the SEND Code of Practice 2014, the term SEND is defined as,

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

This continues to state that a child has a learning difficulty or disability if they,

' have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a

kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

As far as is reasonably possible, it is the responsibility of the Academy in collaboration with the student, parents and carers, external professionals and Local Authority as required, to remove the barriers to learning and enable each student to access education appropriate to his or her needs.

Children receive provision based upon their needs. Many provisions are at a subject level to maximise progress whilst other provisions may be more bespoke. Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### **Communication and interaction**

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words
- Increased visual aids / modelling etc
- Visual timetables
- Use of symbols



- Structured school and class routines
- Positive roles in presenting assemblies
- SMSC: collaborative group work
- Clicker 6
- Hearing Impaired Team /SALT support: pre/post tutoring

### **Cognition and learning**

- Differentiated curriculum planning, activities, delivery and outcome
  - Increased visual aids / modelling etc
  - Dictionaries/thesaurus
  - Use of writing frames
  - Access to ICT
  - Smaller class sizes
  - SMSC
1. Varied forms of recording information
  2. Dyslexia/EAL friendly classrooms: key words, dictionaries, pastel coloured ppts
  3. Differentiated questioning
  4. Seating plans
  5. Work buddy
  6. Testing: CATS
  7. Marking and feedback to promote progress

### **Social, emotional and mental health**

- Whole school behaviour policy
- Whole school/ Class reward and sanctions systems
- Peer Mentors
- House captains
- Sports captains
- Carefully selected houses and tutor groups to support students
- KS4/Post 16 college taster day in y10
- Y10/11 college support at parents' evening
- College interviews
- Information about college open evenings distributed
- PSHCE programme
- Support with college application
- Transition visits to post-16 providers
- Agency involvement

### **Sensory and/or physical needs**

- Flexible teaching arrangements
- Staff aware of implications of physical impairment
- Writing slopes



- Pencil grips
- Medical support /advice
- Varied forms of recording information
- VAK

(Reference: SEN Policy October 2018)

As of 10/10/18, we have 103 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Learning walks
- Work scrutiny
- Student voice
- Parental voice
- Data analysis
- Provision mapping
- SIP

### **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN surgery	SEN team	Annually
Parents' evenings	Teaching staff/SEN team	Annually
Reports	Class teachers+ pastoral team	2 x a year
Annual reviews	SEN team, parents, students, agencies	Annually
Review meetings/consultation	SEN team, parents, students, agencies	Termly

The SENDCO attends all annual parents evenings at which all parents and carers are invited to make an appointment to discuss any concerns that they may have regarding their child's progress.

### **Staff development**

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:



Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
SB, JM, JG, MS, GW	Movement and handling	
DF, SL, JM, JG	TEACHING ASSISTANT	TEACHING ASSISTANT L2
SB	FOUNDATION DEGREE	L3

**This last year, we have put additional training into:**

- *Dyslexic friendly classrooms*
- *Teaching and Learning including differentiation*
- *Mindfulness training*
- *Student specific ASET training*
- *Literacy strategies*
- *Using data to monitor progress via Go4schools*
- *Clicker 6*
- *Fire Rescue training*
- *Moving and Handling training*

**Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

- *Assistant Teachers are deployed based on their subject knowledge in order to support students to make sufficient progress*
- *Assistant Teachers are deployed based on skills and qualifications to support physical needs*
- *Support staff leading a withdrawal programme are selected based upon their subject knowledge of the skills being addressed*

**School Partnerships and Transitions**



This year, we liaised with our feeder partners to welcome 26 children and young people with special educational needs or disabilities and we supported 15 children and young people transition to the next phase in education or employment.

The majority of pupils with SEND are identified at Primary School. The SENDCO at the Primary School will talk to parents about transition to Year 7 and involve the Secondary SENDCO as early as possible and invite the SENDCO to relevant meetings.

**Pupils with a Statement or Education Health Care Plan (EHCP)** –Open Evenings and visits usually take place early in the Autumn term of Year 6. The SENDCO will attend the annual review held at the Primary school in Y6 if invited to do so.

**Pupils on SEN Support** – talk to the SENDCO on Open Evenings and make visits with their peers, usually early in the Autumn term of Year 6. Learning plans are implemented based upon information from Primary Schools.

Additional transition days are organised for those students who may require extra support. This ranges from individual visits or sessions with other students in the year group. Discussions will take place between the SENDCO at the Primary school and St Bede's Catholic Voluntary Academy to organise a transition programme which is suitable for the individual child. The Autism Spectrum Education Team will often liaise with the SENDCO and arrange a transition programme for students diagnosed with autism.

Students at St Bede's Catholic Voluntary Academy have a choice of destinations for their Post-16 studies with options to move on to any one of a range of local colleges. All students have the opportunity to attend college open days and take part in taster activities arranged by the school. This process begins in y10 and the PSHCE programme supports the writing of college applications, CVs and the development of interview techniques.

**Pupils with a Statement or Education Health Care Plan (EHCP)** – the Transition plan starts in Year 9 when the student has his/her first interview with the assigned Careers Information Advice and Guidance (IAG) adviser in school. This forms part of the EHCP process and ensures that the long term aims of the student are kept central to the plan. Additional transition visits are arranged once the post-16 provider is identified. Further meetings are then arranged between parents and students, if required. The assigned Careers Information Advice and Guidance (IAG) adviser attends EHCP reviews from y9 onwards in order to offer advice.

**Pupils on SEN Support** – the SENDCO meets with the IAG advisor and all students have a meeting with the assigned IAG advisor in school. The SENDCO liaises with the High Needs Team at the local colleges to share information that will help them to support the students in the best way possible. This also applies to vulnerable pupils who may require extra support as they settle into a very different environment.



## **Complaints**

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*Our complaints procedure is referenced in the complaints policy on the school website.*

## **Challenges this year**

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*Challenges for our school have included an increase in the number of students with SEMH. We intend to address this through training on mental health support strategies to ensure students' needs are met and potential is maximised. Some support staff have been trained in Mindfulness to support students with their anxiety.*

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

- To use SEN data effectively to impact upon learning.
- To implement effective interventions to aid pupil progress.

### **Relevant school policies underpinning this SEN Information Report include:**

- SEN policy
- Accessibility plan
- Safeguarding policy
- Assessment and Feedback policy

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005