

# St Bede's Catholic Voluntary Academy



## SEN Additional Information 2022

*We commit ourselves to love, respect and serve one another as disciples of Jesus Christ*

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| Approval date: | November 2022 |
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## **St Bede's Catholic Voluntary Academy Local Offer**

*Philippians 2:4 "Let each of you look not only to his own interests,  
but also to the interests of others."*

At St Bede's Catholic Voluntary Academy we strongly believe in and encourage inclusion. All staff share the same goal; that every student, whatever their needs, should receive the best possible education to allow them to achieve their full potential and become happy, confident young people. For some students, differentiated provision and additional support is needed to help our students to achieve this. Parents and carers of students who may need additional support often have questions they would like to ask. We hope that the following information will answer some of those questions.

### **What should I do if I think that my child may have Special Educational Needs?**

Please talk to us. In the first instance you should contact our Special Educational Needs Co-Ordinator (SENDCO), Mr P Wade, to discuss your concerns. Mr Wade can be contacted via email [pawade@stbedesscunthorpe.org.uk](mailto:pawade@stbedesscunthorpe.org.uk) or by telephone on 01724 245151

### **How will the school respond to my concerns?**

We will listen and discuss your concerns with you. We may decide to monitor your child more closely over a short period of time. We may decide to gather additional information which could involve carrying out more specialist testing or assessment. Decisions will be made based on the evidence of your child's academic and personal progress in liaison with all staff involved with your child. Sometimes we seek advice and support from specialist services. We would want to work closely with you to discuss the best ways to help your child.

### **What will the school do to support my child? Who will be involved?**

This will depend very much on what your child's needs are. In many cases students can benefit from very simple solutions such as their seating position in the classroom. Subject Teachers may need to differentiate the curriculum to allow your child to access what is being taught. A little extra support in class from the teacher or Teaching Assistant may be offered. Sometimes intervention work on a one to one or small group basis may be given in Learning Support.

Some students will need the support of a SEND (Special Educational Needs and Disabilities) Plan – known as a Learning Passport - which will contain helpful strategies for members of staff to use.

We are fortunate to have staff, both Subject Teachers and Teaching Assistants, who are trained and experienced in recognising and teaching students with the full range of Special Educational Needs and Disabilities that could be expected in a mainstream school. In addition, we are experienced in working with additional outside agencies who are able to offer advice and support to meet the needs of some of our students. These agencies include:

- Autism Spectrum Education Team (ASET)
- Careers Service
- Child and Family Services
- Child and Adolescent Mental Health Service (CAMHS)
- Tuition and Medical Needs Education Team (TAMNET)
- Diversity Service
- Drug Education Liaison Treatment Agency (DELTA)
- Educational Psychologist
- Hearing Impaired Service
- Integrated Physical and Sensory Service (IPASS)
- Occupational Therapy
- Parent Partnership
- Physiotherapy
- School Nurse
- Speech and Language Therapy Service

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

The emotional and social well-being of your child is very important to us. When appropriate, additional support on a one to one or small group basis can be offered to support your child's emotional and social development. If necessary we can also refer for support from outside agencies to support students with emotional and social needs.

### **How accessible is the school?**

There is a wheelchair lift at the main entrance and there are three lifts around the building to allow greater access. There are fully accessible toilet facilities in school. Outside agencies such as the Hearing Impaired Service and the Integrated Physical and Sensory Service advise the school where appropriate to support students with physical disabilities.

### **How will my child be included in activities outside the classroom?**

All students have equal opportunities to take part in school visits and extra-curricular activities. We believe that it is important for all students to be fully involved in all aspects of school life, although at times it will be necessary to make reasonable adjustments.

### **How will the school help my child to join the school? How will the school help my child to transfer to post 16 provision?**

At St Bede's we believe that good transition is important both for entering and leaving the school. Before students join in Year 7 our SENDCO meets with the SENDCOs at Primary schools in the term prior to transfer in order to share detailed and specific information about students who have additional needs. Transition visits can be organised for Year 6 students and their parents. Sometimes very individualised transition arrangements need to be put in place which may involve outside agencies. When our students are due to leave us at the end of Year 11, they spend time in their post 16 provision and information about their individual needs is passed on. Further transition support can be arranged at this time.