St Bede's Catholic Voluntary Academy

ST BEDES SEND INFORMATION REPORT

September 26

INTRODUCTION

This document compliments our SEND Policy and aims to inform you about the SEND provision at St Bede's Catholic Voluntary Academy. We aim to create a fully inclusive, tolerant and welcoming environment to all kinds of learners.

Our Mission Statement to "love, respect and serve one another as disciples of Jesus Christ" is lived out every day in school by both staff and students.

We aim to remove barriers and help students to achieve their very best, both in, and out of the classroom.

THE TYPE OF SEND WE PROVIDE FOR AT ST BEDES

Communication and Interaction
-ASD
-Speech. Language and Communicaton needs

Cognition and Learning
-Specific Learning Difficulties eg dyslexia (SpLD)
-Moderate Learning Difficulties

Physical and Sensory
-Visual/ Hearing Impairment
-Physical Disability

Social, Emotional and Mental Health (SEMH)
-ADHD

MEET THE TEAM

Miss R Coggan

SENDCo



For any enquiries please contact reception.
Tel: 01724245151
Email: admin@stbedesscunthorpe.org.uk

Mrs L Spouncer	Lead TA
Miss C Love	Teaching Assistant
Mrs T Hunter	Teaching Assistant
Mrs J Gregory	Teaching Assistant
Miss N Thewlis	Teaching Assistant
Mrs L Storey	Teaching Assistant
Mrs M Fitzpatrick	Teaching Assistant
Mrs H Jarvill	Teaching Assistant

OUR SEND DATA

ALL DATA IS CORRECT AT THE TIME OF PUBLISHING

	EHCP	SEND SUPPORT
Year 7	5	25
Year 8	7	27
Year 9	6	19
Year 10	5	14
Year 11	2	14
Total	25	99

HOW WE IDENTIFY STUDENTS WITH SEN NEEDS

Our teachers are trained and confident in identifying a student who is not making expected progress and may need some additional support. As a school we aim to identify any barriers as soon as possible and put in support to ensure that every child is making expected progress. Students and parents will be involved at all steps as well as the SENDCo.

STEP 1

If a teacher is concerned that a child is not making the expected progress they may take some of following steps:

- liaise with the Head of Year or Subject Lead to see if there is anything that they should be aware of or discuss any subject specific interventions that may help the student.
- try certain Quality First Teaching strategies in lessons to help support the student
- share their concerns with parents/carers
- students can also raise their worries or concerns with a trusted adult in school who will pass these on to the SENDCo, Head of Year or Subject Lead.
- If the child is on the SEND register, teachers will look at their learning passport and will implement the suggested strategies. The students will then be monitored

STEP 2

If the above steps have little impact and the teacher is still concerned, the SENDCo or Head of Year will start to gather information from all subject teachers.
The student's views will also be gathered and considered.
Different types of school data will be analysed eg attendance, behaviour, classroom assessments as well as any other screeners (dyslexia, dyscalculia) deemed appropriate

STEP 3

Once all of the information has been reviewed the SENDCo will decide the next steps.
If the above steps have had impact, and the student starts to make progress with small adaptations, they will be monitored but not placed on the register. Heads of Year, Subject Leads and teachers will be informed.
If after further monitoring they stop making progress or there are further concerns , they may be placed on the SEND register later down the line.
If there is clear evidence and concerns, the student will be placed on the SEND register, parents/carers will be informed, and a Learning Passport will be created.

STEP 4

All children on the SEND register will have three reviews per year in accordance with the SEND Code of Practice (DoE, 2015). At the reviews the Learning Passport will be updated with students and parents views, progress and provision will be discussed, and any changes can be made.
We monitor the provision in place to make sure that it is having a positive impact. It may be adjusted if required.
If the support that is put in place still appears to be having little impact, we may refer the student to a external service. These main services include ASET (Autism Spectrum Behaviour Team), the Behaviour Support Team, the Complex Behaviour Team and Occupational Therapy.

If there are still significant concerns around a student's progress after all of these steps have been taken, we may consider applying for an EHCP (an Educational Healthcare Plan). More information about the process can be found on the North Lincolnshire Local Offer Website.

HOW WE WORK WITH CHILDREN AND THEIR FAMILIES

Before deciding on any level of support we always endeavour to work closely with both students and families.
We gather student voice either on a one-to-one basis or in small groups.
It is important that we gather parental/ carer views and that parents feel comfortable raising concerns. The SENDCo is present at Open Evenings, the Year 6 Parent Information evenings and Consultation Evenings throughout the year. This is an opportunity to ask questions, gather information, seek advice or request a further meeting. The SENDCo can also be contacted via Reception either through telephone or e-mail.

HOW WE SUPPORT CHILDREN IN TRANSITIONS

Year 7

Before a child joins our Academy in Year 7 we gather information in the following ways:

- a form is sent out to primary schools for class teachers or SENDCo to complete sometimes visits to primary schools are conducted to observe the students in a familiar environment
- Meetings between parent/carer and SENDCO and Head of Year can be arranged Extra transition sessions are offered to students who have additional needs Some students with high level of needs or an EHCP are invited to one-to-one sessions or bespoke group sessions.

Year 9

For students moving from year 9 to 10 we:

- hold an options assembly to fully inform the students on the process
- share videos which explains the content and course of each subject.
- the SEND Team hold one-to-one sessions with students with an EHCP to provide an opportunity for them to ask questions and for the process to be explained at their pace.
- at the beginning of Year 10 an assembly is held where the expectations of Key Stage 4 is made clear to the year 10 students

HOW WE SUPPORT CHILDREN IN PREPARING FOR ADULTHOOD

We support students to prepare for adulthood by:

- holding careers events in Year 7 which help prepare independence and collaborative working
- having a annual Day of Reflection for each year group which encourages skills such as questioning, curiosity, independence and confidence building
- providing additional and individual careers advice to students with SEND
- providing opportunities to visit the colleges during Year 10. These are known as the college taster days.
- arranging for the colleges to come in and conduct their interviews in a familiar environment

HOW THE CURRICULUM AND LEARNING ENVIRONMENT ARE ADAPTED TO MEET THE NEEDS OF ALL CHILDREN

We believe that inclusive education means that all students should have access to an ambitious but accessible curriculum delivered by subject experts.
More information about our curriculum can be found on the school website.

Our teachers are well trained in providing Quality First Teaching strategies. CPD delivered in school helps to develop those skills in order to ensure that any barriers to learning are removed. Some examples of support in lessons are provided below:

Chunking of work
Pre teaching vocabulary and ideas
Adult support in the classroom
Adaptations in the classroom such as use of ear defenders if sensitive to noise
Word banks
Scaffolding
Allowing extra processing time
Gap fills
Chunking of instructions
Specialist equipment such as writing slopes
Access to technology- Laptops and reading pens may be a possibility

THE ASSESS, PLAN, DO, REVIEW PROCESS

We follow the Graduated Approach. This is a 4 part cycle- Assess, Plan, Do, Review



- **Step 1 Assess-** The student's needs are assessed. This may by through observations by teachers, parents, TAs and/or external professionals. This will build a picture of the student's strengths and areas of weakness.
- **Step 2 Plan-** If it is deemed appropriate, support, strategies and interventions will be planned and outlined. This might be help and support in, or out of the classroom.
- **Step 3 Do-** The planned support is put into place by the appropriate person - teacher, TA, Safeguarding, the Wellbeing Officer or any external agencies.
- **Step 4 Review-** After a designated time frame, the impact of the provision is reviewed. The views of the student and the parent/carer are taken into account. This determines the next steps.

HOW WE SUPPORT EMOTIONAL AND SOCIAL NEEDS

Zero tolerance for bullying- bullying of any kind is investigated and taken seriously. Students are reminded of this through assemblies, the PHSCE curriculum and through promotion of our Mission Statement and our Virtues.

Multiple ways to report- students can report directly to any member of staff, their Head of Year or a trusted member of staff. These concerns will then be passed on swiftly to the relevant person in school

Support for students- at St Bede's students have access to a Wellbeing Officer, peer mentoring, access to the pastoral team as well as restorative approaches.

Extra support for Vulnerable students – Students with SEND, young carers, looked after children and those who struggle to express their emotions are given extra support. This may be check-ins with dedicated staff, peer mentoring, buddying up and mediation.

Regular student voice- this may be through the student council, student voice with Subject Leaders/ the Senior Leadership Team/ SENDCo or external agencies and online questionnaires carried out in school. The feedback is analysed and "you said, we did" assembles are delivered to update students on all changes made following their feedback.

More information about our PHSCE curriculum can be found on the St Bede's website: PSHCE & Citizenship - St Bede's Catholic Voluntary Academy - Scunthorpe

HOW WE MAKE SURE ALL STUDENTS CAN ACCESS A WIDE RANGE OF ACTIVITIES



All students are encouraged to go on our trips- both day trips and residential trips. We have a wide range of opportunities on offer eg extra-curricular activities/clubs, residential trips both in the UK and abroad, Days of Reflection and Sports Day. Risk assessments are completed to identify any potential barriers and measures and adaptations are put in place if necessary. No child will be excluded from trips because of their SEN or disability. We ensure students with SEN are clear on the plans for the day/trip and that parents and carers are contacted so any questions, queries or concerns can be addressed.

EXPERTISE AND TRAINING OF OUR STAFF

We have staff trained in the following:
Autism Mentoring
Access Arrangements
Dyslexia Awareness
Understanding ACES and how this impacts our young people
Mental Health
SMART Target setting
Quality First Teaching in the classroom- practical ideas

The school is working closely with the LA to help deliver CPD to teaching staff and TAs throughout the year.

WHO ELSE WE WORK WITH

Sometimes referrals are made to external services if we feel more specialist interventions are required. Some of the services are listed below:

ASET (Autism Spectrum Educational team)
The Behaviour Support Team
The Complex Behaviour Team
CAMHS
WMIM (With Me In Mind)
School Nurse
CEIT (Child Exploitation Team)
DELTA (Young person's substance misuse service)
Creative Therapy
TFTF Mentoring (Think For The Future Mentoring)
Occupational Therapy
The Physical Disabilities Team
The Vision Impairment Team
The Hearing Impairment Team
SALT (Speech and Language Therapy)

HOW WE EVALUATE OUR PROVISION

We have several ways of ensuring that the provision we offer is effective. Please find them below.

- We monitor the student's progress as part of the Graduated Approach (see above) We analyse both qualitative and quantitative data such as student and teacher comments as well as data such as reading ages.
- Heads of Department, SLT, the SENDCo visit classrooms to evaluate provision in classrooms
- We hold Team Around the Child meetings in school to discuss certain students and their progress.
- Reviews and visits are carried out by the LA and by the Trust which focus on the SEND provision

INFORMATION ON OUR ACCESSIBILTY PLAN

We have an accessibility plan which is available to view on our website. This outlines how we support children and young people who have disabilities to access the full curriculum. We support children with disabilities by :

- working closely with specialist services and healthcare professionals (eg physios/ advisory teachers/ NHS staff)
- ensuring that the school environment is suitable and accessible for those with physical disabilities and sensory needs.
- Providing technology and resources such as laptops and reading pens
- Making information available in other formats if requested

IF YOU ARE NOT HAPPY WITH THE PROVISION

If there is an issue in a particular lesson please contact the classroom teacher in the first instance. Often instances can be resolved in this way.
If you have concerns about the school's SEND provision please contact an appropriate member of the school staff.
If you feel your concerns have not been resolved , please see the complaints procedure which can be found on our website.

WHAT SUPPORT IS AVAILBLE TO ME AND MY FAMILY?

Locally

North Lincolnshire Local Offer

This website provides lots of information and advicefor parents/carers. There is advice and information on Short Breaks, Online Safety, Wellbeing, Travel and Transport and much more.

For more information please visit the website -North Lincolnshire SEND Local Offer
https://localoffer.northlincs.gov.uk/

SENDIASS

SENDIASS provides a free, impartial and confidential service to parents and carers of children with Special Educational Needs or Disabilities (SEND) aged 0 to 25. They also support young people with SEND.

For more information about SENDIASS please visit the SENDIASS website.

Contact
help@nlsendiass.org.uk
01724 277665 (direct line/24 hour answer phone)

North Lincolnshire Parent Forum

This is an independentforumsupported byGovernment funding.
Based in North Lincolnshire, they are a voluntary group of parents of children and young adults with special educational needs and disabilities (SEND).

Contact
North Lincs Parent Forum, Ultimate Image LTD. Fairview, Haxey, North Lincolnshire, DN9 2HZ
info@nlpf.co.uk
07510211696

Nationally

National AutisticSociety
Carers Trust- for parents/carers
Carers UK – for parents/carers
IPSEA- independent parental special educational advice
Nip in the Bud- films and fact sheets about mental health
Royal Society for Blind Children
National Deaf Children's Society
Mind- mental health charity
MENCAP- for families with a child who has learning disabilities
ADHD Foundation