



## **St Bernard's High School SEND Offer**

Southend schools are committed to meeting the needs of all students including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The most up to date information on the local offer in Southend can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org).

Included as part of these changes to the Code of Practice 0-25 (2014) the main areas of SEND will be altered slightly and will encompass the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support developed will be tailored to individual need, following a thorough assessment by school staff and where necessary external agencies. It is designed to promote students working towards becoming independent and resilient learners and works alongside the School's Pastoral and Achievement support.

In recognition of these changes, we at St Bernard's High School have updated our School Offer of SEND support. This support is currently in place and available now. Our School Offer provides details of the resources, interventions, etc that we provide at St Bernard's to support children with SEND. Due to the ever changing needs of our children, there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at St Bernard's, then please do not hesitate to contact our Head of Inclusion/SENCO, Mrs Laura Whittle, directly.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where

necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

**Admissions:** Students with SEND are allocated places in two separate and distinct ways.

Those students with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEND team at Southend-on-Sea Borough Council.

Those students who have SEND but do not have a statement or EHCP are admitted via the normal school admission criteria.

Additionally, schools have to provide details of the school specific offer. This should reflect Southend-on-Sea Borough Council's Local Offer which can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org) and Essex County Council's Local Offer which can be found at: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).

### **Educational Provision for Students on the Additional Educational Needs Register**

All students identified as requiring additional educational support may be offered the following provision

- An opportunity to express their needs and identify effective strategies for support.
- Differentiated/remodelling of materials across all curriculum areas by subject teachers.
- A bespoke independent advice and guidance programme from our Careers Co-ordinator - meetings with students to plan appropriate pathways, guidance with GCSE options and support to raise aspirations at all transition points.
- Support with sourcing a suitable work experience placement in Year 11.
- 'Wake up your brain' - study support from 8.00 am in the Library.
- Lunchtime learning - a range of supported study environments.
- After school activities and study support until 4.30 pm.
- Individual 1:1 support in English or Maths by a team of subject specialists.
- Termly review of provision by the Head of Inclusion.
- Subscription to the Accelerated Reading Programme with associated support for Year 7s.
- Differentiated and directed questioning.
- Access to dyslexia support groups.
- Music group.
- Red Write Gold training.
- iPads to support lessons.

In addition, the following support provision may be explored for specific needs:

Needs		Support	Criteria
<b><i>Communication and Interaction</i></b>	Autistic Spectrum Disorders	<ul style="list-style-type: none"> <li>• Access specialist teaching advice from The St Christopher School</li> <li>• Calm and safe environment for calming down</li> <li>• Key LSA / Mentor</li> <li>• Educational Psychology Service</li> </ul>	A student is identified as having a communication and interaction difficulty and is included on the additional educational needs register.
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to Speech and Language Specialist</li> <li>• Individualised speech and language programmes through EHA</li> </ul>	
<b><i>Cognition and Learning</i></b>	Moderate Learning Needs	<ul style="list-style-type: none"> <li>• Screening programme to identify those who need targeted support</li> <li>• Interventions - small group and individual</li> <li>• Educational Psychology Service</li> </ul>	A student is identified as having a difficulty in the areas of cognition and learning and is included on the additional educational needs register.
	Specific Learning Needs	<ul style="list-style-type: none"> <li>• Screening programme and further assessment to devise a bespoke programme of study</li> <li>• Educational Psychology Service</li> <li>• Specialised programmes that develop co-ordination; gross and fine motor skills through EHA</li> </ul>	

Needs		Support	Criteria
<b><i>Social, emotional and mental health difficulties</i></b>	Social Needs	<ul style="list-style-type: none"> <li>• Pastoral Care Team</li> <li>• Buddy System for Year 7</li> <li>• Sixth Form Mentoring Scheme</li> </ul>	A student is identified as having social, emotional or mental health difficulty and is included on the additional educational needs register.
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> <li>• Access to Counsellors</li> <li>• Mentors</li> <li>• Educational Psychology Service</li> </ul>	
<b><i>Sensory and / or Physical Needs</i></b>	Hearing Impairment	<ul style="list-style-type: none"> <li>• FM Receivers</li> <li>• Hearing Loops</li> <li>• Access to Hearing Impairment Specialist</li> <li>• Educational Psychology Service</li> </ul>	A student is identified as having sensory or physical needs and is included on the additional educational needs register.
	Visual Impairment	<ul style="list-style-type: none"> <li>• VI Specialist at Kingsdown Special School</li> <li>• Touch typing lessons</li> <li>• Physical environment audit</li> </ul>	
	Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>• Risk assessment and individualised support</li> </ul>	
<b><i>Medical Needs</i></b>		<ul style="list-style-type: none"> <li>• Access to School Nurse</li> <li>• Care plan</li> <li>• Medical form</li> <li>• Secure storage for medication</li> <li>• Health Care Plans</li> </ul>	A student is identified as having medical needs and is included on the additional educational needs register.