



SEN Information Report

Our school welcomes students with special educational needs (SENs) and disabilities.

Our Head of Inclusion / SENCO is Mrs Whittle. She can be contacted on 01702 343583 or by email on law@stbernards.southend.sch.uk.

Our aim is to provide quality first teaching for all our students and when considering the needs of students with special needs and disabilities we aim to differentiate our teaching in order to be responsive to the range of individual children's learning needs so that they can progress within the National Curriculum and in the wider curriculum (including emotional and social development).

We aim to support children's learning through the arrangement of teacher-student groupings, student peer support, and where appropriate the involvement of Learning Support Assistants. In addition, we make use of a wide range of learning materials and digital equipment designed to help students respond to the challenges of learning.

We liaise with all feeder primary schools and post-16 providers to ensure a continuity of support at key transition points.

Policies for identifying children and young people with SEN and assessing their needs

Some children and young people need increased support to access learning because: They have considerably greater difficulty in learning than the majority of children of the same age. If 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.

At the point of entry into St Bernard's students are assessed in formal and informal ways. Initially we seek guidance from the primary school as to the needs of the individual students. This is completed through transition meetings and contact through the various SENCOs students are identified as having SEN if they have an EHCP or Individual Educational Plan.

When the students arrive at St Bernard's, students are assessed by making use of through Key Stage 2 examinations data, Accelerated Reader, CATs and initial subject baseline testing. All students are assessed in this way, the aim being to ascertain students with additional needs who may not already have been identified as needing additional support.

Students are only identified as having SEN if they do not make adequate progress once they have had access to all the school's intervention/adjustments and high-quality personalised teaching. When deciding whether to make special educational provision the teacher and Head of Inclusion/SENCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The Code of Practice describes the 4 broad areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At St Bernard's we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person but the development of the whole person. The range of support developed will be tailored to the individual need following assessment. It is designed to help students to become independent and resilient learners.

The following are not necessarily SEN but may impact on progress and attainment:

- disability (the school is compliant with the Code of Practice's outlines for the "reasonable adjustment" duty for all schools provided under current Disability Equality legislation). Where these reasonable adjustments do not secure expected progress consideration of SEN will take place;
- students with low levels of attendance and punctuality;
- Students with health and medical needs;
- EAL;
- being in receipt of Pupil Premium Grant;
- being a Looked After Child;
- being a child of a serviceman/woman.

The school provides support for these children and young people through our wider inclusion arrangements (see Inclusion policy).

Categories for SEN

From September 2014 there is a single category of support, SEN support. At St Bernard's we have broken this down into a graduated approach understood by everyone.

The categories of School Action and School Action Plus will be replaced by with a graduated approach and a single category. Within the category the following codes will be used.

SEN Support 'K'

Students will be included on SEN support if they have an identified SEN and require provision that is additional to or different from, that made generally for others of the same age in our school setting. This provision is planned and reviewed termly using an Individual Support Plan.

SEN Support 'T'

For those students who have an identified SEN; and progress is secure through differentiated teaching, will be identified as Teacher Aware.

Progress will be closely monitored to review if additional SEN support is required.

Information will be available to support teachers in continuing to meet their needs in the classroom.

There will also be students under this code for Additional Educational Needs that are not SEN such as chronic medical needs and Looked After Children.

The Head of Inclusion/SENCO liaises with Subject Teachers, Heads of Subject, Heads of Key Stage, Learning Mentors and LSA's regarding the educational provisions for students with educational needs.

The Head of Inclusion SENCO is responsible for planning the appropriate level of provision for these students.

EHCP

A few children will have an Education, Health and Care plan (EHCP) describes your child's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. It is a legal document written by the local authority and is intended to ensure that children and young people with an EHCP receive the support they need.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them. Some children and young people may not make the progress expected of them even with this help. EHCPs are for children and young people who have a special educational need or disability that cannot be met by the support that is available at their school or college. Most children and young people with special educational needs will have help given to them without the need for an EHCP.

Arrangements for consulting parents of children with SEN and involving them in their child's education, and arrangements for assessing and reviewing children and young people's progress towards outcomes

Consulting parents

Parents, families, children and young people are involved in this identification process. We encourage parents to participate in supporting their children's learning at all stages through the school planner, consultation events and other communication.

Teaching, assessing and reviewing children

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from teaching assistants or specialist staff.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- For higher levels of need we draw on more specialised assessments from external agencies and professionals.
- If students have an EHCP or identified as having SEN needs which required extra support 'K' their children their parents will be given the opportunity to attend reviews alongside the information evenings and parents' evenings so they can be involved in reviewing their progress.

Arrangements for consulting young people with SEN and involving them in their education

All students at St Bernard's will be involved in making decisions where possible. They will be given the opportunity to participate in meetings and be involved with choices and decisions that will affect the progress and education here.

Students have the opportunity to meet with LSAs and the Head of Inclusion on a daily basis and can raise concerns with them or other pastoral support such as mentors or form tutors. If appropriate students can be given a mentor to work individually with them and in some cases a named LSA, but generally the teamwork with all the children, which enable them to build relationships across the whole team.

The students are involved in setting their own targets and are encouraged to make choices with regards their learning.

Support for improving emotional and social development

There are opportunities for students to receive extra support emotionally if needed: there is a school counsellor and the SENCo will make an application for outside support if considered necessary.

Internal support is available through the form tutor, head of year, and the learning mentors who support individual students in their social and emotional development.

Students as part of their PSHE programme be made aware of issues around emotionally well-being and building resilience.

We monitor how effective we are in supporting all students' achievement and development as part of our evaluation of the learning outcomes of our students – including those who have SEN. The detailed information is collated in the student achievement progress records shared and discussed with all parents. This information is, in turn, used to evaluate the effectiveness of our provision map 'offer', and to enhance it, as part of the School's Development Plan.

Arrangements for providing access for students with SEND to a balanced and broadly-based curriculum, including the National Curriculum –

Children with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum and for this reason most of the LSA's time is spent supporting students in the normal classroom. Children can gain extra support outside of lessons by making use of the Learning Support room and getting extra support with mentors to develop their learning and organisational skills. Some students will be provided with numeracy and literacy intervention in smaller groups.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The Integration of students with Special Educational Needs and Disabilities into the school is central to our belief in Inclusion. Students with special educational needs join in the full range of school activities, supported by their peers, teaching and non-teaching staff. Students with learning difficulties are able to take an active role in all extra-curricular activities e.g. choir, a variety of sports clubs and teams, outdoor activity weekends and Duke of Edinburgh's Award Scheme. They can also engage in trips which are provided by the school and if required will have access to learning support on these visits.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

- The students with additional needs are given the same opportunities as all students during Key Stage 4 to attend taster days and careers events.
- In addition, SEN children as part of their Year 9 review meet with our Careers advisors to discuss their aspirations for the future and are provided with extra support in selecting their options.
- As part of preparing for adulthood, they are given the same opportunities to take responsibilities such as being a buddy, prefect or senior prefect. They undergo Buddy training.
- The students with additional needs are also expected to undertake work experience and are supported by the careers advisor and the Learning Support team in undergoing that experience.
- There is an annual careers event where students can meet employers and get advice about different careers and college opportunities.
- They will also meet again with the Career Advisor in Year 11.
- We have strong links with the local colleges and provide transition visits in the run up to their move to college.
- Students as well as visiting the college to look at the courses can as a group go with a teacher before they go to ensure they settle in.

- Year 12 and 13 students are supported through tailored support if they have an EHCP to support their learning needs and have opportunities to take on responsibilities and attend Careers and University events. They undergo PSHE course to support their transition at eighteen. A subject-specific mentor is also used where appropriate to support the requirements of A level subjects.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Our responsiveness to children's learning and other needs is supported by planned in-service training of Teaching and Learning Support Staff. This takes the form of teacher-peer support, communication arrangements among staff, consultation with, and trained by, our SENCO, as well as training offered by the LA and other agencies.

All staff undertake a twilight induction programme which includes training with the Head of Inclusion / SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students. Teachers may have specialist training relate to SEN or differentiated training. The SENCO attends the SENCO Borough meeting where there are opportunities to receive extra training.

The approach to teaching children and young people with SEN, and how adaptations are made to the curriculum and the learning environment of children and young people with SEN

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 10;
- wake up your brain' study support from 8.00am in the library;
- lunchtime learning – a range of supported study environments;
- after school activities and study support until 4.30pm;
- individual support in English and Maths by a team of subject specialists;
- termly review of provision by the Head of Inclusion / SENCO;
- subscription to the Accelerated Reader Programme with associated support;
- small group or individual intervention;
- access arrangements for formal examinations based on a student's usual way of working.

In addition, a range of support set out in the School Offer may be explored for specific needs.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Where children's needs require it, our SENCO calls on such expert help as is currently available from the LA through its 'local offer', and other community and voluntary specialist services. In all instances, the school-based and additional support is planned in consultation with parents, and with the students themselves through completion of an Early Help Assessment (EHA).

- The department builds strong links with outside agencies in the local community. Teams from the local authority meet to work with students who have both hearing and visual impairment.
- The department also works with the Speech and Language team in helping provide support for developing this area of need with our students.

- We have input from the diabetes team, the asthma team from various locations and also work with the local health team. We have contact with the Lighthouse Centre if students are having physiotherapy or seeing occupational health.
- We have contacts with hospitals in drawing up Health Care Plans. We have links with the school nurse who supports us with school visits.
- We have strong links with the Educational Psychologist and have regular contact with her for support and assessment.
- As a department we work with EWHMS to provide group therapy and individual counselling if needed.
- In school counselling through the Brentwood Catholic Children Society Trust.
- We have also worked with the Mental Health Team to support students inside and outside school as well as working with the team at Rochford Hospital when they are providing more intensive support.
- We also, as part of transition at Key Stage 2 to 3 have good links with the SENCo and pastoral teams at the Primary School to ensure their arrival is as smooth as possible.
- This also occurs at the move from Key Stage 4 to 5 where the SENCo, LSAs, Mentors and Career Advisor are involved with supporting transition by making contact with the local colleges and arranging visits.

Evaluating the effectiveness of the provision made for children and young people with SEN

The development plan for special educational needs sets out the key objectives for the department with performance indicators to evaluate the success of the SEND policy.

In addition, formal and informal feedback from staff, parents and the students themselves are valuable gauges as to the success of the work being done by the team.

For some students it is their raised self-esteem and confidence which is a measure of success, for others it may be improved organisational skills or improved behaviour. Improvement in reading, comprehension and spelling levels and student performance in subject tests and exams including GCSE's are used as indicators of success and achievement. The school operates a self-evaluation process and the work of the department is monitored regularly and each new initiative is evaluated.

Parents are invited to express any concerns they may have about the special educational provision made for their daughters during Annual Review meetings. Full consideration is given to all matters that arise and solutions are sought to any problems. If a matter is not resolved to the parent's satisfaction, they may contact the Head Teacher by writing or telephone to seek advice.

If a parent wishes to make a complaint at a time other than a review meeting they may telephone or write to the Head of Inclusion/SENCO to arrange a meeting to discuss the matter. Every effort will be made to address the matter as quickly as possible. The school has a formal complaints procedure a copy of which can be requested from the school office.

The Local Authorities' 'local offer' of services, and other available sources of support are published on the Southend Health and Wealth Information Point (SHIP):

<http://www.southendinfopoint.org> and for families on the Essex County Council's Local Offer www.essexlocaloffer.org.uk.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Our school has a complaints procedure, which is detailed in the Complaints Policy. This is available on the school website.