



St Bede's
Roman Catholic High School

SEN INFORMATION REPORT

SEN INFORMATION REPORT

St Bede's High School has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion Documents. As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development.

St Bede's High School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for all pupils.

Overview of Pupils and the Special Educational Needs Provided for

The school has 1000+ pupils on roll. We recognise that the definition of disability in the Disability Discrimination Act covers a wide range of physical and mental impairments. The Special Educational Needs of the pupils include a range of difficulties:

Speech and Language, Autism, ADHD, Elective Mutism, Cerebral Palsy, Dyslexia, Dyspraxia, Moderate Learning Difficulties, Tourette's, Hearing Impairment, Visual Impairment, Speech Language and Communication, Social and Emotional Mental Health difficulties and medical needs such as severe allergies, diabetes, Guillain Barre Syndrome and Neurofibromatosis.

Policies for identifying children and young people with SEN

School are made aware of young people with SEN by medical professionals including the Community Paediatrician, Speech and Language therapists, Occupational and Physiotherapists. Parents and staff from primary schools also provide important information about childrens' needs.

Upon transfer to St Bede's, all children undertake tests in Maths and English. They are also tested on reading accuracy, comprehension and spelling. A dyslexia screening programme is used to identify those at risk of being dyslexic. Further specialist testing and interventions are arranged as required by the SENCO in conjunction with the child, parents and teaching and pastoral colleagues.

SENCO

The SENCO is: Mrs A Ormisher

Contact details: aormisher@stbedesblackburn.com 01254 202519

Arrangements for consulting parents

Parents of children with IPRA/EHCPs are invited to attend an annual review, to meet at parents' evening and to attend an end of year meeting in June to evaluate progress and agree future strategies. Parents are invited to provide written or oral feedback on their child's progress. They have the opportunity to meet the members of the support staff who are working with their child. The review meetings provide opportunities to look at assessments, attendance and achievements. These are opportunities to celebrate all success.

Parents with concerns, or with children identified with Special Educational Needs, are invited into school to meetings with pastoral staff in conjunction with the SENCO. The SENCO attends Open Evening, all parents' evenings and can be contacted in school as necessary.

Arrangements for consulting young people with SEN

Young people are invited to attend their reviews and to record their wishes and feelings to ensure these are listened to. Pupil voice is paramount to take into account future career options, support provision, adaptations to the curriculum and involvement in extracurricular activities.

Arrangements for assessing progress

Pupils are assessed within subjects and the information is provided to parents in the form of one parents' evening, one school report and one assessment of curriculum subjects.

Options

When pupils are making their option choices there is flexibility to amend the curriculum to meet specific needs. Alternative educational provision may also be recommended to meet the desired educational outcomes of the young person.

Adaptations

Some modifications can be made to the curriculum can be made to meet the specific needs of pupils. These may encompass a reduced curriculum, changes to the school day, modification of school uniform, accessing particular buildings or areas within school

Teaching

St Bede's places pupils in teaching groups according to ability and this is regularly monitored within subject areas. All teachers are trained in Dyslexia Friendly Classrooms. A range of

ICT equipment is available in all teaching areas including laptops and tablets which can be used as alternative forms of recording.

Training

All staff receive annual training in Safeguarding, Asthma care and control, diabetes and use of Epipens. Whole school training has been undertaken on ASD and Dyslexia Awareness.

We work closely with Speech and Language Therapists, HI and VI specialist teachers and also the ISS, the Local Authority specialist advisory teachers for physical difficulties, Autistic Spectrum Disorder, ADHD, Social Emotional and Mental Health, English as a second Language, Educational Psychology, ELCAS and Community Paediatricians. Recommended strategies advised by specialist agencies are implemented whenever possible.

A whole school intranet facility ensures staff are provided with access to strategies for addressing specific difficulties, thumbnails of SEN pupils and details of strengths, weaknesses and barriers to learning.

Specialist expertise/Involvement of external bodies

In the event of concerns being raised about a particular pupil, if school are unable to meet these needs or to identify strategies, a referral would be made to the specialist advisory service who would undertake a series of observations and discussions with the pupil and their parents plus teaching and pastoral staff. This would provide an assessment and strategies would then be drawn up to address needs.

Evaluation

Opportunities to evaluate the effectiveness of provision are provided for the children and the parents at the two reviews held each year. In addition, regular surveys and questionnaires are undertaken by pupils and parents to record their opinions on all aspects of school life. There is also the opportunity to provide written feedback at each year group's parents' evening. A termly report to governors is provided by the SENCO incorporating feedback on progress. In addition, termly department feedback and monitoring evaluates the performance of specific groups.

Inclusion

The school buildings, curriculum and extracurricular activities are accessible to all pupils irrespective of ability. All pupils have opportunity to attend school visits and trips. SSA support is provided when necessary. Specific needs assessed as part of overall Risk Assessment. School ensures pupil safety at all times and an appointed named person is

responsible for medication in accordance with government guidelines.

Social and Emotional Development

Our Pastoral system provides social and emotional support for pupils through our College and House systems whereby there are nominated staff who may be contacted by parents and are available to pupils during the day. In addition, we have Child Welfare Officer who can access a range of additional services and is DSL for Safeguarding. Our Bullying Policy is available on our web page and we endeavour to deal robustly with issues. PSHCE days encompassing a Personal, Social, Health, Careers and Enterprise are undertaken by year groups each term involving a wide range of external agencies.

We work closely with the Local Authority SEN department and they regularly attend reviews. Health and social care are involved as applicable and all sectors are approached to support the child and their family according to identified needs.

Additional Policies

This report should be read in conjunction with the school policies on:-

SEN and Inclusion

SEN Local Offer

Accessibility

Admission

Anti-Bullying

Behaviour

Careers

Complaints

Data Protection

Equal Opportunities

Equality Scheme

Home/school Agreement

Safeguarding

All are available on our website: -<http://www.stbedesblackburn.com>

