



SPECIAL EDUCATION NEEDS & DISABILITY PROVISION 2022

SPECIAL EDUCATION NEEDS AND DISABILITIES PROVISION

This document provides key information on the provision for Special Education Needs at St Bede's R C High School. It provides advice relating to the following questions:

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1.Types of need Examples of support in our school and how we check it is working

Type of Need	Examples of support in our school	How we check it is working
<p>Sensory and/or physical needs</p> <p>Children and young people may have a disability such as a hearing impairment (HI), vision impairment (VI) or multi-sensory impairment (MSI). The needs of the child or young person might mean that adaptations need to be made to resources and facilities in school in order to ensure that the curriculum can be flexible to support learning. These needs might change over time, and be different in a range of subjects.</p> <p>Information on how to provide services for HI and VI pupils is available through the Hi/VI teachers.</p>	<ul style="list-style-type: none"> • Adapted resources • Learning environment adjusted • Access to school lift • Physiotherapy if exercises provided by therapist • Professional advice from specialist staff and agencies • Support from outreach services such as HI, PDSS, VI • Specialist equipment • Equipment and facilities are appropriately secured as required. 	<ul style="list-style-type: none"> • Monitoring that the young person has access to a broad and varied curriculum and is included in whole school daily life. • Observations of the young person • School based assessments • Individual targets reviewed • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Meetings with other staff in school about how the young person is doing.

Type of Need	Examples of support in our school	How we check it is working
<p>Social, emotional and mental health difficulties</p> <p>Children and young people may experience a wide range of social and emotional difficulties, which are shown in different ways.</p> <p>Children might become withdrawn or isolated, or they may display challenging, disruptive or disturbing behaviour. These behaviours might reflect an underlying mental health difficulty such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically</p>	<ul style="list-style-type: none"> • Extra-curricular activities and workshops • Differentiation in class • Key workers/Pastoral staff • Small group, paired work, 1-1 support. • Advice from specialist professionals in and out of school • Pupils thumbnails with barriers/strategies • Mentoring or pastoral support • 1-1 and small group work • Behaviour policy and rewards • School nurse drop in sessions 	<ul style="list-style-type: none"> • Observations of the young person • School based assessments • Individual targets • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Liaising with other staff in school about pupil wellbeing and progress • Parental questionnaires and feedback

<p>unexplained. Some children and young people may have other disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>As a school, we put in place processes to support these children and young people, which include working to ensure that any disruptive behaviour does not impact on other pupils.</p>	<ul style="list-style-type: none"> • Raising awareness of mental health issues across the school in PSHCE • Mental health training for staff • Mental health support in school 	
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2. How does the school identify and assess Special Educational Needs?

In school we use a variety of ways to assess whether a young person has SEN. Some of these include:

- Prior information from primary schools
- School based test results
- Information from parents and carers
- Information from the young persons
- Observations and discussions from adults who work with the young person
- School based tracking
- Specialised assessments carried out by members of the school support service
- Paediatricians and medical agencies

3. How does the school know how much progress is being made by pupils with SEND?

- School based tracking
- Monitoring of curriculum targets three times a year
- Teacher marking, observations and questioning
- Curriculum tests and standardised tests
- Provision mapping
- Discussions with school staff
- Discussions with parents and carers; parental questionnaires
- Discussions with the young person
- Discussion with professionals

4. What extra-curricular activities can a young person with SEND access?

All children have access to all extra-curricular activities in school. Where appropriate and possible, adjustments will be made to ensure all young people with SEND are fully included. In addition our school provides extra-curricular activities for young people with SEND. These may include lunchtime clubs, homework clubs, sporting activities, games club.

5. Does the school have a Special Educational Needs Co-ordinator? Who is it are how can someone get in touch with them?

Our school has a member of staff with responsibility for SEND; Assistant Headteacher and qualified SENCo– Mrs A Ormisher. If you would like to talk to her, you can contact on 01254 202519 or email at: aormisher@stbedesblackburn.com

Initially, if you wish to raise a concern about your child, we would recommend that you speak to the relevant Pastoral Manager.

6. What training does the staff in schools have in relation to pupils with SEND?

In our school, all staff are involved in supporting pupils with SEND and so we make sure that staff have training to help them to do this. Updates are made available to staff by Learning Support staff via staff briefings and face to face meetings. External training is available to support the staff as required:

- Safeguarding training
- EpiPen training/Anaphylactic shock training
- Whole school dyslexia awareness
- Whole school Autism Spectrum Disorder
- Dyslexia Friendly school
- Whole school ADHD awareness

In addition training is undertaken within the department for

- Paired reading
- VI and HI training for specific needs of our pupils
- Physiotherapy training for specific needs of our pupils
- Speech and language strategies

7. How does the school get more specialist help for pupils if required? What is the agency or service? Who do they work with? How can the school get in touch with them?

The Inclusion Support Service provides advice and training by specialist teachers in:

- Communication and Autism Team - Pupils who have an ASD diagnosis. School can contact the Communication and Autism Team directly. Signed parental consent is required for them to work with pupils.
- Cognition and Learning Team – Pupils who are identified by the school as having learning needs for whom more support is required. School can contact the advisory teacher for advice, training and strategies. Parental consent is required for them to work with pupils directly.
- Sensory Impairment – Pupils identified as having Hearing Impairment, Visual Impairment or Physical Difficulty. Specific strategies, advice and training can be provided. Parental consent is required for them to work with pupils. Pupils may have previously been identified through healthcare professionals.
- Educational Psychology Service - Pupils identified by the school as having learning or behavioural needs. School can contact our school designated EP directly. Signed parental consent is required for 1-1 intervention. Our EP will also work with groups of pupils in the classroom environment. We employ an additional Educational Psychologist.
- East Lancashire Child and Adolescent Services (ELCAS)- school work closely with ELCAS for pupils identified as having Mental Health issues. Referrals are generally made via the pupil's GP and school advise parents to make an appointment with their GP in the first instance.

8. How are parents of children with SEND involved in the education of their child?

- Parents' evenings
- Letters home
- Reports
- Telephone communication where applicable
- Face to face meetings where applicable
- School planners
- School website
- School newsletters
- Curriculum evenings
- SEND Review meetings

- Transition meetings
- Parent questionnaires
- Pupil Voice
- Home-school agreement
- Signposting to parent groups
- GroupCall text messages if needed

Our school is approachable to parents so parents feel involved in the education of their child.

9. How are pupils with SEND involved in their own education?

We aim to involve all young people in our school in their own education. We use a variety of strategies including:

- ☒ Discussions with young people and school staff
- ☒ Discussions with parents
- ☒ School Council
- ☒ Self assessment of learning
- ☒ Ensuring the young person works with a range of partners
- ☒ Ensuring they young person has a designated adult to go to if needed
- ☒ Medical alert cards if needed
- ☒ Pupil thumbnails with strategies agreed with the child

Additional rewards and adaptations as agreed

10. Who do I go to if I have a complaint?

Our school prospectus and website outline the procedure for complaints.

11. How does the governing body involve other people in meeting the needs of pupils with SEND, including support for their families?

- ☒ Governor attendance at parents' evenings

Our named SEND governor is Mrs C Wilkinson. To contact Mrs Wilkinson email Governors@stbedesblackburn.com

12. Who are the support services that can help parents with pupils who have SEND? What Agency? How they support parents. How to contact them

- Blackburn with Darwen Local Offer - <https://www.bwd-localoffer.org.uk>
- Blackburn with Darwen Parent Partnership Service - They provide advice and guidance, and are able to explain how the laws and procedures for Special Educational Needs affect you and your child. They can be contacted at Blackburn Town Hall, 01254 585585 or via the Blackburn with Darwen website.

13. How does the school support pupils with SEND through transition?

We aim to make times of transition as easy as possible for the young people. Many children and young people will be visited by our school staff in their primary school setting to support this process. All parents of pupils who join us in year 7 are invited to our Year 6 Induction Evening, and have an opportunity to meet with members of our school staff. All pupils who join the school in year 7 in September are invited to attend our Year 6 Induction Days where they spend the days learning what it means to be a pupil in our school. We liaise with all primary schools and request information on all pupils joining us with SEND. This information, where relevant, is then shared with school staff. If it is clear that further additional support is needed, the SENCO meets the parents, primary staff and pupil at the primary school and discusses possible barriers and provision required.

Moving into a different year group can be a difficult period for children and young people. Pupils with SEND are supported in this process by a key worker from the Learning Support team.

Post-16 provision is supported by Learning Support staff working very closely with college staff to ensure that pupils with SEND are helped by staff they know very well through this process. Where appropriate, visits will be arranged and facilitated by Learning Support to help the pupil to make the most appropriate choices for their post-16 provision. When possible, SEND advisors and Career Advisors attend Year 10 and 11 SEND reviews.

14. How can parents find the Blackburn with Darwen Local Authority's local offer?

The Blackburn with Darwen Local Authority's Local Offer can be found at:

<http://www.blackburn.gov.uk>