**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:

1. What kinds of Special Educational Needs does the school make provision for?
2. How does the school identify and assess Special Educational Needs?
3. How does the school know how much progress is being made by pupils with SEND?
4. What extra‐curricular activities can a young person with SEND access?
5. Does the school have a Special Educational Needs Co‐ordinator? If so, who is it and how can someone get in touch with them?
6. What training does the staff in schools have in relation to pupils with SEND?
7. How does the school get more specialist help for pupils if they need it?
8. How are parents of children with SEND involved in the education of their child?
9. How are pupils with SEND involved in their own education?
10. Who do I go to if I have a complaint?
11. How does the governing body involve other people in meeting the needs of pupils

with SEND, including support for their families?

1. Who are the support services that can help parents with pupils who have SEND?
2. How does the school support pupils with SEND through transition?
3. How can parents find the Blackburn with Darwen Local Authority’s local offer?
4. **What kinds of Special Educational Needs does the school make provision for?**

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| **Type of Need** | **Examples of support in our school** | **How we check it is working** |
| **Cognition and Learning**  Children and young people with cognition and learning needs may find it hard to develop skills in numeracy and literacy, areas in which much learning in other subject areas depends. Children may find it difficult to think and understand their way through their learning.  A child’s needs will vary from individual to individual, and appropriate support is put in place to meet personal needs. | Support with TA in class  Breakdown task into smaller parts/Differentiation  Peer support  Small group, paired work and 1‐1  Interventions – withdrawal with subject specialist  Subject specific and individual targets  Differentiation  Access to specialist support from a teacher or other professional. | * School based assessments * Individual targets reviewed * Discussion with pupils, parents,   teaching staff, outside agencies   * School based tracking systems * Have meetings with other staff in * school about pupil progress and achievement |

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| **Type of Need** | **Examples of support in our school** | **How we check it is working** |
| **Communication and Interaction**  Children and young people with communication and interaction needs may find it difficult to communicate with others. They might find it hard to say what they want to, or experience difficulty in understanding what is being said to them. They also find it difficult to use or understand social rules of communication.  Some children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, may have particular difficulties with social interaction. They may experience difficulties with language, communication, social interaction and  imagination, and this can impact on how they relate to others. | Extra‐curricular activities (e.g. games club)  Differentiation  Specialist staff e.g. Lead ASD practitioners  Small group, paired, 1‐1 support.  Advice from specialist professionals in and out of school  Pupil thumbnails advising on barriers and strategies to overcome  Non-teaching pastoral managers available during the day  Speech and language programmes | * Observations of the young person * School based assessments * Individual targets reviewed * Discussion with pupils, parents,   teaching staff, outside agencies   * School based tracking systems * Have meetings with other staff in   school about pupil progress and achievement |

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| **Type of Need** | **Examples of support in our school** | **How we check it is working** |
| **Sensory and/or physical needs**  Children and young people may have a disability such as a hearing impairment (HI), visiual 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.  Information on how to provide services for HI and VI pupils is available through the Hi/VI teachers. | * 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, eg ICT * Equipment and facilities are   appropriately secured as required. | * 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. |

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| **Type of Need** | **Examples of support in our school** | **How we check it is working** |
| **Social, emotional and mental health difficulties**  Children and young people may experience a wide range of social and emotional difficulties, which are shown in different ways.  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  unexplained. Some children and young people may have other disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.  As a school, we put in place processes to support these children and young people. | * 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 * School nurse drop in sessions * Raising awareness of mental health   issues across the school in PSHCE | * 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 |

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. Baseline assessments in English and Maths

 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 services

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

 School based tracking

 Monitoring of ITP 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

 Discussions with the young person

**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](mailto: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
* Whole school dyslexia awareness
* Whole school Autism Spectrum Disorder

In addition training is undertaken within the department for

* Paired reading
* VI 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.

In addition we work closely with

* **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.
* **St Thomas Centre** - Pupils identified by the school as having behavioural needs requiring additional support beyond the processes in place. There is also a medical facility for pupils who cannot attend mainstream school for a specific period of time. School would make the contact directly. Parental consent is required and parents will be involved with this process.
* **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.
* **The Heights** – Alternative provision. Pupils can attend The Heights for part of the curriculum in years 10 and 11 to study vocational qualifications.

**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
* IEP/SEN 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
* Options evenings and careers guidance via Connexions
* Pupil thumbnails with strategies agreed with the child

**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?**

Our named SEND governor is Mrs Maria Hargreaves. To contact Mrs Hargreaves, please initially contact Mrs Karen Caton, Clerk to the Governors.

[kcaton@stbedesblackburn.com](mailto:kcaton@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 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.

Childrens’ Services, Duke Street, Blackburn. Julie Jackson is the Senior Education Officer and is available to discuss concerns.

National Autistic Society - Wendy Yeo, Branch Officer, tel: 07887838168, email: [NASBlackburnwithDarwenbranch@nas.org.uk](mailto:NASBlackburnwithDarwenbranch@nas.org.uk)

North East Lancashire Dyslexia Association, Frances Mercer 01254 230756.

**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. Our primary liaison staff will visit pupils 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.

**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>