



| SEND Information Report | | |
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| Issue Date | Review Date | Coordinator/Person Responsible |
| September 2023 | September 2024 | Mrs AM Abberley |

The Learning Support Team consists of:

- Special Educational Needs Coordinator (SENCO): Mrs AM Abberley
- Learning Support Manager: Mrs A Briggs
- Part time SEND Admin Assistant: Mrs K Beere
- 2 Higher Level Teaching Assistants
- 3 Level 3 Teaching Assistants
- 11 Level 2 Teaching Assistants

The Learning Support Team are responsible for:

- Overseeing the implementation and the day to day running of the SEN policy.
- Monitoring the support for young people with Special Educational Needs, Medical Needs and/or Disabilities (SEND), social and emotional difficulties and developing the school's SEND Policy to make sure all young people receive a consistent, high-quality provision to meet their needs in school.
- Ensuring that parents/carers are:
 - Kept informed about the support their young person is getting.
 - Involved in supporting the young person's learning.
 - Involved in reviewing their progress.
- Working with all the other agencies who may be involved in supporting a young person's learning e.g. Speech and Language Therapists, Educational Psychologist, Occupational Therapist.
- Ensuring excellent record keeping of young people's progress and needs.
- Providing/arranging specialist support and training for teachers and support staff at Saint Bede's, so they can help young people with SEND in the school make the best progress possible.

How does the school respond to concerns raised about young people's learning at Saint Bede's?

Sometimes teachers, parents or carers have concerns about a young person's progress, learning or development.

If you have a concern, you should:

- Share the concern with your young person's form tutor in the first instance.
- Your young person's form tutor will then speak to their class teachers to see if they also have concerns.
- The class teachers may make adjustments to the high quality whole class teaching to support your young person. The impact of these changes will be reviewed at an agreed date.
- If there are still concerns at this point, the teacher will speak to their Subject Leader who may suggest further adjustments.
- If through these adjustments there has been no progress, the class teacher or Subject Leader will speak to the school SENCO.

- The concerns will be explored by the SENCO and assessments will be completed to see if there is an area of concern.
- The results of assessments will be shared with parents/carers in the first instance and an opportunity to share these with the young person will also be given.
- At this point, interventions may be suggested, or parents/carers may be asked by school to take the young person to the GP if it is felt that concerns may be medical related.
- If there are still barriers which remain, expertise from outside agencies will be arranged. This may also include a referral to the Children and Family Wellbeing Service. Your views and the young person's views will form an integral part of this process.
- At any point during this process, it may be appropriate for the young person to be placed on the SEND register. This decision will not be made without due consultation with you, as parents.
- At Saint Bede's, we work hard to promote effective communication between home and school. We understand the importance of the education and wellbeing of every young person and strive for everyone to make their full potential.

How does Saint Bede's know if pupils are making progress?

- At Saint Bede's, class teachers assess the progress of all young people. Some young people with extra needs may require a Pupil Passport, which will outline to teachers what the young person feels will help them to make progress in lessons. They also contain specific targets so their progress can be tracked more closely. These are reviewed termly and shared with parents.
- Education, health and care plan targets are reviewed annually through the annual review process. Advice towards whether the young person has made progress towards these targets is sought from the class teachers, link TA and Head of Year.

How are parents/carers informed about how well their young person is progressing?

- We have three progress point reviews that take place throughout the year allowing teachers to assess the young person's progress.
- There are yearly parent/carer evenings where appointments can be made with class teachers.
- Parents/Carers can also make an appointment to speak to the young person's form tutor or class teachers.
- If a young person receives high levels of support, which may include funding from the local authority (through an EHCP), then regular review meetings are held to discuss the individual progress of that young person. Parents are always invited to these meetings and any outside agencies involved are also invited to attend if necessary.

How does the school monitor the impact of extra support?

- The approach taken to designing and implementing provision is constantly reviewed and updated to ensure it is effective in supporting the young person's learning and development.
- The progress of each young person is regularly tracked by class teachers and recorded centrally.
- All interventions begin with a baseline assessment of a young person's current knowledge. The same assessment is then carried out after a period of time (normally

6 weeks) where the young person has been engaging in the intervention, to assess the level of impact.

- Based on this information, interventions and other forms of support are implemented and adapted where necessary.
- If there is strong evidence of impact, the intervention will continue. If there is little or no evidence of impact, the intervention will be reviewed and provision will be adapted.

How do pupils access the curriculum?

At Saint Bede's, we value a wide range of approaches to support the learning of the young people in our care.

These include:

- High quality universal class-based teaching for all young people.
- Lessons that are carefully planned and adapted to suit all learners, with effective liaison between the expertise of the teaching assistant and subject teacher specialism.
- Ensuring teachers and teaching assistants are aware of an individual's specific needs through the regularly updated SEND register; CPD; pupil passports and group/individual information.
- Full access to mainstream lessons, with differentiated teaching and support from a link teaching assistant.
- Withdrawal of small groups, or one to one support lessons for literacy; numeracy; speech and language and social skills.

What expertise and training do the staff who support pupils with Special Educational Needs have?

- All staff are provided with regular and up to date training, specialising in areas related to the current needs of the young people in the school. This may take place either internally or externally, and most recently, via online learning platforms such as Zoom or Microsoft Teams.
- Regular SEND updates are sent to staff with training highlights for them to access on specific areas of need.
- The SENCO is a Dyslexia Specialist Teacher and has completed the SENCO award.
- The SENCO is enrolled on the Elklan Language Builders for ASD course due to start in the spring term.
- Two of the Level 3 Teaching Assistant hold or are working towards the BSL Level 3 qualification.
- Three of the Teaching Assistants hold QTS (Qualified Teacher Status).
- All of the Teaching Assistants have been provided training on the following SEND areas:
 - How to support young people with ADHD.
 - How to support young people with social, communication difficulties.
 - How to support young people with Speech and Language Difficulties.
- Through our specialist teacher, TAs have a 'drop-in' opportunity to discuss any concerns they have around a young person.

How is support organised for pupils with identified Special Educational Needs?

At Saint Bede's, we support all young people to achieve their highest potential. Specialist professionals from within the school along with those from external agencies ensure that we meet all young people's needs and that they are supported fully.

This may involve a young person having:

- Interventions such as social groups, reading comprehension, writing, Social and emotional groups, fine motor skills and additional sessions for maths and literacy.
- An individual timetable tailored to their specific needs.
- Some 1 to 1 adult support.

The inclusive ethos of the school enables all young people to learn within the classroom environment for most of their timetable. However, the Learning Support room or sensory room can be available if the classroom environment becomes overwhelming.

These spaces provide young people with a calm, quiet space to:

- Learn new skills
- Calm and self-regulate
- Explore sensory and physical needs
- Work one to one with an adult or within a small group

How are decisions made about how much support individual pupils receive?

- Decisions concerning support are made collaboratively with parents, teachers, the Learning Support team and when appropriate, external specialists.
- We collect information from parents and external agencies in order to decide how much support a young person may receive.
- A person centred approach is taken and pupil views are gathered as an essential part of the support process.

What specialist support or services does the school access for pupils with Special Educational Needs?

The school has regular contact and support from many specialist support services:

- Speech and Language Therapy Services
- Physiotherapy/Occupational Therapy Services
- Educational Psychologist Services (EPS).
- School Nursing Team
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Therapeutic Interventions
- Learning Mentor – Adey
- Attendance Support Worker
- CAMHS practitioners

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

- Dialogue between class teachers and the SENCo enables classrooms to be set up effectively for individual learners.

- A small number of young people may need a quieter area of the classroom or more tailored visual aids to support them and these are put into place where needed.
- The young people have access to breakout spaces as required.

Saint Bede's will make reasonable adjustments to enable disabled pupils with SEN to access learning, in terms of the layout of the buildings.

This will include:

- Lift access in the main building to allow learners to access the first floor.
- Ramps or low door thresholds to ensure access is easy both inside and outside the building.
- Disabled parking accommodation close to the main entrance.
- The science and technology building, along with the Sports Hall are on one level and are fully accessible to all learners.
- The Drake building is spread over two floors and disabled students are taught on the lower floor as the building does not have a disabled lift
- An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays.
- There is one toilet with full disabled access – ceiling hoist and Closomat toilet.
- There are adjustable height chairs available around school.
- In the Science and Technology classrooms there are height adjustable tables.

What arrangements are made to support pupils with Special Educational Needs taking part in after school activities outside the classroom, including educational visits and residential trips?

- At Saint Bede's, we encourage all young people to take part in extracurricular activities.
- Some young people may need extra adult support during these activities and, as a fully inclusive school, we plan carefully to ensure suitable support is put in place, in collaboration with parents/carers.

How are the Governing Body involved in provision for young people with SEND?

- The named Governor responsible for inclusion has the responsibility to monitor the effective implementation of the SEND policy.
- The named Governor for Saint Bede's is Mrs Kate Reddy.

What arrangements does the school make when a young person joins the school outside of the normal transition phase?

- When a new young person starts at Saint Bede's, we contact the young person's previous educational setting and any available information is collected.
- Parents have the opportunity to visit the school and discuss the needs of the young person and what ways we, as a school can ensure a successful transition takes place.

What arrangements does the school make to support pupils transferring to another school?

- When we are notified which school a young person is transferring to, contact is made with the new school and all relevant information is passed on.

- A transition plan may be designed for the young person if parents or staff are concerned that they might find the move challenging.
- This plan may include opportunities for a member of the Learning Support Team, along with any staff who work with the young person, to visit the new school.

How do we at Saint Bede's prepare our pupils for their next stage of education (college or apprenticeship) and for adult life?

- A transition plan is put in place for some young people to ensure they are supported during the next stage of their education. Saint Bede's works closely with young people, school staff and parents to talk, share information and arrange additional visits with young people, parents will be involved during this ongoing process.
- Where required, suitable activities are planned to support the learning of key life skills which young people will need in later adult life. For example, independence is always promoted at Saint Bede's and is considered an incredibly important life skill.
- All local colleges are invited to EHC plan Annual Reviews from Year 9 onwards, which helps to forge links with key staff.

What support services are available to parents?

For all parents with students with SEN and disability information can be found on the Lancashire Government website. This website is very useful and it is where all schools information can be found and also the areas local Offer.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The Parent Carer Forum is an organisation that produces a newsletter that has a lot of helpful contacts and information for parents with young people with SEN and Disability. The link below is where you can find their newsletter and sign up for a copy.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carers-support/lancashire-parent-carer-forum/>

How do we handle complaints from parents of young people with SEND about provision made at the school?

As parents/carers you may not be happy with the progress or support a student is receiving, it is important to remember that you can contact the school at any point to discuss these matters. Open and honest communication is vital in all of us ensuring student needs are met.

- The first point of contact would be the students form tutor or Head of Year, who can follow up any concerns you may have.
- If a student is SEND then you can come to the Thursday Drop In, here the SENCO or HLTA will be available to discuss your concerns and identify what action is required.
- If you do not feel that you are being supported, then you can follow the school complaints policy which can be found on the website.
- If you are coming into school to discuss your concerns and feel you require support, it is advisable to contact the SEND Information and advice and Support Service (details are below).

Information, Advice and Support (IAS) Team

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

They can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

We can also support to families in:

- Managing mediation appeals, to the First-tier Tribunal.
- Exclusion from school.
- Liaising between you, your nursery, school or college and other professionals.

Young people aged 16-25 can access the service independently from their parents.

We may offer one to one support by telephone, email or meetings depending on your circumstances.

To access the service please fill in our referral form and one of our officers will contact you within 7 working days.

[https://lancashire-self.achieveservice.com/service/Parent Partnership Service Referral Form](https://lancashire-self.achieveservice.com/service/Parent%20Partnership%20Service%20Referral%20Form)

If you have any further questions regarding our provision for young people with special educational needs and/or disabilities, please do not hesitate to contact the Inclusion Team.

You can contact Mrs AM Abberley by:

- Contacting the school via phone on 01253 737174
- Emailing concerns or questions to aabberley@stbedeslytham.lancs.sch.uk

This report is reviewed annually and written in accordance with:

Children's and Family Act 2014, SEND Code of Practice 2014 and Equality Act 2010