

St Bede's Catholic College



SEND Information Report

What types of SEN are provided for at St Bede's?

Our school provides additional and/or different provision within the four broad areas of need:

1. Communication and interaction, for example: autistic spectrum disorder and speech and language difficulties.
2. Cognition and learning, for example: dyslexia and dyspraxia.
3. Social, emotional and mental health difficulties, for example: attention deficit hyperactivity disorder (ADHD).
4. Sensory and/or physical needs, for example: visual impairments, hearing impairments and physical disabilities.

How do we identify students with SEN and assess their needs?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also use our online literacy testing (Bedrock) to ascertain standardised scores and reading ages and will be screening Year 7 students in Maths (NGRT).

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do we consult and involve students and parents?

We will have an early discussion with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- What school strategies have worked well in the past and which ones have not worked. We take into account the parents' and student's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a student will receive SEND support
- This information will be put into a school Learner Profile and sent out to all staff involved with the student
- Students are involved in every stage of the assessment, planning and reviewing provision and are central in decision making. Students are asked what works and what doesn't work, and there is a focus on future aspirations to try and ensure that the provision at St Bede's Catholic College not only suits them, but is also preparing them for adulthood.
- If a student is in 6th Form, it is expected that they will actively seek advice or support if they need it either through the subject teacher, Head of 6th Form or SENDCO.

How do we assess and review students' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the students needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs through Learner Profiles, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the student's progress.

How do we support Transitions?

Transition from Year 6

The SENDCo has excellent relationships with staff at our feeder primary schools.

- During Term 4 the SENDCo and Head of Year 7 start to meet with the teachers, SENDCo and Head Teachers of the primary schools to gather information about students who will be part of the new Year 7 cohort.
- Information from these Year 6 Transition visits with the primary schools is combined into a Learner Profile for some students for their new teachers at St Bede's.
- If a child has an Education, Health and Care Plan, the SENDCo should be invited by the primary school to attend the Year 6 Annual Review Meeting.
- For some students who may require an enhanced transition package, we run an enhanced transition programme during the final term of Year 6.
- A small minority of students will require further enhanced transition and this can include visits to St Bede's from as early as January in Year 6.
- Parents and children are welcome to visit to support the transition process.

Transition to College and Preparing for Adulthood

- We liaise closely with staff when receiving and transferring children to different schools or colleges, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- For students with an EHCP who are leaving St Bede's to move to 6th Form, college, to an apprenticeship, or alternative provision, we will pass on all the information we have.
- We will agree with parents and students which information will be shared as part of this.
- We can also access support from the 0- 25 Preparing for Adulthood Team, who are able to support applications, advise on suitable next steps and support with travel training.

What is our approach to teaching students with SEND?

The 2014 Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND with good quality teaching as a first response.

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all students". The SEND Code of Practice 2014 echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff".

Therefore, high quality first teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. This teaching will be informed by teacher assessments, information from the SENDCo and other specialists. This information will be contained in a Learner Profile where necessary.

We also provide the following interventions for some students:

- Reading Intervention
- Writing Intervention
- Numeracy Intervention
- Speech and Language Sessions
- Emotional Wellbeing Sessions
- Social Skills Workshops
- Lego therapy

What adaptations do we make to the curriculum and learning environment?

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping and content of the lesson, etc.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example, giving longer processing time, vocabulary, visually, chunking down work into smaller steps.
- The school building is wheelchair accessible.
- There are multiple disabled toilets, including one fitted with a hoist.
- A designated Physiotherapy room.
- There are three lifts in the main school buildings.

What additional support do we offer to support learning?

- We have a number of learning support assistants who support students as stipulated within their EHCP, or their needs demonstrate that this is the support best placed for them.
- We work with the following agencies to provide support for students with SEND:
 - Educational Psychology
 - Bristol Autism Team
 - Educational Psychologist
 - Speech and Language Therapy
 - Bereavement Support
 - Off the Record
 - CAMHS
 - Occupational Therapy
 - Physiotherapists
 - School Nurse
 - Community Paediatrics
 - Social Services

What training do we implement for staff?

Our SENDCo has completed the NASENDCO qualification.

We also have a specialist Access Arrangement Assessor and Dyslexia Teacher. They have the responsibility of assessing our students during KS4 to see what support they need in their GCSE examinations. The assessor will assess students who are already on the SEND register and who teachers have put forward due to observations of difficulties within the classroom or in assessments.

All of our staff are able to attend the school's Teaching and Learning CPD programme, which includes regular training on SEND. Moreover, there is also an opt-in programme of CPD for Staff on Special Needs to attend throughout the year, and all of these sessions are compulsory for Trainee Teachers and Newly Qualified Teachers.

All staff within the Learning Support Department have received training on:

- Supporting students in the classroom
- Children with Hearing Impairments
- Attachment Disorders
- How to support students with their Exam Access Arrangements.

Many of our LSA's also have specialisms, including:

- Art Wellbeing
- Autistic Spectrum Conditions and Processing Issues
- Higher Level Teaching Assistant Training
- Maths Specialisms
- Speech and Language Specialisms
- Dyslexia Specialisms

What equipment do we have and facilities for those with Special Needs in school?

We ensure that all children with special educational needs are provided for to the best of the school's ability. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

Students who struggle to write legibly or have a physical difficulty may have access to a school laptop. Students are also welcome to bring in their own laptops/netbooks and our IT team can arrange for their laptop to be connected to the College internet. The laptop will remain the responsibility of the child.

How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for students with SEND by the following:

- The subject teacher continuously assesses each child. Three times a year a detailed school report is produced which shows a student's attitude to learning, target grades and working target grades as well as feedback on the teacher.
- Progress is continually tracked from their admission through to the end of Year 11 or Year 13 if they attend our 6th Form.
- Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress.
- If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress.
- Monitoring by the SENDCO
- Monitoring by LSA's
- Holding annual reviews for students with EHCPs
- Meeting with key parents and students to review Learner Profiles and adapt as necessary

How do we ensure Equality of Opportunity?

- We aim for all children to be included on school day trips and residential trips. During the Summer term, all students participate in an enrichment week programme
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- We also promote students with disabilities to join school clubs and enrichment activities, for example sports teams, school drama productions and school choir.
- Where appropriate, we try to prepare children in advance for any new environment or situation.

Further Questions

If parents or guardians have further questions and would like to contact the SENDCo, please email Mrs Parry, parryr@stbcc.org

Complaints

Please refer to our Complaints Policy.

Bristol Council's Local Offer

Bristol City Council is required to publish a Local Offer

The requirement for Bristol City Council providing information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 2015 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

<https://www.bristol.gov.uk/web/bristol-local-offer>

Contact details of support services for parents of students with SEND:

- Off the Record: 08088089120
- Supportive Parents: 01179 9897725
- Contact a Family: www.cafamily.org.uk
- National Network or Parent Carer Forums: www.nnpccf.org.uk
- Family Information Service: www.daycaretrust.org.uk/nafis
- Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>
- Autism Education Trust: www.autismeducationtrust.org.uk
- Bullying Guidance: <http://tinyurl.com/DfE-Bullying-Guidance>
- Communication Trust: www.thecommunicationtrust.org.uk
- Dyslexia SpLD Trust: www.thedyslexia-spldtrust.org.uk
- I CAN (Pupils' communication charity): <http://www.ican.org.uk>
- MindEd: www.minded.org.uk
- National Sensory Impairment Partnership: www.natsip.org.uk

Specifically for post 16: Disabled Pupils Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Other <http://www.actionforchildren.org.uk/our-services/bristol-parent-partnership>

Responsibility: Mrs Ros Parry, SENDCo

Review Body: Governors

Date: December 2023

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