

SEND INFORMATION REPORT 2015.

1. The kinds of special educational needs that are provided for:

St Bartholomew's is a large highly achieving, fully inclusive Secondary Academy catering for students from 11 to 19 years of age. All students are admitted and welcomed regardless of ability. Currently we have 1,990 students on roll with a wide range of SEND needs (across all categories) including Autistic Spectrum Disorders, (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Speech, language and communication, literacy and numeracy difficulties, dyslexia, and other associated Specific Learning Difficulties (SPLD). This also includes social and emotional difficulties.

Currently there are 162 students on the Special Educational Needs and Disabilities (SEND) register, of which 12 currently have statements or EHC Plans.

The table below shows the 2015 breakdown of SEND types at St Bart's across years 7 to 14. Please note that one student may exhibit more than one type of SEND.

Percentage of each SEND type in St Bart's (2015)								
Autistic spectrum disorder (ASD)	Moderate Learning Difficulty (MLD)	Social, Emotional and Mental Health (SEMH)	Specific Learning Difficulty (SLD)	Speech, communication language needs (SCLN)	Physical Impairment (PI)	Visual Impairment (VI)	Hearing Impairment (HI)	Other
9.8%	9.8%	20%	41%	7.4%	8%	0.6%	1.7%	1.7%

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.

The SEND Policy details the procedure for identifying young people with SEND and for setting out their needs and provision. All year 7s and year 12s are screened for SEND needs and disabilities. Students who have previously been identified with SEND at primary school will have this highlighted as a part of the transition process. Those students identified with having needs that require a different provision from that normally provided in the classroom for all students, will have an Individual Student Achievement Plan (ISAP) written, that will detail additional support to be provided.

Support for behavioural, social and emotional difficulties may also be detailed in Individual Student Achievement Plans (ISAP) Pastoral Support Programmes (PSP) or through individual target setting.

Where SEND is suspected and further assessment required, it is either carried out by the SENCO or a specialist teacher. Both are qualified to assess for Specific learning difficulties. External agencies are also used for assessment, advice and support.

Any concerns over identifying or provision for SEND, please contact:

Mrs M Sims (Deputy Headteacher - Student Progress and Inclusion) – MSims@stbarts.co.uk

Mrs J Hale (SENCO) – JHale@stbarts.co.uk

3. Arrangements for consulting parents of children with SEND and involving them in their child's education.

Formal opportunities for all parents of SEND students to consult with teaching staff are available through annual parents evenings and information evenings. Contact via the Tutor or SENCO is welcome for any SEND concerns. SEND surgeries are run monthly and this is where parents may make an appointment to discuss specific concerns with either the SENCO or specialist teacher.

Reviews are usually conducted twice a year with parents / carers, however the time frame will be specified within the individual ISAP. Students with EHC plans will have an annual meeting with the Deputy Head (Student Progress and Inclusion), SENCO, Tutor, Key TA and other appropriate agencies in order to review progress and ongoing support.

4. Arrangements for consulting young people with SEND and involving them in their education.

Student focus groups regularly meet to discuss a whole range of matters including SEND. Discussion from these groups is fed back to staff. All students with an ISAP are consulted on the writing of the ISAP and the subsequent reviews. All students who are referred for assessment have the opportunity to meet with the SENCO or a specialist teacher. Any student who has a concern about their progress or difficulty with learning is welcome to meet with the SENCO to discuss this concern.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as a part of this assessment and review.

All students progress is reported three times per year through formal reporting and in addition, through an annual parents evening. Appointments with class teachers and / or the SENCO can be made to discuss progress. All students with ISAPs will have the ISAP reviewed three times a year. Dependent on parent / carer wishes this will be an email or telephone conversation or a face to face meeting. The student will have an opportunity to contribute to this review. The reviewer will be the person in school who has been monitoring progress on the ISAP. This may be the SENCO, specialist teacher, Tutor, key TA or a member of the House staff.

Those students who have an EHC plan will have an annual review. This is in addition to the ISAP reviews. During the annual review the Deputy Head Student Progress and Inclusion, SENCO, Tutor and Key TA, along with any other relevant agencies will meet with the student and parents or carers to review progress against the outcomes laid out in the EHC plan.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which include higher education, employment, independent living and participation in society.

Transition from KS2 to KS3 is thorough and comprehensive. This includes visits from St Bartholomew's staff to the primary school, specialist SEND transition mornings for SEND students, as

well as the standard Year 6 transition day. House staff offer Welcome Evenings for new parents / carers and students to meet staff and find out more about the school.

Additional visits for parents/carers and students are made where it is deemed necessary.

A summer school programme is also available in order to help ensure a positive integration at the beginning of the year. At each transition stage, considerable support is given to the student and parents / carers to ensure the student has the opportunity to take course choices that meet their needs – as well as careers advice at the KS3/4 and KS4/5 transition points.

Sixth form students have an induction day to support integration and to provide greater understanding of course requirements to ensure that they have made the correct choices.

A comprehensive Personal Development Programme (PDP) is delivered across all key stages by Tutors, which encourages the development of a wide range of life and work preparation skills.

Support is given from year 8 by Adviza (careers and post 16 education advice) to support students in making appropriate course and career choices.

Where necessary referrals are made to external agencies to help with aspects of living such as independent travel.

7. The approach to teaching children and young people with SEND.

St Bartholomew's is a fully inclusive school encouraging all students to maximise achievements. Some classes are taught as mixed ability and the work is differentiated to meet the needs of the students in class. The needs are disseminated to staff through the use of ISAPs.

Where lessons are streamed, students are placed according to their underlying ability. TA support is placed in class where additional support is required. Students whose progress in Literacy and Maths is below the expected level will be offered support in additional lessons – within the Maths, English and / or Personalised Learning (PL) faculties.

Further intervention support is provided by the Family School Support Worker (FSSW), House staff and other specialists to support those students with social and emotional difficulties.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

The following adaptations to the curriculum and learning are made in order to support learning and progress:

- use of Teaching Assistants (TA's) in class
- 1 to 1 or small group support for numeracy/literacy
- differentiated work
- use of Individual Student Achievement Plans (iSAPs) to detail the support and structure needed in class
- additional English and Maths lessons in year 7 for students entering with level 3 or below

- range of courses at KS4 including Entry level, Functional skills Level 1 and Level 2, BTEC courses and GCSE's
- wide range of extra-curricular practical activities including sport, Combined Cadet Force (CCF), Junior Sports Leader Award (JSLA), Music and Drama.
- work experience
- emotional and social support
- assessment for exam concessions/support in exams/assessments
- a wide range of assistive technology is used e.g. ClaroRead, reading pens, Dragon, Communicate In Print.

Consideration is always given to the environmental needs of the student. Examples are that the school is fitted with a hearing loop for hearing impaired; the school is fully wheelchair accessible and has lifts to all areas. All classes have adapted tables and other equipment to allow the use of a wheelchair in the classroom.

We are very aware of the sensory needs of some of our students, as well as food/product intolerances. These needs are thoroughly detailed in the students ISAPs so that all staff can adapt their teaching environments for these students.

9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

All teaching staff are fully trained and they all receive regular updates in how to differentiate the curriculum to meet the needs of a wide variety of SEND needs across the full range of academic ability. Updates are often specific and personalised to individual students.

There are currently 23 Teaching Assistants in school and they all receive regular SEND training and updates. The TAs hold a variety of qualifications including those in speech and language, ASD, dyslexia, literacy and numeracy support, emotional and behavioural support and supporting students with English as an additional language.

Some of the TAs are also experienced in supporting the needs of students with cerebral palsy, and other physical needs.

Three of the TAs are also qualified teachers and one TA has a specialist TA role in supporting ASD students. She holds a diploma in Working to Support students with ASD.

Within Personalised Learning there are two teachers that hold specialist qualifications in SEND; a specialist teacher and the SENCO. Both members of staff hold level 7 qualifications in teaching and assessing students with SEND. They both regularly attend conferences and training that ensures their qualifications are maintained. The significant roles of these two staff are to carry out diagnostic testing, allocation of access arrangements; advise and support staff in providing the appropriate provision in class; deliver and oversee interventions delivered by other staff; work with leadership on decisions to involve external agencies, support in the pastoral and emotional well being of students and ensure provision laid out in EHC plans are delivered.

The Student Achievement Officer, Family School Support Worker and House Staff, including a trained ELSA in each House, offer a range of social, emotional and pastoral support for students across all key stages (and for their families) including anxiety groups, self esteem work, social skills groups and emotional literacy sessions.

There will always be times in school when we feel we need to take further advice in order to effectively support both the educational and pastoral needs of a student. We have a wide network of external agencies that we work with to ensure support is the most effective available. A thorough and robust referral process is established in school and we have access to Children's Services CAMH's, School Nurses, Educational Psychologists, specialist advisory teachers, ASD advisory teachers, and the sensory impairment teams.

If staff have concerns about a student's progress then there is a well rehearsed referral process where the specialist teachers will observe the student in class, speak to the parents/carers, the student and carry out assessments in order to determine how best to support the student. If further external advice is required then a referral will be made to an external agency via Mrs Sims (Deputy Headteacher - Student Progress and Inclusion).

If parents / carers have a concern about the progress of their child then they can make an appointment with Mrs Sims, Deputy Headteacher - Student Progress and Inclusion or Mrs Hale, SENCO to discuss these concerns.

10. Evaluating the effectiveness of the provision made for children and young people with SEND.

All students' progress is measured and monitored regularly. This is done through the school reporting system, where progress is reported home three times a year. There are also opportunities to meet with and discuss student's progress at parents and information evenings.

For SEND students additional reporting of progress also takes place. If a student is on an intervention programme then the parents and carers will be informed of the programme the student is engaging in, baseline scores and progress made by the end of the course.

Students with SEND who need differentiation within the classroom will have an Individual Student Achievement Plan (iSAP), which details the support to be provided and the outcomes of this support. Progress on the iSAPs is reported to parents / carers up to 3 times a year and new targets where appropriate are set.

If external agencies are involved, then parents / carers and the student will be fully involved in the assessment process, discussion of the findings and any actions that subsequently need to be put in place.

Students who have statements or EHC plans will have their provision and progress reviewed on an annual basis in a meeting involving the Local Authority, Deputy Headteacher Student Progress and Inclusion, SENCO, Tutor, and any external agencies involved.

Meetings and correspondence through email and by phone with the SEND team are welcomed. Any correspondence should be directed to:

Mrs M Sims (Deputy Headteacher - Student Progress and Inclusion) - MSims@stbarts.co.uk

Mrs J Hale (SENCO) – jhale@stbarts.co.uk

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

St Bartholomew's is a fully inclusive school where all students are encouraged to take part in all appropriate aspects of the curriculum and a rich and wide range of extra curricular activities.

This is facilitated in a number of ways:

- Students are taught about the importance of difference and diversity across school life, especially in PDP sessions. Therefore a good understanding of students needs exists and students are very encouraging in supporting their peers in all of their school life.
- The school is fully accessible to wheelchairs and other mobility devices. There is lift access to every floor in all areas of the building. Wide corridors and doorways allow access across the school. In all classrooms there are adjustable tables and other equipment that can be adapted to wheelchair use.
- There is a hearing loop within the school to support hearing impaired and we work closely with the hearing impairment team to ensure specific provision is available to the specific needs of students and that staff are appropriately trained to meet and support these needs.
- TAs are deployed not only in class to help support students in accessing the curriculum, but also provide support in social times to enable students to join in clubs and enrich their experience at school. Equally TA's or additional teaching staff will support on day and residential trips to enable these students to attend.

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Support for improving social and emotional development is extensive and tailored to the individual needs of each student.

The Tutor is the main person who supports social and emotional development. They meet with their tutees twice daily and monitor all aspects of progress. They also deliver a comprehensive Personal Development Programme in years 7 to 13. The tutor is also there to advise and manage daily areas of difficulty and to provide support.

The House staff are central to pastoral support available in the school. The House Offices are always staffed and students who need to seek advice and support can go to these House Offices at any time. Each House Office has staff that are trained in delivering emotional support and this is done through the Emotional Literacy Support (ELSA) programme. Students can be referred to the ELSA programme by any member of staff and parents / carers can request support for their children.

A variety of group support is offered throughout all school years. Students are referred by school staff and parents / carers are consulted.

Additional group support is offered through anxiety groups, self esteem groups, nurture groups, often run by the Family School Support worker, Student Support Officer, and the Educational Psychology teams are offered to KS3 students. Exam anxiety and support sessions are offered for KS4 and KS5 students and these are run by staff from the Educational Psychology team.

Where students require individual emotional and social support the family support worker or the student achievement officer will complete a series of sessions with the student. Where necessary the family will also be involved.

Where we feel further support is required referrals are made to the Deputy Headteacher (Student Progression and Inclusion). Students can be referred to CAMH's and the Educational Psychologist.

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

St Bartholomew's School has excellent and well founded working relationships with a wide range of external agencies in order to ensure the right support is in place for SEND students. Many of the organisations are listed below:

- CAMH's (Child and Adolescent Mental Health services)
- Educational Psychologists
- ASD (autistic spectrum) advisor
- C< (Cognition and Learning Team)
- School nursing service
- Sensory impairment teams
- Speech and language
- Physiotherapy
- Occupational therapy
- Adviza (careers advice)
- Other advice when we need it for specific difficulties

Any parent / carer who feels support is required from an external agency should contact Mrs Sims, Deputy Headteacher student progress and inclusion. If the school feels that a student requires additional assessment and support from an external agency then Mrs Sims will contact the parents/carers.

The support for students in Social Care and liaison with Social Care is carried out by Mrs Sims, Deputy Headteacher Student Progress and Inclusion.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Compliments are always warmly welcomed and can be sent to the school in writing, or by email to the general school address, quoted on the website, or to the Sixth Form office or to a specific teacher / House member.

Voicemails may also be left for specific staff.

Feedback is routinely requested by using a questionnaire / on-line survey issued to all parents / carers on-line or in hard copy, as appropriate to each family.

A formal complaints policy is available to all parents / carers via the school website.

To view the 'Local Offer' go to:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=kYBH1M8arL4&familychannel=5-4>