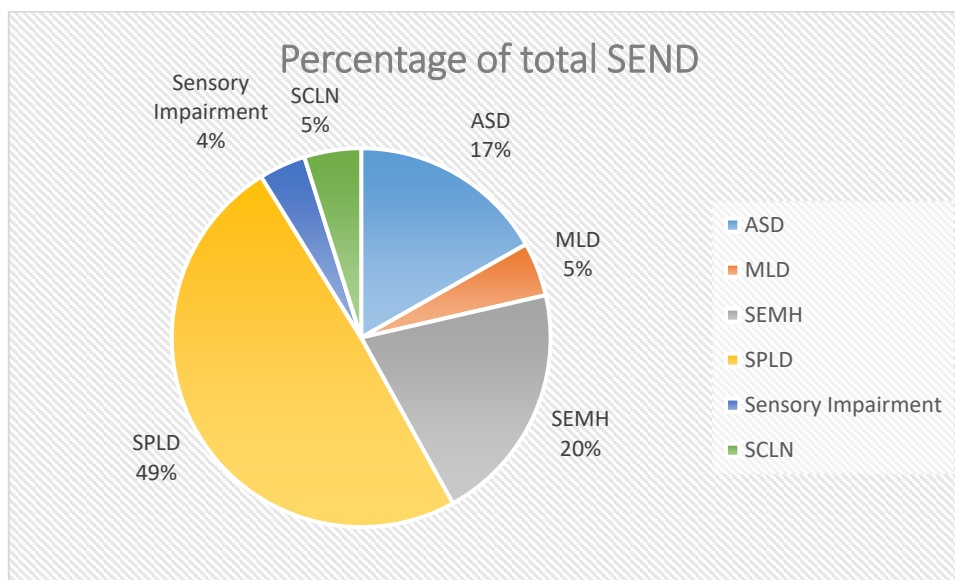


St Bartholomew's School : SEND Information Report / Local Offer 2018/19.

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

St Bartholomew's School 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 1814 students on roll. Within the school population we have a wide range of SEND needs (across all abilities) including Autistic Spectrum Disorders, (ASD), Attention Deficit Hyperactivity Disorder (ADHD), physical (PI), hearing (HI) and visual (VI), 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 245 students on the Special Educational Needs and Disabilities (SEND) register, of which 15 currently have EHC Plans.

The pie chart below shows the 2018/19 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.



Pie Chart: Percentage of each SEND type in St Bart's (2018/19) Autistic spectrum disorder (ASD) Moderate Learning Difficulty (MLD) Social, Emotional and Mental Health (SEMH) Specific Learning Difficulty (SPLD) Speech, communication language needs (SCLN)

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

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. All year 9s are screened through a referral process for access arrangements to support KS4 studies and examinations. 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. Medical needs are detailed in Care Plans and referenced on ISAPs. Where SEND is suspected and further assessment required, it is either carried out by the SENDCO or the

Deputy SENCO. Each 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 J Hale (SENCO) – Jhale@stbarts.co.uk, Mrs J Wheeler (Deputy SENCO) – jwheeler@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 and the SENCO are available through annual parents' evenings and information evenings. Contact via the Tutor or SENCO is welcome for any SEND concerns. SEND consultations are welcomed through direct meetings, telephone and email where specific concerns can be discussed with the SENCO or the Deputy SENCO. Reviews are usually conducted twice a year with parents / carers, however the time frame may vary due to the specific needs of each student. Students with EHC plans will have an annual meeting with the SENCO, Tutor/House Staff, Key TA, a member of the leadership team and other appropriate agencies, as appropriate, 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 Deputy SENCO. Any student who has a concern about their progress or difficulty with learning is welcome to meet with the SENCO or Deputy 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 at least twice 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, Deputy SENCO, 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 SENCO, Tutor/House staff, Deputy Headteacher (Student progress, Inclusion and Teaching and Learning) and Key TA, along with any other relevant agencies, as appropriate, 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. The SENCO and Deputy

SENCO will have individual meetings with parents and carers where necessary in order to support a successful transition. The SENCO also attends all EHCP reviews in year 6. The SENCO and the Personalised Learning team are present at both the year 6 and Sixth Form Open Evenings in order to offer advice and information about SEND provision and support. 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 make 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 various aspects of living.

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

St Bartholomew's is a fully inclusive school encouraging all students to maximise their achievements. Some classes are taught as mixed ability and the work is differentiated to meet the needs of the students in class. The challenges and strengths of SEND students, as well as strategies to support them are disseminated to staff through the use of Individual Student Achievement Plans (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), School Counsellor, House staff, including Emotional Literacy Support Assistants (ELSA's) and other external specialist support for students with social and emotional difficulties. Where appropriate, external support and advice is sought from a range of advisory teachers such as ASD, VI and HI.

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 and adapted 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 KS2 standard scores below 95 level 3 or below
- additional English and Maths lessons in small group or one to one in KS3 and KS4 for students whose attainment literacy and numeracy remain low.

Specific support to maintain emotional health and well-being.

- range of courses at KS4 including Entry level, Functional skills Level 1 and Level 2, BTEC courses and GCSE's
- bespoke timetables where normal educational routes are not appropriate
- 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 classrooms 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' ISAP and Care Plans 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 19 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 physical, hearing and visual impairment 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; the SENCO and Deputy 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 interventions and oversee interventions delivered by other staff; work with the leadership on decisions to involve external agencies, support for the pastoral and emotional wellbeing of students and ensure that the provision laid out in EHC plans is delivered. The Student Achievement Officer, Family School Support Worker, in school counsellor and House Staff, including a trained ELSA in each House and beyond, 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, Child and Mental Health 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 Deputy Headteacher (Student Progress, Inclusion and teaching and Learning). If parents / carers have a concern about the progress of their child then they can make an appointment with Mrs Hale, SENCO or Mrs Wheeler, Deputy 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 at least twice 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 EHC plans will have their provision and progress reviewed on an annual basis in a meeting involving the Local Authority, SENCO, Tutor/House Staff, Deputy Headteacher (when appropriate), 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 J Hale (SENDCO) – jhale@stbarts.co.uk, Mrs J Wheeler (Deputy SENDCO) – jwheeler@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 School 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.

School trips, sporting activities, residential and many more extra-curricular activities are adapted and supported to ensure all students have an opportunity to experience a rich and full learning experience.

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 Progress, Inclusion and Teaching and Learning). 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)
- ☐ Children's Social Care

- ☐ 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 the SENCO. If the school feels that a student requires additional assessment and support from an external agency then the SENCO will contact the parents/carers. The support for students in Social Care and liaison with Social Care is carried out by the Assistant Headteacher with LAC responsibility. Arrangements for handling complaints from parents of children with SEN about the provision made at the school are in place. 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' for St Bart's go to:

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

To view Local Offer W.Berks go to:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page>

Link to JCQ website:

www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration