

Our Lady and St Bede Catholic Academy

SEN Information Report

(and contribution to LA SEND Local Offer)



September 2017



OUR LADY & ST. BEDE

CATHOLIC ACADEMY

The ethos of Our Lady and St Bede Catholic Academy is built around our mission as a Catholic school. Through following Gospel values in everything we do, we aim to ensure that all members of our community are individually provided with the care, respect and compassion that all unique individuals deserve. We encourage pupils of all abilities, needs and background to be the best people they can, and, when they leave, we hope they leave with both faith and wisdom.

Our Core offer

Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to need, making good use of high quality resources to improve pupil progress. This is the first step in supporting pupils who may have SEN. All pupils are challenged to do their very best and make the most progress that they can.

All of our pupils are well known well by at least one member of staff, usually their Form Tutor, with further support from their Head of Year and Mentor. Form tutors enjoy developing strong relationships with the children they work with every day. [Good behaviour and organisation is rewarded](#). Sanctions exist to support consistently high standards of behaviour. A very small number of pupils with specific SEND may be monitored in our support room with various amounts of integration into their main form group on a weekly basis. This provides the pastoral care that all pupils need but with more focus on support those pupils with particular needs and requirements. This support is provided by the SENCO, HLTAs and LSAs.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. Please see ['Supporting Children with Medical Needs Guidance'](#)

Our Lady & St Bede has a wealth of expertise within its staff, over and above the qualifications needed for their specific roles. Specialist services are always used when the need arises and the academy feels that staff need more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

Expertise in School

- Regular support and guidance from the experienced Multi Academy Trust SENCo, with a background which includes teaching in primary, secondary and adult education and a qualification in the teaching of Learners who have Specific Learning Difficulties. She holds the CPT3A qualification, to create capacity to provide a Specialist Assessor role for the MAT.
- SENCo with Level 5 qualification in supporting learners with Specific Learning Difficulties.
- Three experienced and qualified Higher Level Teaching Assistants, with particular expertise in working with learners who have needs on the autistic spectrum
- Eight experienced Learning Support Assistants
- Qualified First Aid staff

At Our Lady & St Bede we involve other bodies including health and social care, local authority support services and charitable and voluntary sector organisations in meeting the children's SEN and supporting their families.

Expertise/Specialist Services secured by School

- Educational Psychologists
- Therapeutic Service/Child Psychotherapist
- Physiotherapists
- Occupational therapists, including those with special interest in Sensory Processing Disorder
- Speech and Language therapists
- CAMHs – Child and Adolescent Mental Health Service
- Youth Direction – Careers and post 16 participation support
- School Nurse and Health Visitors
- Child And Family Services
- Daisy Chain - ASD support via Daisy Chain, a Stockton based facility which supports the well-being of children and young people who have needs on the autistic spectrum and which also provides support for their families.

Assess



- The steps taken are a graduated approach as set out in the 0-25 Special Educational Need and Disability Code of Practice 2014. A copy of this can be found on the school website under SEND
 - Where a student has received support in Year 6, discussion with parents/carers, the student and the class teacher/SENCo will help to inform provision.
 - Students are identified in a number of ways including: communication with parents, Year 6-7 transition work and analysis of current and prior attainment data.
- Subject teachers make regular assessments of progress, thus identifying pupils who are making less than expected progress. This lack of progress will be examined and determined if it is due to a SEND issue. If this is the case the SENCo will carry out the required tests and, where required will work with outside agencies. At every step the views of parents and, if suitable the pupil, will be taken into account. The SENCo will ensure that families and the pupil receive regular updates about the process, as well as any additional support that is required.
- Head of Year may identify pupils who need to make additional progress with wider development or with social needs in order to succeed in adult life.
 - Where progress continues to be less than expected due to SEND, the subject teacher, along with the SENCO, will put interventions in place designed to secure better progress.
 - Assessment will be reviewed regularly to ensure that support is matched to need and that the effect of any intervention is developed.

Assess



- Our SEN budget is being made increasingly transparent in the light of recent reforms, so that the academy is able to clearly show the level of spend on any child identified as having SEND. We take advice from LA SEND staff and from Pathfinder research when making decisions about the type and level of support your child may receive. We will refer to LA guidance and criteria in order to set support at the appropriate level and will involve you fully when decisions are being made.
- Some children might need special arrangements to enable them to access assessment. The SENCo manages this work, in line with recommendations from The Joint Council for Qualifications
- In some cases pupils may develop so that they no longer require the specific SEN support. If this happens then the SENCo will carry out an assessment and, in discussions with staff and parents, look to remove the pupil from the SEN Register.
- We follow the Department for Education model, “Assess, Plan, Do, Review” and your input will be invited at each stage.

For further support, you can contact the LA’s Parent Partnership Officer on 01642527158 or [Parent Partnership](#) or email parent.partnership@Stockton.gov.uk

For additional information, please see details of

[Stockton’s full Local Offer of SEND support.](#)

Plan



Our procedures are in line with the [SEN Code of Practice \(2014\)](#).

- Where it is decided to provide a pupil with SEN support, all parties – teachers, SENCO, parents and pupil - must be in agreement and a date set for a review of the intervention. If the pupil is at a stage where they require extra funding to support their learning in school, the allocation of this money will be planned in conjunction with parents.
- All teachers and support staff will be made aware of the child's needs, the support provided and any strategies needed. This information will be recorded on the school's SEN information system. All teachers are teachers of students with SEND. We provide our staff with suitable strategies and approaches to help them to meet a wide range of learning needs. Our team of Learning Support Assistants and Higher Level teaching Assistants are deployed where they can best serve pupils' needs in close collaboration with teachers. Training needs are regularly reviewed so that additional training is planned for staff, as required.

Plan



- The SEN department is staffed by an enthusiastic and dedicated team. They offer a broad range of expertise and work hard to ensure that the needs of each individual are met. A holistic approach is adopted where the development of the whole person is valued.
- Where a child fails to make adequate progress, despite additional help, we seek advice from relevant outside professionals. These include but are not exclusive of: Educational Psychologist, Occupational Health, Child and Adolescent Mental Health Service, Behaviour Support Service and LA outreach services provided via the Local Authority's SEN Team.
- Information about a child's SEND is securely shared with staff via the SIMS system, with which all staff are familiar. We try to discuss specific concerns with students and parents in order to provide support tailored to individual needs and requirements.
- We modify teaching and learning approaches and the environment to facilitate access for all students. We happily comply with expectations set within equality and disability law. For more information please refer to the [Equality Act 2010](#).
- At all reviews for Year 9 pupils, there is a focus on levels of independence, aspirational post 16 placements, independent living and participation in the local and wider community. These are also the focus for Year 11 pupils when considering post sixteen choices and we work closely with Youth Direction and local colleges to ensure full participation Post 16.

Do



- The subject teacher remains responsible for the child in their lesson. In some cases, a pupil may need to spend time away from a particular class or subject. Where this happens, a pupil will work with a member of the support staff who will liaise with the teacher and or department.
- The subject teacher will work closely with the support staff to plan and assess the impact of the interventions to try to ensure progression in the subject.
- The SENCO will support the subject teacher in further assessment of the child's needs and in advising on the effective implementation of support.
- You will get a termly report on the progress of your child and you will also be informed of any issue that the SENCO, class teacher or Head of Year feels you need to be aware of, inviting your involvement in the response. You will also have the opportunity to attend a Parents Evening once per academic year. Should the need arise, you can also arrange an appointment to speak to the relevant member of staff

REVIEW



- The impact of the support on the child’s progress will be reviewed on an agreed date. The impact of this support along with the views of the pupil and his/her parents will be used to decide on any changes to the support in light of the pupil’s progress.
- Where a pupil continues to make little or no progress, the school will consider, with parental consent, the involvement of external specialists. The SENCO, subject teacher and specialists will consider what is required to support the child’s progress – appropriate equipment, strategies etc. Following this, we set a date to review the support. Support may be adapted or replaced, depending on how effective it has been in achieving expected outcomes.
- The pupil will always be at the heart of the review process at Our Lady and St Bede School. Every effort will be made to ensure that pupil welfare, wellbeing and academic progress is of the highest quality. The school will inform and involve the family at every stage and work with them to provide the support that the pupil requires to progress as expected.

REVIEW



For every child who is in the care of the Local Authority, (a 'Looked After Child', or LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC Plan, you will be invited to an annual review of this working document.

Homework is given regularly and your child will have the opportunity to access computer programmes to support their learning at home and through the school website and VLE . You are encouraged to support your child's learning at home and given ways of helping on request.

Home school diaries are used to support communication between home and school and you are encouraged to use these, where appropriate.

Communication and Interaction

Social, Emotional and Mental
Health Difficulties

Cognition and Learning

Sensory and/or Physical Needs



For many children, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other children they may be related to social interaction, to communicating with children and adults or to emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At Our Lady and St Bede, we offer many different forms of additional provision, including:

- additional in and out of class support, especially for pupils who have needs on the autistic spectrum
- one-to-one support, with careful and regular review to ensure that increasing independence is being achieved
- flexible groupings (including small group work)
- access to specific resources and learning programmes
- mentoring
- access to a wide range of outside agencies.

Communication and Interaction



- Individual Learner Profiles, created with child and family, to help deliver consistent, more effective support, matched to individual need
- Access to teaching and support staff with enhanced, ongoing training in awareness of autistic spectrum disorder and in the sensitive support of pupils who have needs in this area
- Good levels of communication with parents/carers to support provision of a stable, predictable learning environment
- Good working relationships with external agencies working with each child, eg occupational therapy, speech and language therapy, educational psychology, with emphasis on staff training to further develop effectiveness of joint working
- Flexible timetables, responsive to individual needs and mindful of independence goals

Communication and Interaction



- Access to small group or individual interventions to develop skills in communication, interaction, emotional awareness and self-care
- A permanently manned Support Room, run in close partnership with the LA SEN Team
- Social story development, to help improve social understanding where appropriate
- Access to social skills packages such as ‘Socially Speaking’ and a range of other highly specialist resources, many of which can be loaned to parents on request
- Enhanced transition packages

Communication and Interaction



As an Enhanced Mainstream School for Communication and Interaction, a small number of students with higher levels of individual need, may also be in receipt of enhanced levels of support, which could include any of the following:

- Highly personalised transitional support
- Highly personalised and longer term provision of training and rehearsal of strategies to maximise effectiveness of:
 - enhanced access to IT
 - use of specialist software to support access to assessment
- Frequent access to adaptations of the curriculum, supportive resources or modifications to assessment materials, in partnership with teaching staff
- Highly personalised curriculum development, to include social skills, preparation for independent living and for the workplace. This provided by LSAs working at Levels 3 and 4, under the guidance and supervision of teaching staff and SENCo.
- High or very high levels of one to one or small group support from LSAs working at Levels 3 and 4.
- High or very high levels of support during unstructured times (may include before school, break and lunchtimes and after school) from LSAs working at Levels 3 and 4.
- Very frequent meetings / phone and/or written communication with SENCo / SEN Teachers to help remove barriers to learning and maintain progress, in partnership with parents and/or external agencies, eg Occupational Therapist, Physiotherapist, Educational Psychologist, Speech and Language Therapist, CAMHs worker etc

Cognition and Learning



- Access to the curriculum through the use of experienced support staff, ICT and small teaching groups to ensure extra time for processing information and to break down learning into small steps
- Modified curriculum to meet learning needs with frequent repetition and reinforcement of work
- Access to readers, scribes and ICT to help with recording and learning
- Access to learning aids including coloured overlays, coloured writing paper, reading rulers, writing frames
- Access to phonic development programmes such as Read, Write Inc, Toe by Toe, Lexia
- Assessment for access arrangements for all exams, both internal and external
- Incorporation into Learner Profiles for staff of strategies recommended by external support agencies, such as Educational Psychologists, Specialist Assessors in Literacy and Numeracy skills, Occupational Therapists etc

Social, Emotional and Mental Health Difficulties



- Access to time out/ individual work areas
- Positive behaviour management
- Individualised rewards for pupils
- Access to supervised, safe havens, both in class and during unstructured times
- Enhanced transition packages
- Access to pastoral mentors
- Increased access to Youth Direction Advisers
- Support and advice from outside agencies including CAMHS, Educational Psychology Service and trained counsellors.

Sensory and/or Physical Needs



- Access to the curriculum through the use of experienced support staff, ICT and small teaching groups to ensure extra time for processing information and to break down learning into small steps
- Modified curriculum to meet learning needs with frequent repetition and reinforcement of work
- Access to readers, scribes and ICT to help with recording and learning
- Access to learning aids including coloured overlays, coloured writing paper, reading rulers, specialist seating, adapted desks, writing frames etc
- Access to phonic development programmes such as Read, Write Inc, Toe by Toe
- Input as and when required from LA specialist advisors in the areas of low incidence needs, such as visual or hearing impairment
- Assessment for access arrangements for all exams, both internal and external, including the consideration of the need for supervised rest breaks, the provision of specialist seating or lighting or the ordering of modified papers (eg printed in enlarged font or printed onto coloured paper)

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building, all children with special educational needs who apply will be accepted by the school. [Admission Policy](#)



- The ground floor is fully wheelchair accessible.
- Disabled toilet facilities are located near the SEND Support Room.
- Communication with parents whose first language is not English is supported by advice from the Local Authority's English as an Additional Language (EAL) team.

Activities Outside of School

- Our Lady & St Bede is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.
- Staff who are arranging an offsite trip will discuss with parents and the SENCo any requirements needed and the suitability of any trip which the school is taking part in.
- We will not stop your child from going on a trip due to their special educational need and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. [Equality Act](#)
- The Head of School oversees all trips to ensure children are safe and included where possible.

Medical



- On site medical support is provided by our qualified First Aiders
- Several staff are trained in the administration of Epi-pens.
- We have a comprehensive policy covering the administration of medicines in school.
- Children who have more severe medical conditions will have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These Individual Health Care Plans will be shared with all members of staff, so that staff are able to respond appropriately in the event of an emergency

Moving Up, Moving on ...



Transition to Post 16 Education

- We work closely with all of the major Post 16 education establishments in the area..
- The transition process will begin early (usually in Year 9), particularly for some of our more vulnerable children.
- Meetings are held for the transfer of essential information relating to Statements/EHCPs, Child and Family Services and pastoral matters.
- The pastoral team will also support children who require additional support during their transition period.
- We can also support you in organising meetings with college staff if you wish to speak to them personally.
- We work closely with Youth Directions who provide expert support for pupils who require focussed transitional support into Post 16 education.



Transition to a new school

If your child moves to a new school within or at the end of an academic year, we will contact the school SENCo to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary or possible, a meeting will be arranged with other professionals. The school will also transfer all records held for your child to the new school as soon as possible.

Transition to a new year group/Key Stage

Information is passed to the new class teacher through Department meetings. Individual targets/requirements for all SEND children will be discussed with the new teacher.

Children who require additional support to ensure a smooth transition to their new classes, will also receive the required support from the Pastoral and or SEN team.

Staff Training

- All teachers have Qualified Teacher Status
- All staff are either teachers of or are supporting students with special educational needs and/or disabilities
- Our Lady and St Bede School values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning.
- Teaching staff receive full details regarding the different requirements and needs that pupils with special educational needs and/or disabilities may have and these are updated when required. The SENCo is also available to discuss any issues or techniques with departments and or individual staff.

Evaluation of Impact

The impact of the provision provided has been to improve access to the curriculum for all pupils who have Special Educational Needs and/or Disabilities.

Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school, has ensured all children with SEND have been able to access areas of the curriculum that would not otherwise have been accessible to them.

In our 2016 examination results our SEND pupils' continued to achieve above the national average GCSE examination results for SEND pupils. The number of SEND pupils achieving A*-C in both Mathematics and English also significantly increased.

Most of our students with a statement or Educational Health Care Plan progress onto post 16 education or training.

Further information to support this document can be found at the following links:

* SEN Code of Practice (graduated response)

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

* Local Authority's Local Offer

<http://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>

[Our Lady & St Bede Complaints procedure](#)

Our Lady & St Bede Inclusion Policy

Keeping in touch

Mr C Hammill – Head of School

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