

## **INTRODUCTION**

Welcome to our SEND Information Report which forms part of the Central Bedfordshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, 2014. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

When we talk about "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age.

This report was reviewed Autumn 2020

Next review due Autumn 2021

## **WHAT KINDS OF SEND DO WE PROVIDE FOR?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **WHAT IS OUR POLICY FOR IDENTIFYING CHILDREN AND YOUNG PEOPLE WITH SEND AND ASSESSING THEIR NEEDS?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil is recorded as having SEN.

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 pupil 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 WITH PARENTS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?**

Parents get regular reports from the school regarding students' attitudes to learning and predicted grades, and subject specific targets.

There are opportunities through the year at parents' evenings to meet with the form tutor, class teachers and the SENCO.

Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will have regular opportunities for communication with the Learning Support team, at least three times per year to discuss progress and support. This takes place during parent evenings, phone calls, emails and any individual in school meetings that may be arranged.

Individual SEND profiles can be emailed home at the request of a parent or accessed securely through Provision Map online.

Most students on the SEN register will have a key worker, who is a member of the Learning Support team, to facilitate regular communication with parents and to support the student and their academic and social progress within school.

Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. The form tutor is always the first point of contact for parents regarding their child.

### **HOW DO WE CONSULT WITH YOUNG PEOPLE WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?**

We will always meet with a young person before beginning any specific support and explain what we are doing, and why.

We ask students at transition when they are in year 8 how we can best support them, and this information is put into the SEND profiles and shared with teaching staff.

We ask students for their views on their needs and record this on their SEND profiles and/or SEND Support Plans.

Students with SEND have access to extra support and guidance when it comes to choosing their GCSE and Post 16 options.

## **HOW DO WE ASSESS AND REVIEW CHILDREN AND YOUNG PEOPLE'S 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 SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil'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 pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Some students have an EHCP, which clearly set out the needs of the young person and these needs will continually be monitored.

We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let students know this is happening and let parents know the outcome of any testing.

## **HOW DO WE SUPPORT CHILDREN AND YOUNG PEOPLE IN MOVING BETWEEN MIDDLE AND UPPER SCHOOL AND IN PREPARING THEM FOR ADULTHOOD?**

There is a well-planned programme of transition activities for those moving from year 8 into year 9. This involves at least three additional visits beyond the usual transition day for all year 8s. SENCOs

will also discuss students, and teaching assistants will visit key year 8 students in their middle school settings to observe and get to know them better.

For those looking to move on from us at 16 or beyond, we work very closely with our careers advice and guidance team at school to support as needed, and offer support specifically for those with SEND.

For those with an EHCP the Local Authority SEND Personal Advisor works closely with our students from year 9 to help them make the transition from school.

### **WHAT IS OUR APPROACH TO TEACHING CHILDREN AND YOUNG PEOPLE WITH SEND?**

We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations and expectations for all of our students.

This means that there is complete equality of opportunity in the curriculum that is offered to students.

We believe that Quality First Teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.

It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the child themselves, and also those in the learning environment.

### **HOW HAVE WE ADAPTED THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN AND YOUNG PEOPLE WITH SEND?**

The curriculum is very broad at our school and as such there is something available for all students to follow. There is a great deal of choice in our curriculum, this way those with SEND can have a very bespoke, personalised timetable that meets their needs.

We offer a range of GCSE courses, Entry Level Qualifications, BTECs and other vocational pathways.

The site is fully accessible and meets all the requirements of the Equalities Act 2010.

Our curriculum information can be found on our website.

### **WHAT IS THE EXPERTISE OF STAFF TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEND AND HOW DO WE CONTINUE TO TRAIN THEM?**

Redborne Upper School employs a team of Teaching Assistants (TAs) and two Learning Support Teachers (one with a background within Special School education), all working under the direction of the SENCo, who also teaches within the Learning Support department. These staff, together with the SENCo, form the Learning Support team.

Our TAs work in subject classrooms and the Learning Support Department, working with teachers to provide personalised learning programmes for students with special or additional needs. We always try to ensure as high a match as possible between the needs of a student or group of students, the subject in question, and the skills, experience and knowledge of the TA. This is to achieve as far as possible a student-centred approach across the curriculum. Our TAs therefore develop an improved knowledge of how our students learn best and are better placed to work collaboratively with teachers to deliver lessons designed to minimise an individual's barriers to learning.

We also seek advice and guidance as appropriate from specialist teams at Central Bedfordshire Council, all of which are described on the Central Bedfordshire Local Offer website.

Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training on specific issues.

We also use the Specialist Teacher for ASD from the Local Authority to run whole school training on ASD.

We have a team of TAs who have attended Autism Awareness training through Ivel Valley School, Speech and Language training through the local NHS service, Down's Syndrome Training from the local outreach team and have attended in-house training for classroom support staff.

We use the local authority outreach service and external providers as needed.

## **MEASURING THE SUCCESS OF OUR SUPPORT FOR STUDENTS WITH SEND**

Monitoring the progress of learners is an integral part of teaching and learning at Redborne Upper School. We always welcome feedback on the effectiveness of the support we give our students.

Parents/carers, students and staff are involved in reviewing the impact and outcomes of SEND provision on a regular basis. Before any additional provision is put in place to support a child with SEN, the SENCo, teaching staff (as appropriate), parents/carers and the student will agree what they would expect to be different following the intervention.

Learners, their parents/carers and their teaching and support staff will be directly involved in reviewing progress:

- This review can be built into the provision itself
- It could be in the form of face-to-face meetings (such as at parent-teacher consultation events or 1:1 meetings with the SENCo)
- It could be by means of telephone calls, email or two-way written communications/reports at least three times per year, when progress and any next steps can be discussed and agreed.

We recommend that parents look at useful websites to help them understand all the issues around their child's special educational needs and work with us to support their child. Two very good examples of such sites are Special Needs Jungle, available on:

<http://www.specialneedsjungle.com/>

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

If a learner has an EHCP, the same regular review conversations take place but the Plan will also be formally reviewed at least annually.

We always welcome the views of the students of Redborne Upper School, in whatever format they choose, and however they choose. This can be through the Student Council as part of student voice, through keyworker meetings, registration or lesson time.

As part of the normal school development and self-review cycle we will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision.

#### **HOW DO WE ENSURE THAT YOUNG PEOPLE WITH SEND ARE ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH YOUNG PEOPLE IN THE SCHOOL WHO DO NOT HAVE SEND?**

There are no barriers for any students with SEND for our activities in school.

We actively encourage students with SEND to take part fully in the life of the school.

We are a fully inclusive, comprehensive school.

#### **WHAT SUPPORT HAVE WE GOT IN PLACE FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR STUDENTS?**

Where necessary, school can access outside specialist expertise such as Educational Psychologist, Speech and Language Consultant, Health and Social Care bodies or charities which support children with emotional health issues. We also have links and make necessary referrals to gain additional support for our young people from services such as:

- CHUMs
- CAMHs (we also have a link CAMHs professional who comes into school once a fortnight)
- Open Door

These are all in addition to school provision to support and improve the emotional and social development of children and young people, which includes:

- 1:1 mentoring and counselling sessions (weekly or fortnightly or more frequently as appropriate) to listen to the views of our learners as well as offer guidance and support with issues such as bullying and family issues;
- On-going development of our student council and student leaders executive to promote and enable student voice and self-advocacy;
- Open access to our pastoral teams.
- Discussion and action-planning, around issues which affect our learners' social and emotional health and well-being, at pastoral committee and pastoral team meetings.

## **HOW DO WE INVOLVE 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 HOW DO WE SUPPORT FAMILIES?**

We draw on a range of local providers such as:

- NHS, Union Street Clinic, local GPs, School Nurse.
- CAMHs
- Children's Social Care
- Early Help Intervention from CBC
- Education Psychology Service
- Outreach service from Ivel Valley School
- ASD specialist teacher from Ivel Valley School
- Youth Inspired
- Local Colleges (Bedford, Shuttleworth, Central Beds)
- Academy of Central Bedfordshire
- CHUMS
- Alternative Providers such as Seeds of Change or Angling for Success.

There are many others that we can access from time to time to help us secure the best possible support for our young people.

They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.

## **WHAT ARRANGEMENTS ARE IN PLACE FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT THE SCHOOL?**

The school has a Parental Complaints policy which can be found on the Redborne Upper School website.

Looked After Children who also have SEND will be supported through this process with the support of the Designated Teacher for Looked After Children and the Virtual School.

## **LOCAL AUTHORITY LOCAL OFFERS:**

The Local Authorities that we work with publish their local offers on the following websites:

Central Bedfordshire:

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer)

Bedford Borough: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>