



## Bedale High School's SEND information report

September 2024

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. 1

Bedale High School will ensure that the information around SEND is easily accessible by parents and is set out in clear, straightforward language. This will include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, Bedale High School will include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at: <https://www.northyorks.gov.uk/send-local-offer>

[Link to SEND Policy Special Educational Needs \(SEND\) > Bedale High School](#)

1Department of Education, Department of Health: Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **1. What kinds of SEND are provided for in your school?**

Bedale High School welcomes and provides for children with a wide range of special educational needs:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction (including ASD, SLCN)
- Sensory and Physical

If a parent of a pupil with an Education, Health and Care Plan requests a place at the school, the child's needs and provision are considered and where possible, is welcomed and strategies are sought to meet needs within a mainstream setting.

## **2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? To whom should I speak about my child's SEND?**

Identifying Special Educational Needs.

Bedale High School identifies SEND by:

- Liaising with primary schools and the school the young person is transitioning from
- Baseline assessments
- Working with and seeking advice from external agencies such as educational psychologists and specialist teachers etc
- Information received – LA, primary schools, data, parents, pastoral team, external agencies, previous school file and teacher cause for concerns
- Parent feedback/transition forms

Where Bedale High School feels that something additional or different is needed to support your child because they have SEND, they will discuss this carefully with you. This information will be recorded in a document for you and your child, known as an Individual Provision Map (IPM).

This includes:

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- details of any strengths/interests of your child
- details of any targets your child is working towards
- any extra information that will be useful for staff
- details of and diagnosis

Most pupils will benefit and thrive from SEND support (K code), but some pupils who need higher levels of support, or who have complex needs, may need to be assessed for an Education, Health and Care Plan (EHCP). School will work with parents through this process where necessary.

If you have any queries you should first contact the relevant form tutor or the SENCo – Val Clayden

All can be contacted on the following email address [admin@bedalehighschool.org.uk](mailto:admin@bedalehighschool.org.uk) or email addresses are on the school website.

## **3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

Bedale High School communicates regularly with parents, usually in correlation with assessment points, to discuss how well their child is doing. The school listens to what parents have to say and respond to it. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. For pupils with SEND, it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in

making the best provision for them. This also takes account of you and your child's hopes, personal goals and interests. Regular interim reviews are also held to discuss ongoing action plans.

On-going communication with school may include:

- contact to keep you informed of things that are going well or particular successes as part of interim reviews
- communication to update you on your child's progress - whether the support is working or whether further intervention is required
- clear information about the impact of any interventions and results from baseline assessments
- guidance for you to support your child's learning at home and/or feedback from external agencies
- feedback from staff or external agencies

#### **4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?**

Bedale High School will obtain the views of all children (pupil voice) to shape all provision in school. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Bedale High School's Senior leaders, faculty leaders, Head of Year 7, Governors and SENDCo undertake pupil voice and consult with children on a regular basis. We also ensure that if there is a need for pupil voice through student council or pupil panels that these processes are inclusive of all pupils.

#### **5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? What opportunities are available to enable you to work with parents and young people as part of this assessment and review?**

All pupils with SEND should make at least expected progress from their starting point, in line with their peers. Bedale High School will explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations through Parents' Evenings and progress reports. This will usually include progress made with personal targets, and overall progress on the curriculum.

Bedale High School also uses Individual Provision Maps. An Individual Provision Map is a document that summarises the support that has been

given to a pupil over a period of time – both at quality first teaching level and also possible extra interventions. It outlines recommendations for staff to be able to support the pupil in lesson. Interim reviews are also held to track progress – both academic and social. If a child has an EHCP then parent and pupil views are a statutory part of the Annual Review process.

#### **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?**

Bedale High School's SENDCo will arrange an appropriate transition review in plenty of time before any move and other settings arrange these with us too (where appropriate). Staff from the receiving setting will be invited to attend. Transition meetings and visits will be arranged for the pupil or student, sometimes accompanied by a member of staff that is known to them. Any external agencies or professionals working with the young person and the family would also be

consulted. The pupil will receive as much transition work as they feel necessary.

The SENDCo also refers to guidance around preparation for adulthood from NYCC and other specialist staff. Careers advice is also an important part of transition to further and higher education.

## **7. What is Bedale High School's approach to teaching children and young people with SEND?**

High quality support for teaching and learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the Bedale High School feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons and enable them to have the skills to be successful independent young people.

Bedale High School uses a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We are will be able to explain to you:

- what interventions your child is receiving and what are the intended learning/holistic outcomes
- when any interventions will be delivered and for how many weeks
- who will be delivering the interventions (a well-trained Teaching Assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom or other targets
- how they will be monitored closely to make sure they are helping your child to make accelerated progress

## **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

Bedale High School support staff and classroom teachers will be informed by information distributed by the SENDCo and the pupils' IPM to help address

your child's needs within lessons and unstructured times. The Individual Provision MAP (IPM) and supporting documentation will outline many of these strategies. Specialist teachers and other professionals' advice is also considered too. Some children with a high level of need may also require an Education, Health and Care Plan or a health care plan, which may include a risk assessment. Adaptations made to the curriculum and the learning environment of children with SEND are put into place based on the available resources and advice that school has access to.

## **9. What sort of expertise for supporting children and young people with SEND do you currently have in Bedale School? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?**

All staff receive regular training to enable them to meet a range of SEND. Teachers and Teaching Assistants have generic training and specific training to meet individual needs as

necessary. The SENDCo keeps updated through the SENDCo network and other CPD opportunities and disseminates where appropriate. Bedale High School will make good use of their SEND funding to meet a range of need and to update staff. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support will be sought promptly in liaison with the Local Authority, Inclusive Education Service/Hubs and any other suitable agencies/professionals. Bedale High School is also part of the Yorkshire Teaching School Alliance and so benefits from sharing good practice in this forum. Where necessary, external and costed training will be sought to meet the needs of pupils and particular needs.

#### **10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?**

The progress and attainment of all children is carefully monitored and reported to parents. Bedale High School will explain how we track pupil progress. If a child is provided with additional and different provision/interventions Bedale High School will carefully monitor the impact using a variety of methods. During planning meetings with parents and where possible the child the SENDCo/designated member of staff will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. We use Individual Provision Maps to capture this information, which is written (or updated) after your meeting.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team and Heads of Faculty. The school will be able to describe how this is undertaken in the Teaching and Learning policy, through Faculty Reviews and Performance Management

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

The school's policies state that all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. The appropriate support, risk assessments and adjustments would be made where necessary and each individual case will be assessed from an inclusive and safeguarding point of view.

#### **12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

An inclusive PSHE provision is weaved through our curriculum, our core values and through quality first provision through a child's form tutor. Further pastoral support is available from the SEND team, Pastoral Team and external agencies. For example, where a need for direct intervention is identified, Bedale High School will provide targeted support using a range of interventions. For example, there is small group social skills intervention, peer to peer support, restorative practice, signposting to external agency support (i.e Wellbeing in Mind Team, Compass Phoenix, Buzz Us, [www.thegoto.org](http://www.thegoto.org)). Where necessary, THRIVE work could be applied and a referral to the Communication and Interaction Hub or the SEMH Hub could be made. We also have a mental health policy within school which details our commitment to our Mental Health Provision. We always ensure that any work with the Student Council carried out (i.e a piece of work around bullying) is made up of an inclusive panel of students.

### **13. How does Bedale High School 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 supporting their families?

The Local Authority offers a range of specialist support and outreach services through the Inclusive Education Service/Hubs and the Ladder of Intervention that include Educational Psychologists, Early Help and other traded services to help schools to deliver appropriate support and interventions. Other specialists such as Speech and Language Therapists, CAMHS, Occupational Therapists etc can also support schools in this. If the school feels that the involvement of another agency (a multi-agency approach) will help them to meet your child's needs you will be informed and asked to give your consent for any referral made. The SENDCo is also the DSL (designated safeguarding lead) and so attendance at Child in Need meetings or Team Around the Family Meetings are always attended where possible.

### **14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at Bedale High School?**

Complaints about SEND provision should follow the general complaints procedure. It is always best to approach the form tutor, teacher or Assistant Headteacher for Inclusion first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint. Please see our Complaint's Policy.

### **15. How is equipment and other facilities to support children and young people with SEN secured?**

If specialist equipment and/or facilities are required to support a young person with SEND and they are above and beyond the school's current provision then the school will strive to secure additional support/funding to meet the child's needs. Specialist advice and direction would be sought and any decisions made would be evidence based. Where necessary, an EHCP may be required for extensive specialist equipment and/or facilities. We would work closely with the parents, pupil and specialist staff to ensure we would be the correct provision for a young person. Expectations with all stakeholders regarding facilities and equipment need to be clear and managed appropriately.

### **16. What support services are available for parents of pupils with SEN?**

If a pupil has an EHCP then an Assessment Review Officer (ARO) is allocated to each plan by the issuing Local Authority. Also, the Local Authority's support streams are available to view through the NYCC Local Offer, i.e: SENDIASS. Parents can also self refer to Early Help if necessary.

### **17. How do admission arrangements differ for disabled pupils? What steps are taken to prevent disabled pupils from being treated less favorably than other pupils?**

The admissions process for disabled pupils (without an EHCP) is the same process for all students seeking a place at Bedale High school. The process would be enhanced to ensure that the pupil, family and any other professionals felt at ease about the process and to ensure any additional support was put into place.

Inclusion is a key part of our school ethos and is integrated into all parts of school life – i.e

curriculum, environment, PSHE, assemblies, interventions and policy. Any concerns around discrimination would be taken seriously and our behavior and safeguarding policies and protocols would be followed as normal.

**18. What facilities are provided to help disabled pupils accessing your school?**

Please follow the link on our website for our Accessibility Plan.







