



Bedale High School's SEN information report

*'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 SEN. 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 is easily accessible by parents and is set out in clear, straightforward language. This will include information on the school's SEN 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 SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

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/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf (January 2015) sec. 6.79 P.91

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Date – October 2018

Link to SEN Policy <http://www.bedalehighschool.org.uk/information/policies/>

1. What kinds of SEN 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 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 SEN? How do you assess their needs? To whom should I speak about my child's SEN?

Identifying Special Educational Needs

Bedale High School identifies SEN by:

- Liaising with primary schools
- Information – LEA, primary schools, data, parents, pastoral team
- 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

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs may need to be referred for an Education, Health and Care Plan (EHCP).

If you have any queries you should first contact the relevant form tutor:

All can be contacted on the following email address admin@bedalehighschool.org.uk

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

Bedale High School communicates regularly with parents, usually once a term, to discuss how well their child is doing. The school listens to what parents have to say and respond to it. 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.

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.

On-going communication with school may include:

- regular contact to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home

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

Bedale High School will obtain the views of all children (pupil voice) to shape provision in school. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Bedale High School's form tutors and SENCo undertake this and consult with children on a regular basis.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain 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. This will usually include progress made with personal targets, and overall progress on the National Curriculum.

Bedale High School 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, and the difference that this support has made. It also outlines recommendations for staff to be able to support the pupil in lesson. Details are also included on the pupil's additional needs.

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 Key Workers will arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school will be invited to attend. Transition meetings and visits will be arranged for the pupil or student, often accompanied by a member of staff that is known to them. The pupil will receive as much transition work as they feel necessary.

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

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

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 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
- 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 SEN?

Bedale High School will endeavour to describe the approaches which classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. We may also refer to your child's Individual Provision MAP (IPM), which outline many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEN 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 SEN is current? How do you access and secure further specialist expertise?

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

Bedale High School will make good use of their SEN funding to meet a range of need. 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.

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

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 SENCo/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 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. The school will be able to describe how this is undertaken.

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

The school's policies state that all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips.

12. How do you support children and young people with SEN 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 SEN and measures to prevent bullying.

An inclusive PSHE and SMSC provision is weaved through our curriculum 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.

Where a need for direct intervention is identified Bedale High School will provide targeted support using a range of interventions.

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 SEN and supporting their families?

The Local Authority offers a range of specialist support and outreach services, including Educational Psychologists and local Enhanced Mainstream Schools (EMSs), to help schools to deliver appropriate support and interventions. Other specialists such as Speech and Language Therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

14. What are the arrangements for handling complaints from parents of children with SEN 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 Direct of Access & 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 by writing to the chair of governors at the school.

