
SEN Information Report



Last updated: 01 March 2022

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Our school's approach to supporting pupils with SEND

At St Bede's our students with SEND are a priority for every member of our school community. Our schools values of love, faith and hope are embodied in our care, ambition and support for each SEND child. Our Learning Support team [SENCo and Teaching Assistants [TA's]] work with teachers to help empower young people to reach their full potential alongside good to outstanding quality teaching at its heart. We aim to support and inspire pupils to be the very best learners they can be, by working together with them and their teachers and effectively share individual learning plans.

➤ Catering for different kinds of SEND

Cognition and learning

Students with SEND have a detailed learning plan which is shared with all members of staff via Provision Map & Class Charts. Their progress and development is monitored through regular case conferences and data tracking. Our teachers receive regular input and training relating to how they can support children with various learning needs. These needs may include dyslexia, autism or Asperger's. As a school, we prioritise the support for students with such needs. We do this through regular assessment of reading and cognitive ability through methods such as NGRT, IDL, NESSY and Lucid Exact. Such programmes allow us to measure reading, word recognition/understanding and handwriting speed. With this information, we utilise internal intervention through specialist Maths and English teachers along with teaching assistants in lesson.

Communication and interaction

We have a wide range of support for children with speech and language challenges. This includes a phonics programme with our English intervention teacher that is supported by an experienced teaching assistant. In addition, we outsource expert speech and learning therapy for students who we believe would benefit from this support. Specialist teaching assistants, high level teaching assistants and our pastoral manager support students with their interactions. This is particularly important for children with SEND. Issues with communication and interaction issues are flagged up through regular communication amongst support staff and via our regular case conferences. We follow a plan, do, and review process that is calendared but also bespoke to individual children. Our actions include referrals for 1-1 SALT or ASD support. In addition, we have an inclusive extra-curricular programme that includes SEND focussed activities such as 'Living for Sport'.

Social, emotional and mental health

Our pastoral team is very experienced when it comes to students with SEND. We follow the [Early Help & Assessment Model](#) (EHA) to identify unmet needs of SEND students. Each year has a year leader that monitors and supports form tutors in their pastoral care. We also have a pastoral manager who liaises with parents and students in order to offer an additional, nonteaching support whenever children with SEND experience issues. Furthermore, there are regular wellbeing activities during form time, our extra-curricular programme, our PSHE programme and whole school events. We have an in-school therapist who works with students to reduce anxiety and stress. We also work closely with Lancashire Mind and other providers of mental health support. Where necessary, we source external expertise through educational psychologists

to gain a detailed picture of a student. We then use this information, along with information gathered through our pastoral team, to put effective support plans in place. Again, these plans are stored on Provision Map and shared with all staff via Class Charts.

Sensory and/or physical needs

For children with sensory and physical needs, we adapt our curriculum in order to do our best to meet their individual needs. For students with SEND, this may include sensory play or use of tactile materials such as Lego. We engage with external services when necessary to give us advice in order that we can support a child to the best of our abilities as a mainstream school. The local authority is active in their support for students with EHCPs and other SEND students that require additional funding and support. The school site is maintained in line with the needs of students with SEND which is assessed and review through personal risk assessments, where appropriate. We also offer sensory programmes such as the Environment Club & Gardening Club for all students but those with SEND in particular. Furthermore, we target SEND students with SEMH to take part in our girl's programme and our Make Talk Your Goal programme.

➤ Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Ms Deb Harris	Safeguarding & SEND	BA (Hons), NASENCo
Mr Phil Denton	Education & Senior Leadership	BA (Hons), MA, NPQH, NPQEL
Mr Dan Morgan	Safeguarding & Teenage Brain	BSc, NPQH
Miss Laura Ferries	Literacy	BA (Hons)
Ms Karen Adams	Dyslexia & Phonics	BA (Hons)



Mrs Pat Dillon	English & SEND	BA (Hons)
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The SENCO

Name of SENCO	Email address	Phone number
Ms Deb Harris	d.harris@sbchs.co.uk	01695570335

Securing and deploying expertise

We have an array of external support that we utilise to support the individual needs of students. We budget for such intervention and seek additional funding where appropriate. In school, the needs of individual students are assessed and recorded on Provision Map. Our SENCo will then match up the expertise of our teaching assistants, in-school therapist and external agency support with the needs of the students. Each year, we review our staffing and adjust where necessary.

Equipment and facilities

We have adapted five rooms in order to support varying needs. We have a pastoral meeting room which can accommodate 1-1 meetings with SEND students. There is a Chaplaincy room that offers a 'safe' space for students with emotional needs. We have our Pupil Support Base which allows students with sensory needs to work in a quiet and solitary space when they require 'time-out' and we also have our SEND room which currently supports 1 or 2 students with acute SEND. Finally, we have an intervention room which is for small group work which quite often involves SEND students with mild to moderate learning needs. Finally, we have an office for the SENCO which is used for meetings, 1-1 support and parental conversations.

Most of the resources for our pupils having SEND are available within the classroom. Additional resources are available upon request. Funding allocation may also be spent on further additional resources, staffing costs and time to manage the support for SEND and meet the objectives of this policy. We invest in the potential of new technologies to support communication and Teaching and Learning for pupils with SEND. Teachers

are expected to make every effort to ensure that pupils with SEND are fully involved in the learning experience. For some pupils it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistant or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom and across the curriculum

Over £30,000 was spent to improve the schools online learning delivery during the lockdowns. This infrastructure and hardware was often focussed on SEND students. Furthermore, during lockdowns and beyond the school has offered home tuition for pupils with SEND and for students unable to attend for medical reasons.

Identifying and assessing pupils with SEND

Upon arrival we have a thorough transition programme which involves the Head of Year and Transition Lead visiting the schools of our entire new intake. We then capture information and share it through Provision Map and Class Charts. This information is reviewed systematically through case conferences and link meetings. We use data from primary schools, comments generated by our transition questionnaires, CAT scores and subject specific assessments. This is collected, collated and analysed using SISRA, case conferences, link meetings and departmental meetings.

The teaching assistants also meet weekly with our SENCo to review the support and progress of all SEND students. As students progress through St Bede's, we assess need through NGRT (National Graded Reading Tests), IDL and Lucid Exact. This informs any access arrangements that maybe required for students and this can advise us to as to which strategies should be informed in class.

Once a pupil is identified as having SEND, then we will take action to remove their barriers to learning and identify effective provision or strategies to put in place. This support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. We follow this cycle:

1. Assess – carry out a clear analysis of the pupils needs
2. Plan – decide the interventions and support to put in place as well as the expected impact on progress and a clear date for review
3. Do – the class teacher remains responsible for working with the pupil on a daily basis, even where interventions involve group or oneto-one teaching or TA support

4. Review – evaluate the impact and quality of the support and interventions and listen to the views of the pupil and parents by recording these at review meetings and also capturing via Provision Map which is our system in school for capturing the provision and interventions and monitoring impact.

➤ Assessment & Intervention Timeline

Year Group	Assessment	Interventions	Evaluations
7	<ul style="list-style-type: none"> • KS2 Results • KS2 Information Form • CAT Tests • Subject Baselines • NGRT 	<ul style="list-style-type: none"> • Bespoke transition support • Summer School • Transition Case Conference • Individualised Learning Plan • Inset day communication • Focussed maths & English support • IDL • Nessy 	<ul style="list-style-type: none"> • Data Collection tracking • Attitude to learning (ATL) scores • Case Conferences • Parents Evenings • Parental meetings • Y7 welcome day (students)/ night (parents) • NGRT progress • Nessy/IDL progress • EHCP Reviews

8	<ul style="list-style-type: none"> • Subject tracking • NGRT tests • ATL • DASH (Detailed Analysis of Speed of Handwriting) • RDMT (Rapid Digital Memory Task) 	<ul style="list-style-type: none"> • Individualised Learning Plan • Inset day communication • IDL • Nessy • 1-4 Support with National Tutoring Programme (NTP) • Focussed maths & English support relating to DASH and RDMT scores 	<ul style="list-style-type: none"> • Data Collection tracking • Attitude to learning (ATL) scores • Case Conferences • Parents Evenings • Parental meetings • NGRT progress • EHCP Reviews
9	<ul style="list-style-type: none"> • Subject tracking • NGRT tests • ATL • Lucid Exact 	<ul style="list-style-type: none"> • Additional time for assessments • Bespoke options meetings for some SEND students • Individualised Learning Plan • Inset day communication • 1-4 Support with National Tutoring Programme (NTP) • Focussed maths & English support relating to DASH and RDMT scores 	<ul style="list-style-type: none"> • Data Collection tracking • Attitude to learning (ATL) scores • Case Conferences • Parents Evenings • Parental meetings • NGRT progress • EHCP Reviews
10	<ul style="list-style-type: none"> • Subject tracking • ATL • Access Arrangements • GCSE Data Collects 	<ul style="list-style-type: none"> • Core Express as GCSE option where appropriate • Extension opportunities where appropriate • Specialised SEND study skills • Specialised revision packs • Additional exam time • Individualised Learning Plan • Inset day communication 	<ul style="list-style-type: none"> • Data Collection tracking • Attitude to learning (ATL) scores • Case Conferences • Parents Evenings • Parental meetings • NGRT progress • EHCP Reviews

		<ul style="list-style-type: none"> • 1-4 Support with National Tutoring Programme (NTP) • Focussed maths & English support relating to GCSE progress and SEMH • Special considerations given to SEND students in GCSE exams and mock exams 	
11	<ul style="list-style-type: none"> • Subject tracking • ATL • Access Arrangements • GCSE Data Collects • Exam Support • Revision sessions • Study skills talks 	<ul style="list-style-type: none"> • Core Express as GCSE option where appropriate • Extension opportunities where appropriate • Specialised SEND study skills • Specialised revision packs • Additional exam time • Individualised Learning Plan • Inset day communication • 1-4 Support with National Tutoring Programme (NTP) • Focussed maths & English support relating to GCSE progress and SEMH • 1-1 Post 16 support with supported visits to colleges and FE providers • Special considerations given to SEND students in GCSE exams and mock exams 	<ul style="list-style-type: none"> • Data Collection tracking • Attitude to learning (ATL) scores • Case Conferences • Parents Evenings • Parental meetings • NGRT progress • EHCP Reviews

Consulting with students and parents

Parents

There are regular parental questionnaires which are sent out via Microsoft Forms which allows us to gauge the views of our SEND parents. We also have regular communications with parents of children with SEND. The Headteacher runs parent focus groups which includes the parents of children with SEND. The governing body has a link governor who also conveys the views of parents relating to our SEND provision.

Students

Student voice is taken through Headteacher's breakfast, student council meetings and online questionnaires. In a less formal way, our teaching assistants, SENCo and all other members of staff have open dialogue with the students regarding their provision and emotional wellbeing. Concerns are recorded on Provision Map and shared with all relevant members of the SEND team and wider staff when appropriate.

Involving key stakeholders

We are an open and transparent school. We work with multi-agencies, parents, students and colleagues to ensure that information is shared effectively. Governors are updated on a termly basis on the progress of SEND students. They challenge the support and progress being made. There is a nominated link governor for SEND that visits our SENCo regularly to get a better understanding of the offer in place. We work closely with Lancashire SEND who support us with advice, funding and expertise upon request. We also work with Acorns Psychology service and other such agencies. Moreover, we have close links with CAMHS, Children & Family Wellbeing Service and Children's Social Care. While all SEND students do not fall within these areas, there is frequent involvement with these agencies in relation to our SEND students.

Progressing towards outcomes

All students with SEND are systematically reviewed in terms of their academic progress. Parents have regular meetings with our SENCo particularly those with EHCPs. The progress is tracked and broken down with SEND groups using our SISRA analytics programme. We closely monitor the literacy and numeracy of SEND students. Where SEND students are falling behind the development of their peers, we act quickly to put in place intervention that we budget for to support their development. All of these approaches and others are reviewed through case conferences and link meetings. We also offer intervention in Science, MFL and other subjects, either with class teachers after school or in the case of MFL, a specific intervention tutor who works with small groups focussing on SEND in particular.

Transition support

Prior to any new Year 7 cohort starting at St. Bede's there is effective transition between St. Bede's and all the primary schools. The year 7 leader works very closely with the Senior Leadership Team (SLT) and sharing of SEND information is completed in line with Data Protection. KS2 data is processed and setting provision is completed. Pupils identified as having the greatest need across the four broad areas of need are considered for Intervention programmes. Intervention at this very early stage allows pupils to cope much better with transition at high school. The smallest groups have numbers agreed by the Senior Leadership team (SLT) and although the scheme of work runs in line with the other ability classes, it is pitched at a level which makes it more accessible to the pupils in these groups. The group is taught by teachers of St. Bede's and intervention is specifically targeted towards each individual pupil. Pupils who are below expected levels for Maths, English and Science have specific targeted intervention upon entry to St. Bede's in Year 7. Potentially, we only identify these pupils as SEND if they do not make adequate progress once they have had all the intervention and adjustments to their curriculum by differentiation and appropriate provision. Conversely, a pupil may start at St. Bede's with SEND and be placed in an appropriate group because they are making expected progress in line with their peers. We would never place any new Year 7 into a teaching group that did not match their learning achievements and future potential. Teachers throughout the school are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teaching approach

Teachers are expected to make every effort to ensure that pupils with SEND are fully involved in the learning experience. For some pupils it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistant or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom and across the curriculum.

As detailed above, our Post-16 transition support includes college visits and careers interviews. For students with particular SEND requirements, 1-1 visits are arranged and 1-1 futures interviews are sourced. Over many years we have a 0% NEET rate for our students with SEND. We ensure a wide variety of FE institutions are visited and that we have strong relationships with the providers in order that the correct course can be sourced.

Adaptations to the curriculum and learning environment

As aforementioned, we have adapted five rooms to suit the needs of SEND students. We also have personalised resources available. There are phonics, literacy and numeracy programmes in place to support the needs of SEND students, particularly those who are 'not secondary ready'. Students are supported with their social, emotional, mental health through 'time-out' cards, safe spaces and mentoring to allow for self-regulation and de-escalation.

Inclusivity in activities

SEND students are welcomed into all school activities. Our SEND students participate in sports teams, music clubs and more. They take part in trips and are active in the school council. SEND voice is promoted via the Head's breakfast and through student voice discussion groups. Parents of students with SEND have also been members of the parental focus group which has been organised by the Headteacher.

Evaluating effectiveness

We have regular parental questionnaires to evaluate the effectiveness of our support for children with SEND. In addition, students with SEND feedback to the Head during focussed Head's breakfast. There are regular student feedback questionnaires that are shared across the school. Furthermore, SEND are highlighted as a specific group in all data analysis that is carried out by teachers, departments and across year groups. Intervention is coordinated by our SENCo.

Handling complaints

If parents/carers have a complaint concerning learning provision for their child they should firstly discuss this with the SENCo. If this does not resolve the complaint, the matter should be referred to the Headteacher. Finally if the complaint is still not resolved it should be taken to the SENDO [SEND Officer] for our school. There is also a complaints procedure on our school website. We will provide a point of contact for this if required.

➤ Spending the budget

The SENCO has an allocated budget to invest in resources to support the needs of pupils. Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of our CPD programme. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO attends network meetings and cluster groups within West Lancashire and the Liverpool Archdiocese.

➤ Local Offer

The local offer is detailed here: [https://www.sbchs.co.uk/wp-content/uploads/2019/07/Local Offer Sept 18.pdf](https://www.sbchs.co.uk/wp-content/uploads/2019/07/Local_Offer_Sept_18.pdf). St Bede's works closely with Lancashire SEND to support students, liaise with relevant agencies and develop our practice.

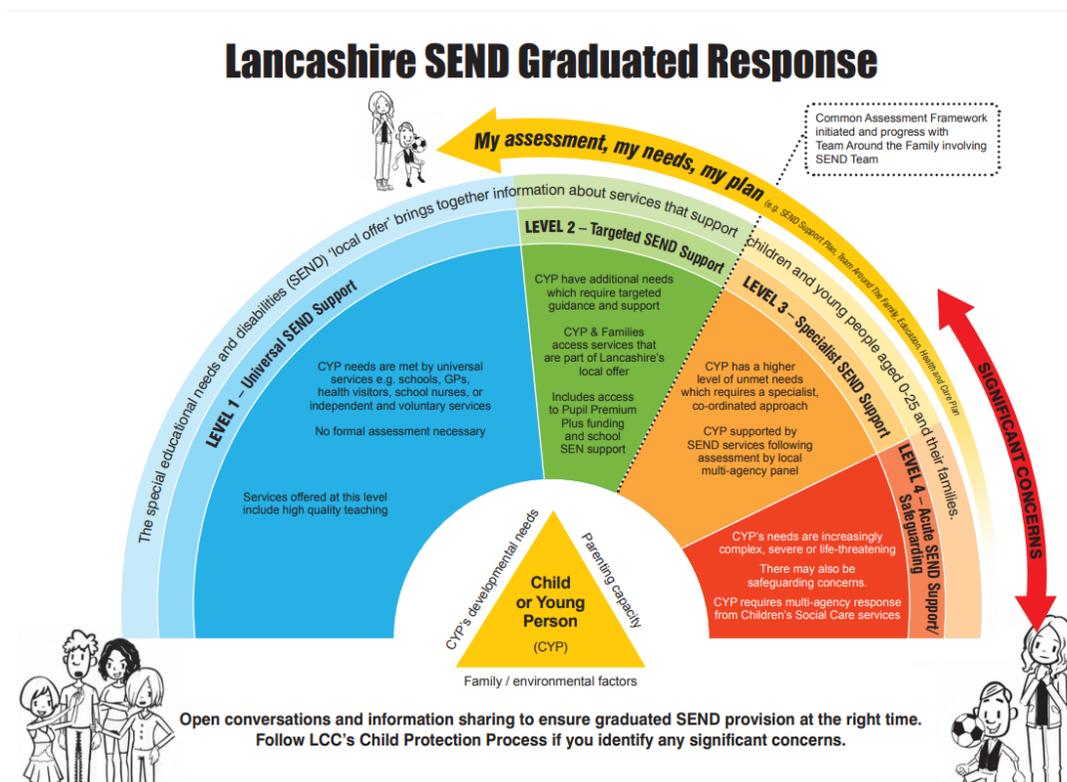
➤ Thresholds for SEND assessments

The following are key indicators which we look at when considering whether to commission tests or assessments relating to SEND. This is not a checklist and it is not inclusive of all factors we consider but it may offer some rationale for our guiding principles:

- Reading Age of 2 years lower than CA at any point in schooling
- Core subjects (i.e. RE, Maths, Science, English) showing widening of progress grades of 2 or more against predicted grades
- Parental concerns communicated regarding issues at home
- Attendance less than 90% - PA
- Escalation of Behaviour Referrals
- Seclusion referrals / FTE
- Safeguarding concerns
- Outside agency referrals

Depending on the nature of the concerns reported, observed or assessed, we have a range of external partners that support us with SEND assessments.

In addition, we follow the [Lancashire SEND graduated response model](#):



In addition, we follow the more detailed graduated response approaches detailed on the Lancashire website: <https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send/sen-support-and-ehc-plans/>.

➤ Named contacts

Name of individual	Email address	Phone number
Ms Debra Harris (SENCO/DSL)	d.harris@sbchs.co.uk	01695 570 335
Mr Phil Denton (Headteacher/Deputy DSL)	p.denton@sbchs.co.uk	01695 570 335
Mr Dan Morgan (Deputy Headteacher/Deputy DSL)	d.morgan@sbchs.co.uk	01695 570 335

➤ In-year admissions

Students that arrive during the course of the year will meet with the SENCO and SENCO support should there be any knowledge of prior SEND identification. All students who come on roll via In-Year Fair Access, a successful appeal or otherwise will take the DASH and RDMT detailed earlier. This will aid early identification of any unmet needs that may not have been identified in their previous school.

Additional support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good to outstanding quality first teaching. We have a rigorous and robust Quality Assurance process which includes:

- Daily support for teaching assistants with SENCo and Curriculum Leaders (CL's)
- SLT and SENCo "Walk Through" of classes with SEND pupils to support Quality Assurance and Support for all staff.
- Half termly work scrutiny of book work by C L's and SLT
- Link Meetings every half term with SLT and CL's • Lesson Observations
-