

Our Lady of Lourdes Catholic Multi-Academy Company

SEN Information Report for St. Bede's Catholic Middle School (Academy)

'We are the children of God striving to fulfil our potential in our community of learning, of love, of service and in worship of the Father, the Son and the Holy Spirit'.

Our Lady of Lourdes Catholic Multi-Academy Company				
		First school 4yrs- 9yrs	Middle School 9yrs – 13yrs	High School 13yrs- 18yrs
Type of school	Multi-Academy Company (4-18yrs)	Our Lady of Mount Carmel Catholic First School, Redditch	St. Bede's Catholic Middle School, Redditch	St. Augustine's Catholic High School, Redditch
		St. Peter's Catholic First School, Bromsgrove		
Specialist provision on site		None	None	None

Our Lady of Mount Carmel Catholic First School, Redditch	St. Peter's Catholic First School, Bromsgrove	St. Bede's Catholic Middle School, Redditch	St. Augustine's Catholic High School, Redditch
SENCO Mrs T Mitchell tmitchell@mountcarmel.worcs.sch.uk	SENCO Mrs A Rowe ARowe@st-petersrc.worcs.sch.uk	SENCO Mr M West MWest@st-bedes.worcs.sch.uk	SENCO Mrs R Watkins watkinsr@saintsa.co.uk
SEN Academy Representative Mrs K Monk	SEN Academy Representative Mrs B Mackie	SEN Academy Representative Mrs M Barratt	SEN Academy Representative Mr M Dean

Beliefs and values

As Catholic Academies within the Our Lady of Lourdes Catholic Multi-Academy Company we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children. We believe that every teacher is a teacher of every pupil; including those with SEN.

1. What kinds of Special Educational Needs does St. Bede's Catholic Middle School Academy make provision for?

Types of need and what they could look like	Examples of support in our school	How we check that it is working.
<p><u>Cognition and learning:</u></p> <p>Learns at a slower pace than their peers and their long term outcomes may not be the same.</p> <p>Specific difficulties in one area may result in slow progress</p>	<p>Quality First Teaching.</p> <p>Curriculum adaptations are made when appropriate including access to IT.</p> <p>Some pupils will access support in the classroom often within a smaller group with an additional adult.</p> <p>For a very small number of pupils, additional literacy/numeracy intervention will be provided.</p> <p>For very few pupils, 1-1 support will be accessible.</p> <p>For a small number of pupils, access to the Foundation group (depending on data as a result of a full learning assessment) may be applicable.</p> <p>In some cases, specialised help may be sought from outside agencies who are able to make recommendations of how we can further support pupils.</p>	<p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments, data</p> <p>Monitoring attendance.</p> <p>Interventions are tracked using a RAG system to assess whether the intervention is appropriate and effective</p> <p>Further assessments may be carried out by outside agencies to monitor progress over a longer period of time</p>
<p><u>Communication and interaction:</u></p> <p>Difficulty in understanding what is said, being able to express what they want to say and understanding social behaviours.</p>	<p>Quality First Teaching.</p> <p>Some pupils will access support within the classroom from an additional adult.</p> <p>Pastoral support – Class teacher, SENCO, all staff</p> <p>For a small number of pupils, support will be available from the Speech and Language Team</p> <p>For a small number of pupils, additional social skills intervention will be provided.</p> <p>For a very small number of pupils, support will be available from the Communication and Autism Team.</p>	<p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments, data</p> <p>Reassessment using Language Link after period of support.</p> <p>Specific assessment carried out by Speech and Language Therapist.</p> <p>Interventions are tracked using a RAG system and/or a self-perception questionnaire to assess whether the intervention is appropriate and effective</p> <p>Monitoring attendance.</p>

<p><u>Social, emotional and mental health:</u></p> <p>This encompasses a broad range of difficulties that may affect a pupil at various times throughout their education. Sometimes these difficulties can result in a change in behaviour.</p>	<p>Quality First Teaching.</p> <p>Pastoral support – Class teacher, Pastoral team, SENCO, SLT</p> <p>Individual Behaviour Management Plans (IBMP) will be put into place as required.</p> <p>For a small number of pupils, additional social skills and Thrive intervention will be provided.</p> <p>Referrals to CAMHS, Children’s Services, and other specialist organisations will be</p>	<p>Monitoring attendance.</p> <p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments, data</p> <p>Communication with families involved and any outside agencies.</p> <p>Interventions are tracked using a RAG system and/or a self-perception questionnaire to assess whether the intervention is appropriate and effective.</p>
	<p>made as required e.g Family Support, Early Help,</p>	<p>The Strength and Difficulties Questionnaire can be used by staff to identify further need</p>
<p><u>Sensory and/or physical needs:</u></p> <p>Some pupils may have a hearing impairment, a visual impairment or a physical disability.</p> <p>Some pupils may have sensory difficulties that have an impact on their learning.</p>	<p>Access to specialist support from the Sensory Support Service (visual impairment, hearing impairment), Chads Grove Outreach, Physiotherapy Service, Occupational Therapy Service.</p> <p>Access to specialist equipment as needed.</p> <p>This is a fully accessible school and pupils with wheelchairs and walking aids can access all areas (sometimes taking alternative routes to avoid steps).</p> <p>Consideration of pupil needs is taken when planning school trips.</p> <p>The learning environment is carefully assessed and adapted as necessary.</p>	<p>Monitoring attendance.</p> <p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments, data</p> <p>Communication with families involved and any outside agencies.</p> <p>Access to all curriculum areas where possible.</p>

2. How does our school identify and assess Special Educational Needs?

Through concerns which may come from the pupil, the parent or the class teacher. These concerns may be highlighted by slower than expected academic progress or a change in behaviour.

Where a pupil is identified to benefit from “...provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools” (The Code of Practice 2015 p16, xv) we will follow the Assess, Plan, Do, Review cycle.

In some cases, external agencies are involved to identify and assess need and to suggest further support strategies.

For further details around identification and assessment please see our Special Educational Needs policy on our school website.

3. How are parents of children and young people with Special Educational Needs involved in the education of their child?

- Collaborative working in consultation with school staff
- Progress reviews

- Parent Information evenings/ afternoons and workshops
- Parent consultation evenings
- Home Liaison through open door policy
- External agency involvement meetings
- Regular homework (Home Learning)

4. How are children and young people of SEN involved in their own education?

- Pupil Voice
- SEN Progress Reviews & Personal Target setting
- Assessment of Progress through ‘I can’ statements and self-perception sheets
- Learning Partners/ peer marking □ Personalised intervention.
- Access to SENCO

5. How does the school know how much progress towards outcomes is being made by children and young people with Special Educational Needs?

Pupils’ targets are set, reviewed and communicated with pupils and parents. Progress is tracked by class teachers throughout the year using:

- Ongoing formative and summative teacher assessment relating to National curriculum age related expectations.
- Standardised assessment tests (Granada Learning), Cognitive ability tests (CATS)
- PIVATS (Performance Indicators for Value Added Target Setting – Lancashire County Council) for those pupils working at ‘P-Levels’
- Individual or group provision maps (IPMs)

Progress is monitored formally three times a year by SLT and SENCO. This information is made available to the Local Academy Committee and Board of Directors.

6. What training is provided for staff in school in relation to children and young people with Special Educational Needs?

- Annual training for identified medical needs.
- Ongoing training around identification of children who need SEND support.
- Training from outside agencies as necessary
- Intervention training for TAs as needed
- Updates from SENCO around new initiatives and developments as needed
- SENCO currently holds The National SENCO Award Qualification and The Advanced Certificate in Special Educational Needs – Autism
- All staff have received level two autism training from the Autism Education Trust (AET) – Extending and enhancing autism practice. Most staff have received ‘Attachment Theory’ training from Babcock Prime.
- A number of staff are trained Thrive practitioners.
- A number of staff are trained in TEAM – TEACH.
- Key TAs currently are trained for Numicon Catch Up, Lexia, Speech, Language and Communication Support, SMART moves and Success at Arithmetic.

7. How does the school get more specialist help for children and young people if they need it?

Agency	Who they work with	How to make contact
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Learning Support Team (Chads Grove)	Support staff in meeting needs of pupils through detailed assessment and observation. Training for specific intervention. Some individual case work.	Via school SENCO
Educational Psychologist (Daniel Rouse)	Pupils whose needs are not met by internal interventions.	Via school SENCO
Autism Team/ Complex Communication Needs (CCN) (Babcock)	Pupils with a diagnosis of autism and an EHCP.	Via school SENCO
Agency	Who they work with	How to make contact
Autism Spectrum & Complex Communication Needs	Pupils displaying traits of Autistic Spectrum Disorder (ASD)	Via school SENCO
Speech and Language Team	Pupils with developmental delay in expressive and/or receptive language.	Via school SENCO
Behaviour Support Team (The Beacon outreach)	Pupils with social/ emotional and mental health issues.	Via school SENCO / Headteacher or Deputy
CAMHS Child and Adolescent Mental Health Service	Social emotional and mental health issues (self harm).	Via school SENCO/ Headteacher or Deputy
Sensory Support (Visual Impairment)	Specific needs related to visual impairment.	Via school SENCO
Sensory Support (Hearing Impairment)	Specific needs related to hearing impairment	Via school SENCO
Occupational Therapy	Pupils with fine/ gross motor issues or sensory difficulties Pupils undergoing a diagnosis of Dyspraxia or Autism	Via school SENCO in consultation with School Nurse/ Paediatrician
Outreach Teams	Pupils with physical disabilities e.g. Cerebral palsy. Links to Physiotherapist/Paediatrician	Via school SENCO/
School Nurse	Students with medical issues/ social emotional and mental health issues.	Via school SENCO/ Headteacher or Deputy
Children's Services	Potential child protection issues and Team around family intervention. Looked after children	Headteacher or Deputy/ SENCO
We work closely with local Community Paediatricians for pupils who are undergoing the process of Umbrella Pathway.		

8. How do we know that our provisions work?

Through daily observation, ongoing assessment and termly reviews. Data is reviewed regularly. Staff, parents and students are involved in the review process and their wishes and feelings are paramount.

9. What extra-curricular activities can a pupil with Special Educational Needs access at school?

Best endeavours are made to ensure that all pupils with SEND are included in extra-curricular activities. If the activity is led by an external provider, parents are encouraged to liaise with them directly. If an activity is led by an employee of the MAC then:

- Risk assessments are carried out and procedures are put in place to allow all students to participate in activities.
- If additional adult support is required for an activity then parents would be consulted and support put in place for that pupil.

If a pupil has transport arrangements provided by the authority then best endeavours will be made to provide alternatives in negotiation with parents or carers.

10. What support does the school provide for improving emotional and social development?

St. Bede's provides a loving, caring and secure family atmosphere. Support for emotional and social development is provided by all members of staff and through the targeted provision of specific social programmes. The SENCO, SLT and the Pastoral team also provide additional support. Self-perception sheets, IPM reviews and Pupil voice provide an opportunity for pupils with SEN to share their views.

Further information can be found in our Behaviour and Anti-bullying policies available on our school website.

11. How does the school support children and young people with Special Educational Needs through transition?

Moving class at the beginning of a new academic year

- Additional contact in a variety of contexts with new class teacher and TA as necessary
- In some cases, photos and video of new classroom/ staff can ease anxiety and can be viewed at home over summer holidays
- Information about any additional needs is shared with relevant staff during joint pupil progress meetings and follow up transition meetings

Transition – Moving to Middle School (Yr. 5) and moving onto High School (Yr.8)

- The SENCO, Key Stage leaders and TAs from St. Bede's visit the other schools in Our Lady of Lourdes Catholic Multi-Academy to meet with new pupils in the summer term.
- New intake evening for pupils and their parents and carers in June.
- Two transition days in July.
- Pupils with specific needs may attend additional induction and visit school on pre-arranged days in liaison with the SENCO. Year 8 pupils with SEN also have extra transition visits to high schools.
- Teaching assistants may visit schools to work with pupils with SEND in preparation for transition.
- All records are passed on to middle school and onto high school for pupils leaving at the end of Year 8. • In some cases, photos and video of new environment which can be viewed at home over summer holidays.
- Staff available prior to transition to ease anxiety

12. How are the Board of Directors informed about provision for children and young people with Special Educational Needs at St. Bede's Catholic Middle School (Academy)?

There is a named link Academy Representative for each individual Academy which can be found under question 5. The SENCO and Academy Representative meet 3 /4 times a year. The SENCO also provides a termly report to the local Academy Committee detailing information regarding provision which in turn reports to the Board of Directors.

13. What can parents of children and young people with Special Educational Needs do if they have a complaint about the school?

We would like you to talk to us first, if you are not happy about any aspect of the support your child is receiving. We will listen to any concerns and aim to reach decisions in partnership with pupils, staff and parents.

If you are not happy with this please follow our complaints procedure which is available on our school website or upon request from the school office.

14. Who are the support services that can help parents with children and young people who have Special Educational Needs?

Worcestershire's Local Offer is available to help parents find information about what support is available for children and young people who have Special Educational Needs or Disabilities (SEND) in Worcestershire. For more information please follow the link below:

<https://worcestershirelocaloffer.org.uk/#/directory>

The **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** is an organisation which is able to give independent and neutral advice. For more information please follow the link below:

<http://www.worcestershire.gov.uk/sendiaass>

Address:

SEND Information, Advice and Support Service, Tolladine Rd, Worcester, WR4 9NB

Telephone: 01905 768153 (Office opening hours Monday to Friday from 8.30am to 4.00pm) **Email:**

sendiass@worcestershire.gov.uk

If you have any further queries, please contact the school SENCO Mr M West by email mwest@st-

bedes.worcs.sch.uk or by telephone 01527 525916

Date of review: *March 2018*

Ratified by Academy: *March 2018*

To be Reviewed : *March 2019*