

Barlby High School SEN Information Report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to 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 **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

The North Yorkshire local offer can be found at:

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

<http://www.barlbyhighschool.co.uk/wp-content/uploads/2014/09/SEND-Policy-Jan-2016.pdf>

This is what we provide in our school

1. What kinds of SEN are provided for in your school?

Barlby High School is an inclusive school and welcomes students with SEND. The SENCO supports students and Parents/Carers in their transition from Primary school by attending transition reviews in order to prepare an effective transition package so the individual needs of the student can be met.

2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

The SENCO at Barlby High School is Mr R Anderson

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Before students arrive at Barlby High School the Achievement Leader and SENCO will visit students in their Primary school setting and gather information from their class teacher/SENCO. In September Year 7 students complete a cognitive ability test (CATs), a reading and comprehension assessment (ART), an attitude to school questionnaire (PASS) and a piece of work which will be used for handwriting scrutiny. The assessments enable the school to identify any additional and different needs at an early stage. Where the school feels that something additional and different is needed to support a student because they have an SEND the school will discuss this with Parents/Carers. There are two Parents/Carers evenings within the first term with Form tutors and subject teachers to discuss students' progress. All students new to the school regardless of year group will sit the assessments.

Parents/Carers of students in Years 8-11 will be contacted via letter if an intervention is to be run.

Support information (Individual Provision Maps) on individual students will be kept and discussed with teachers, Parents/Carers and students. Individual Provision Maps include:

- A student's learning targets and desired outcomes
- Details of strategies used in the classroom to support a student's learning
- Details of academic and pastoral interventions
- Dates when a student's progress will be reviewed across the academic year

Most students will benefit from SEN Support, however students who have more complex needs and require a higher level of support will need to be referred for an education, health and care plan (EHCP).

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

Barlby High School communicates with Parents/Carers on student learning, progress and future targets once per term through a termly report, up to three times per year for Year 7 Parents/Carers evenings, up to two times per year for Year 10 Parents/carers evenings and once per year for Year 8, 9 and 11 Parents/Carers evenings. The SENCO and the Team Leader for the Enhanced Mainstream School for Specific Learning Difficulties attend all Parent/Carer evenings.

For students with a SEND there are more frequent opportunities for Parents/Carers to work together with the school. This ensures that the needs of students are regularly discussed and appropriate support is put in place taking account of student's and Parent/Carers hopes, personal goals and interests.

Communication with the school may include:

- Regular contact via a diary sheet, school planner, phone calls or emails to keep Parents/Carers informed of student successes and action points from learning conversations.
- Regular meetings to update Parents/Carers on their Child's progress, what is going well with the support being offered and if further actions need to be carried out.
- Information on the impact of academic and pastoral interventions.
- Guidance for Parents/Carers to support their child at home.
- Attendance at the "SEN Surgery" and Parent/Carer workshops held throughout the year.

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?

Barlby High School considers student voice to be an invaluable tool for school improvement. Barlby High School has a School Council which consists of 4 Principal students from Year 11 (who are voted for by a representative student panel), Key Stage 3 and Key Stage 4 House Captains and leaders of sub committees including the Eco Group and the Student Learning Community. All of these groups include representation from students with a SEND. From September 2015 Barlby High School has become partners with Barnardo's Flying High Group who specifically work with students with a SEND to support students in gaining the confidence and skills to participate in student voice groups. Every year each Faculty will take part in a Faculty Area Reviews (FARs) where student voice is sought from a broad range of student groups including SEND. Based on this information students adjust their provision for students.

The Inclusion team operates an open door policy where students can talk to the student Welfare team, Personalised Learning Mentors and the SENCO about any aspects of their school experience.

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 students with SEND should make at least expected progress, in line with their peers. Students at Barlby High School are informed of their progress at key points within a lesson, by the feedback during and at the end of units of work and through summative assessments. Students and Parents/Carers will receive 3 termly reports and, depending on the year group, have up to 3 opportunities to meet with staff to discuss student progress.

Barlby High School also uses Individual Provision Maps (Inclusion Passports) to share with staff learning strategies, academic and pastoral interventions and other information about individual students that may make a difference to a student's learning, progress and enjoyment of school. When a student moves to Barlby High school we will ensure that any relevant information is updated onto an Individual Provision Map.

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?

The SENCO arranges appropriate transition plans from Primary to Secondary, Secondary to Post-16, Mainstream to Specialist Provision and Key Stage 3 to Key stage 4. These packages are bespoke for the individual student, but typically include several visits to the new education establishment individually and as part of a small group, opportunities to meet new staff with current members of staff supervising the visits, organising peer buddies and key workers and to understand where to find help and advice.

Additional transition days are made available to Year 6 students through BATs and Summer school. BATs and Summer school provide opportunities for students to meet with Peer buddies, explore the school to become familiar with it before September and meet members of staff and take part in lessons as part of a small group.

From Year 9 onwards an independent careers adviser is available for one to one consultation. The careers adviser will produce a report that can be used as part of the Year 9 annual review.

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

High quality teaching in mainstream lessons is the most important approach to teaching students with a SEND to ensure good progress alongside their peers. There may be occasions when the teacher and school feel that some additional support within lessons may help a student to make better progress. Where additional small group or one to one support is planned the school will explain the aims of the support, how the support will be delivered and how and when the impact of the support will be reviewed. The main aim for all support is to enable students to become more independent in lessons.

Alongside in class provisions Barlby High School also offers interventions (structured, evidenced based learning programmes) to support students to make even better progress. If a student is identified as needing an intervention the school will contact Parents/Carers to explain:

- What intervention the student is receiving and the intended outcomes
- How long the intervention will last for and how frequently the intervention will run

- Which member of staff will deliver the intervention (Teacher, High Level Teaching Assistant, Specialist Advanced Teaching Assistant, Advanced Teaching Assistant and General Teaching Assistant?)
- Where the intervention will take place
- How the intervention will connect to and support the learning in the classroom
- How the intervention will be monitored to ensure that the student is making accelerated progress.

Examples of evidenced based interventions include:

Literacy: Catch up Literacy and Sound

Numeracy: Catch up Numeracy and Success @ Arithmetic

Reading: The Reading Intervention Programme, Reciprocal Reading and Paired Reading (Year 7 & Year 9, Year 8 and Year 10.)

Communication groups: Nurture Group and Talk Time

8. What sort of adaptations is made to the curriculum and the learning environment of children and young people with SEN?

Classroom teachers and support staff will be able to describe different learning strategies that they use with students in their classrooms depending on the need of the individual students. For students with a SEND this information will be recorded and updated termly on a student's individual provision map. Students with a high level of need may have an individual Health and Care Plan, an Education Health and Care Plan (EHCP) and a Risk Assessment.

Barlby High School support includes:

- Emphasis on high quality teaching in the classroom by all members of staff all of the time.
- Learning and teaching is differentiated to meet the needs of students, staff make use of seating plans, learning styles, home-learning and feedback opportunities to support the individual needs of students.
- The Inclusion Team including the SENCO, two Specialist Advanced Teaching Assistants trained in evidenced based interventions and one of whom is trained to deliver Access Arrangements. Nine Personalised Learning Mentors (PLMs) who are trained to Level 2 or Level 3 Teaching Assistant Diplomas in Supporting Teaching and learning in Schools. Three Student welfare Mentors who are able to support Social, Emotional and Mental Health concerns in and outside of the classroom.
- Some Personalised Learning Mentors work with specific students depending on if an Individual Health and care Plan is in place as specialist training may be required. All PLMs work with students within the same subject area to ensure consistency of experience for the student and the member of staff. All PLMs are equipped with a Learning and Teaching Toolkit which includes developing a student's level of literacy and knowledge

through questioning and therefore ensures that students can remain as independent as possible in their learning.

- Barlby High School has access to Enhanced Mainstream School provision through NYCC for Specific Learning difficulties (EMS for SpLD). The team carries out in reach and outreach work with Primary and secondary Schools in the local area. The EMS provision consists of a Lead Teacher and a Specialist Teacher. They are based at Sherburn and visit other schools as appropriate.
- Assessment cycles take place three times a year for each year group which provides an opportunity to assess academic and social interventions. There are opportunities to report to Parents/Carers and there are pre and post intervention assessments.
- Access to ICT to support reading, writing and recording of information. These methods can become a student's normal way of working and support their application for an access arrangement for Key Stage 3 and 4 internal assessments and external examinations.
- School visits (in and out) are fully inclusive.
- All staff have access to student provision maps which highlight strategies to support students with a range of SEND under universal (wave 1) provision. All staff working with students has opportunities to provide in-put into the provision maps and these are updated when required, but at least annually.
- Learning walks take place to identify areas for improvement for specific students with SEND and for aspects of climate for learning including autism, dyslexia and wheelchair friendly environments. This information is fed into the school and individual student's provision maps.
- Students have access to a range of different areas at break and lunch which can support student's needs and eating habits and vulnerability, for example, quiet eating areas and opportunities to pre-order food.
- Lunchtime and after school clubs include Home-Learning, a range of sports, drama and choir.
- Barlby High School does make reasonable curriculum adjustments for particular students in order to meet their individual needs. These can include intervention programmes, additional PE as part of physiotherapy, rebound therapy, drawing therapy, additional Literacy and Numeracy, additional curriculum time for GCSE preferences, Nurture Programme (Key stage 3) and ASDAN COPE (Key stage 4) and consideration of the level of entry at Key Stage 4. Where topics of a sensitive nature are studied as part of the PSHCEe programme (Sex, Relationships Education and Drugs Education) a bespoke programme can be put together.

9. What sort of expertise for supporting children and young people with SEN do you currently have in 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 receives regular training to enable them to meet a range of SEND needs. Teachers and associate staff have regular generic training and specific training to support the individual needs of students. If a student has a particular need and the school has already made use of its own expertise Barlby High School will seek further assistance from outside agencies including;

- Educational Psychology Service
- Speech and Language Therapy Service
- EMS Cognition and Learning Team (SpLD)
- EMS Secondary Communication and Interaction Team (Autism)
- Hearing Impairment Outreach Team
- Vision Impairment Outreach Team
- Medical Needs Outreach Team
- Physical Needs Outreach Team
- Child and Adolescent Mental Health Service
- The Prevention Service
- Inclusion Officers
- Healthy Child Practitioners
- SENDIASS
- Minority Ethnic Achievement Outreach Service

If we feel that the involvement of an outside agency will help us to meet your child's needs we will inform Parents/Carers for consent. We have very positive, professional relationships with all outside agencies and regularly invite the various services into school to share the nature of their work and train staff.

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

The progress and attainment of all students is carefully monitored and reported to Parents/Carers three times a year. Information on how Barlby High School tracks student progress and attainment is included in our school reports which are sent to Parents/Carers three times a year and can be discussed as part of Parents/Carers evenings. If a student receives additional and different interventions or provision the school will carefully monitor the impact by taking student and staff voice pre and post intervention/provision, measuring how the intervention accelerated progress over a given time (ratio gain), comparing rewards and behaviour points and attendance pre and post intervention/provision.

Barlby High School makes use of the graduated approach (assess, plan, do, review.) We will assess the need of a student, meet with Parents/Carers and where appropriate the student where we will hold a "learning conversation" explaining the intervention/provision including what the expected impact will be and how this will be measured. This will be recorded on an individual provision map which will be reviewed and amended as the intervention progresses and is completed.

The school selects and evaluates the intervention programmes based on the impact for our students and if they have strong evidence base of effectiveness.

In class provision (high quality teaching) will be evaluated by Senior Leaders and Middle Leaders through Learning Walks and Lesson Observations.

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 has a wide range of policies which state how all students are actively included in a wide range of curricular and extra-curricular activities including; school visits and Stop the Clock days. Students with SEND are equally well represented in school positions of responsibility including the School Council, House Captains, Reading Buddies, Peer Mentors and sports teams. Support is always available for students with a SEND to access any activity or opportunity that they are interested in.

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.

Students with SEND may benefit from having a key worker who can offer additional support to students and Parents/Carers.

The inclusion centre is available for students with SEND at break and lunch where members of the Inclusion Team are on duty to talk to students.

Each student is part of a Form Group and House Group. Students will remain with the same Form Tutor and House Leader for their time at the school and with their Achievement Leader for two years (Year 6-7, Year 8-9 and Year 10-11.) Students with high level of SEND are carefully matched to their Form Tutor and Form Group. The Form Group have 30 minutes together each day which allows opportunities to build strong bonds.

Barlby High School makes use of an Occupational Therapist for additional support and also makes use of The Clock to offer additional support to those students in Year 11 who may be at risk of becoming a NEET when they leave school (not in education, employment or training.)

13. How does the 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 Psychology Service, Enhanced Mainstream Schools outreach support for Specific Learning Difficulties, Communication and Interaction and other specialist services including Speech and Language Therapy and Disabled Children's services. Parents/Carers would always be consulted if the school felt that an outreach service could help the school to meet the needs of students and Parents/Carers consent would be sought.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

The designated Governor for SEND is Mr Paul Cannovan.

Complaints about SEND should follow the School's complaints procedure. It is recommended to approach the member of staff or SENCO first to see if your concerns can be immediately addressed. If you still feel that your concern has not been listened to or answered to your satisfaction then you can make a formal complaint by contacting the Headteacher or Chair of Governors.