

## **Barlby High School Special Educational Needs and Disabilities (SEND) Report 2019 - 20**

Welcome to Barlby High's SEND pages. We hope you will enjoy reading about and seeing the variety of ways in which we are able to support SEND students to reach their full potential.

Our Special Educational Needs Co-ordinator is:  
Richard Anderson; Assistant Principal

Our Governor with responsibility for SEND is:  
David Winterburn

The Lead Trust SENCO is:  
Sarah Cope

The Trust's Director of Personal Development, Behaviour and Welfare is:  
Andrew Wilson.

At Barlby High we welcome every student into our school community and believe that they should be provided with every opportunity to achieve their full potential. We recognise that every child is unique, with their own set of abilities and talents, and all deserve to be recognised and known as an individual.

Currently we work with students with a wide range of additional needs including, Dyslexia, physical difficulties, speech language and communication difficulties, Autistic Spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. We have a fully accessible main school building that is DDA compliant. In addition we have three mobile classrooms that are not accessible. Every effort is made to timetable children with additional needs in the main school building.

### **Our Academy ethos is based on our motto which is:**

*'Together, a place to thrive'*

Every student at Barlby High School has the opportunity to follow all National Curriculum subjects as well as following an appropriate Key Stage 4 curriculum pathway.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention learning or other learning interventions developed on an individual needs basis.

If your child has a disability and you would like to know more about what we offer at Barlby High School please contact us on: 01757 706161 or email: r.anderson@bhs.hlt.academy (SENCO)

## **Identifying Need**

Students are “known” at Barlby and we are constantly monitoring their progress. Identifying students with SEND comes from a variety of sources:

- The Primary school
- The Barlby teachers
- The parents
- The students themselves
- Other professionals who may be working with our students in another capacity

Assessment of students is done formally at set points in the year for all students. In addition the Learning Support department undertake rigorous testing as is appropriate to identify specific needs and develop intervention programmes on an individual basis.

We use data to accurately track student progress. Your child will be set challenging targets. Our challenge is to support your child in attaining those targets.

We share examples of good practice during department meetings and Teaching and Learning training. Sharing information enables colleagues to work together to overcome learning barriers. Sharing of good practice may also be shared with other schools within the Trust where appropriate.

We celebrate learning achievement at the close of each lesson and throughout the academic year.

## **How we support students through the curriculum**

We support the vast majority of students in their mainstream lessons. Support is geared to individual need and the aim is to develop successful independent learners and happy students.

### **In Mainstream:**

- Students follow the full National Curriculum with appropriate support and differentiation

- In KS4 students may take one less option subject to allow for Personalised Learning time which is used for consolidation of the core subjects
- We look at individual need and, in consultation with parents and teachers, modify the curriculum accordingly where appropriate.

### **Examples of specific support:**

- Individual student log-ins for the Lexia Learning on-line literacy support package. At KS3 selected students work on this during both registration and within intervention lessons whilst at KS4, selected students work on Lexia during form time. As Lexia is an on-line support programme, students can then work through the activities at home too.
- Teaching Assistants deliver study skills to help our students develop independent study skills.
- We have a strong welfare team that supports the pastoral needs of our students
- PE lessons are differentiated to include the individual physical needs of our students on a daily basis.
- On a daily basis students with additional physical needs access our lessons successfully.
- Our school has carpets in the majority of classrooms that soften the acoustics for students with a hearing impairment.
- Staff use radio aids on a daily basis.
- We have access to staff trained to help students cope with loss and bereavement. A referral can be made to the Healthy Child Team and/or the Cruse Bereavement Charity in York who will visit children in school.
- We develop learning programmes with parents and the student when facing new challenges within SEND.
- We assess students in terms of personal development e.g. working independently, with others, problem solving and focus in lessons as well as academic assessment.

## **Consulting with Parents and Young People**

All students at Barlby High have formal consultation points during the year and students with SEND have additional reviews for their Educational and Health Care Plans. Parents and students are fully involved at each point of the decision making process. If a parent/carer feels that they would like to discuss their child's learning needs, then the SENCO can be contacted at any time and meetings will be arranged as required.

## **Supporting Transition**

Transition is a very anxious time for parents and students and it is vital to "get it right".

Transition from primary school can involve the following:

- An initial visit to the primary school in March to ascertain specific need and requirements (some of this information may already be in school if the student has had a Year 5 EHCP review to which Barlby were invited)
- Follow up visits to the primary school by the lead Teaching Assistant to develop a greater understanding of need and effective ways of working.
- Students have a planned programme of transition visits to Barlby as is appropriate to need. This is done in consultation with parents and the primary school.
- For students judged to need additional transitional work, extra visits are arranged where the student can visit with either their parent/carer or their teachers/TAs from primary school.
- Induction day is supported by the lead TA.

It is important the parents feel they have a good relationship with the SENCO prior to transfer and so we will meet, talk or email many times before your child transfers. We will have established how we will communicate in the early weeks of transition and will have had the opportunity to address any specific issues that may affect your child. By the time your child enters Barlby we should all know each other very well.

## **Transition to Post 16 can involve the following:**

- Access to a specialist SEND connexions worker who will provide advice and guidance
- Initial visits to the different providers
- Travel training through our own scheme.

- Supported transition visits to the chosen provider; this will happen as frequently and as many times as is required.

### **Expertise of Staff**

All staff receive regular training in SEND with specific training being given as is appropriate. (This may occur for example if a young person enters our school with a rare syndrome or specific medical need). Our staff work every day with a wide variety of SEND pupils including those with: Autistic Spectrum Conditions, Physical Difficulties, Sensory impairments and learning challenges. We have a team of Teaching Assistants with a range of specialisms and expertise.

Training for all staff is on-going through whole staff meetings, Teaching and Learning Groups and Department meetings. Training is accessed from North Yorkshire County Council specialist teaching team as well as staff participating and then disseminating training from external courses.

### **Evaluating our Effectiveness**

We are constantly looking to improve the provision we make for our students and we do this in several ways:

- Parental feedback through face to face consultations/reviews
- Pupil voice
- Staff feedback
- Outside agency specialist and Local Authority advice and guidance

We formulate a development plan each year and update our Disability Equality Scheme and Access plan every three years. In reality, however, we are a constantly changing and evolving department within Barlby as we seek to facilitate the development of each individual student in our care.

### **How young people with SEND engage in extra-curricular activities**

All our students are encouraged to take part in the wider aspects of school life. Students with SEND are encouraged to attend our residential trips both in this country and abroad. They do this with planned support as is appropriate to their needs. In an average year the school runs a multitude of trips and so the experience is rich and varied. We also run a wide range of clubs which all students are encouraged to attend.

## **Additional Pastoral Support**

It is important to us that all our students are “known”. Each student belongs to a tutor group with a tutor who will get to know them. They also belong to a Year group with a Year Leader.

In addition we have a strong pastoral team who are trained to support students through difficult or challenging times as they tackle the complexities of adolescence.

We have an anti-Bullying Policy which can be found on the website along with our other policy documents.

## **Accessing other support**

*SENDIASS*; They provide impartial support, advice and information for parents and carers of children with special educational needs. The service is free and can be provided over the telephone, at home visits or through support at school meetings.

<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

*Complaints procedure* for Barlby High can be accessed from the schools’ own website.

## **A final note**

Secondary school works best when parents, pupil and teachers work together. Please be assured of an open door should you have any queries, worries or successes you want to tell us about.

Best wishes

Richard Anderson

Assistant Principal; SENCO