

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

Email: r.anderson@bhs.hlt.academy

Telephone: 01757 706161

Before students arrive at Barlby High School the Year 7 Year leader and/or 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), and a reading and comprehension assessment (ART). The assessments enable the school to potentially 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's learning, because they have a special educational need or disability, then the SENCO or Year 7 Year Leader 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 in the form of a 'My Support Plan' will be produced for individual students where required. These will be kept on school file and discussed with parents/carers before being shared with teachers. Individual support plans may 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

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. There are Parent/Carer consultation evenings for each year group and then further focused evenings such as 'Study Skills' nights for specific year groups.

The SENCO attends all Parent/Carer evenings but he can be contacted at any time of the year. Please do email; r.anderson@bhs.hlt.academy

Indeed, 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.

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. Each term there are Faculty reviews carried out by members of the school's Senior Leadership Team. As part of this review process, student voice is sought from a broad range of student groups including SEND.

The Student Welfare and Learning Support Teams both operate an open door policy where students can talk to the student Welfare team, Teaching Assistants 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 through teachers verbal feedback. They are also likely to complete assessments at the end of units of work and through summative assessments at strategic points throughout a Scheme of Learning as identified by the Head of Faculties. 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 produces 'My Support Plans' for selected students to share with staff about preferred learning strategies, academic and pastoral interventions and other information about them that may make a difference to their learning, progress and enjoyment of school. When a student moves to Barlby High school we will ensure that any relevant information is updated and shared with relevant staff.

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/or as part of a small group. We try to arrange; opportunities for our students to meet new staff that they would potentially be working with; peer buddies and key workers for when they start at the new establishment and also to understand where they can find help and advice.

Additional transition days are made available to Year 6 students through BATs and Summer school. These sessions provide opportunities for students to meet with peers from other schools as well as current students at Barlby High. They will meet members of teaching staff and teaching assistants and take part in specially organised lessons. Finally, those attending BATs also have the opportunity to explore the school to become familiar with it before starting in September.

For the most vulnerable and anxious students, further individual visits can be arranged by contacting the Year 7 Year Leader, Simon Rinaldi, or the SENCO, Richard Anderson.

From Year 9 onwards an independent careers adviser is available for 1:1 consultations and the careers adviser will produce a report that can be used as part of the Year 9 annual review.

What is your School's approach to teaching children and young people with SEN? All students deserve the very best education and high quality teaching in mainstream lessons is the most important approach to teaching students with SEN to ensure good progress alongside their peers. Even with 'quality first teaching' however, there may be occasions when either the class teacher, SENCO, Vice Principal; Curriculum or Intervention Co-ordinator feel that some additional support may help a student to make even better progress with their learning.

Where additional intervention work is planned for a student, the school will contact parents/carers to discuss this and to explain the aims of the support, how it would 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 learners in mainstream lessons.

7. What sort of adaptations are 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 SEND students this information will be recorded and updated regularly on a student's 'My Support Plan'. 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 Learning Support Team, Intervention Co-ordinator, SENCO and the Student Welfare team.
- Some Teaching Assistants work with specific students depending on the students individual needs; whether this is due to a specific condition like ADHD or Asperger's or a particular medical need. Wherever practically possible, Teaching Assistants work with the same students within the same subject areas to ensure consistency of experience for the student and the member of staff as they attend all the same lessons each week.
- Barlby High School has access to Enhanced Mainstream School provision through NYCC for Specific Learning difficulties (EMS for SpLD).
- 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 as required.
- 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 students' 'My Support Plan' where they exist and these highlight strategies to support students with a range of SEND under universal (wave 1) provision. All staff working with students have opportunities to provide input into the support plans and these are updated when required.
- Learning walks take place to identify areas for improvement for specific students with SEND. This can be for actual teaching strategies or for aspects of the 'climate for learning' within the classroom including autism, dyslexia and wheelchair friendly environments.
- Students have access to a range of different areas at break and lunch which can support student's social needs and levels of anxiousness or vulnerability. For example, there is a small group of students who are supervised in the library each break and dinnertime due to a range of additional needs that they have.
- 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 like Lexia learning, additional PE as part of physiotherapy, drawing and Lego therapy, a Lifeskills and Home cooking course, additional Literacy and Numeracy lessons in lieu of languages at KS3, additional English and Maths lessons in-lieu of an option choice at KS4, 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.

8. 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 receive 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 a child's needs we will inform Parents/Carers for consent. We have very positive, professional relationships with all outside agencies.

9. 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 these reports and any information contained within them can be discussed as part of the Parents/Carers consultation 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 has improved progress over a given time.

Barlby High School makes use of the graduated approach (Assess, Plan, Do, Review.) We will assess the need of a student and communicate with Parents/Carers to discuss the nature of the planned intervention. Progress of the intervention(s) will be monitored, reviewed and amended and assessed as required.

The school selects and evaluates the intervention programmes based on their positive impacts for our students. In class provision (high quality teaching) will be evaluated by Senior Leaders and Middle Leaders through Learning Walks and Lesson Observations.

10. 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 home and abroad and 'Personal Development' days. Support is always available for students with a SEND to access any activity or opportunity that they are interested in.

11. 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 and Learning Support area are both available for students with SEND at break and lunch where members of both teams are on duty to talk to students.

Each student is part of a Form Group, Year Group and House Group. Students will remain with the same Form Tutor for their time at the school as this helps tutors to develop positive and supportive relationships with the students in their tutor group. SEND Students are carefully matched to their Form Tutor and Form Group. The Form Group have 25 minutes together each day which allows opportunities to create those strong bonds.

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 David Winterburn.

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 Principal, Ms Caddell, in the first instance or the Chair of Governors.