



Bishop Rawstorne Church of England Academy

SEN Information Report

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'

James 3:17

FORTITER ET FIDELITER

Bravely and Faithfully

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date:	March 2023
Date of next review :	March 2024
Reviewed by:	Dr R Saunders
Approved by FGB	March 2023

THE CHRISTIAN COMMUNITY

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

The information set out in this report is in accordance with paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years.'

See also Bishop Rawstorne's SEND Policy.

1. What are special educational needs and/or disability (SEND)?

At our school, we use the definition for SEND from the SEND Code of Practice (2014).

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age.
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A disability, under the Equality Act 2010, is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

2. What kinds of SEND are provided for at Bishop Rawstorne?

School plans, manages and reviews SEND provision across the following broad areas of need:

- Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning; for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

3. How does Bishop Rawstone identify and assess students with SEND?

At Bishop Rawstone, students are identified and assessed as having SEND in a variety of ways. These include:

- Transition meetings with primary schools and the scrutiny of transfer documentation and SATS results allow for the early identification of SEND and timely implementation of appropriate interventions, such as extended transition, wellbeing provision and additional literacy/numeracy.
- Standardised literacy and numeracy screening to identify below national age-related performance.
- Feedback from parents/guardians at New Intake Evening, Parents' Evenings or through direct contact with school.
- Through an Assessment of Need. School does not undertake dyslexia assessments (these must be completed by a clinician), but we can carry out tests to determine whether a student with SEND has difficulties in line with a dyslexic style profile and measure a student's ability/attainment levels and the following areas:
 - Word recognition
 - Reading accuracy
 - Reading rate
 - Reading comprehension
 - Spelling
 - Working memory
 - Phonological processing
 - Speed of writing
 - Vocabulary/Language
- Through a graduated approach and the four-part cycle of **assess, plan, do, review** in accordance with the SEND Code of Practice (2014). This is regularly reviewed and updated by the SENCO and Learning Support Team and then circulated to all staff.
- Subject teachers who make regular assessments of attainment and social development to identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers

- Widens the attainment gap
- Subject teachers who liaise with the SENCO to carry out an analysis of the student's needs. This will draw on:
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents/guardians
 - The student's own views
- Advice from external support services, if relevant.

4. What are Bishop Rawstone's arrangements for reviewing the progress of students with SEND and evaluating the effectiveness of provision?

Attainment across subjects provides evidence for the success of provision. This is analysed by staff carefully through:

- Assessment data and termly tracking reports to monitor a student's success in achieving targets and progress against nationally agreed standards and criteria.
- Regular consultation between Heads of Year, Curriculum Leads, SENCO, teachers and members of the Senior Leadership Team.
- Use of standardised testing to measure progress in specific areas such as literacy and numeracy.
- Student feedback.
- Parent/guardian feedback.
- Evidence from classroom observations.
- Analysis of intervention programmes and the impact on individual students or groups.
- All EHC plans are reviewed on an annual basis in line with statutory guidance in the SEND Code of Practice (2014).

All students that require support in addition to Quality First Teaching and Learning and differentiation, have a Student Passport that highlights their individual needs and strategies to support them. These passports are reviewed regularly, with both parents/guardians and students involved.

Staff can complete a 'Cause for Concern' form if they have concerns regarding a student's learning, emotional wellbeing or physical needs.

5. How is the curriculum and learning environment adapted for students with SEND?

All students are entitled to an enriching curriculum that is broad and balanced.

There are mixed-ability class groupings, with some ability and nurture groupings in English and maths at KS3. This enables subjects and teachers to adapt the learning environment and curriculum content to meet the needs of all students, particularly those with SEND.

Teachers will endeavour to differentiate outcomes and work, with printed resources, scaffolding, writing frames, modelling, and word banks used as appropriate to student need and curriculum content.

Quality First Teaching and Learning strategies are used by all teachers across the curriculum to ensure that all students, including those with SEND, are able to access the curriculum.

At the end of Year 8, all students choose their GCSE subjects and begin studying for GCSE in Year 9 with a view to completing GCSE examinations in Year 10 and 11.

In accordance with examination board guidelines, a student with SEND may be eligible for exam access arrangements. All students with identified SEND in Year 9 are assessed to determine the appropriateness of any arrangement as it must reflect the student's normal way of working. Examples of exams arrangements that may be provided are:

- Access to a Computer Reader Software Programme
- Access to a laptop
- Rest breaks
- 25% extra time
- Provision of a scribe

Bishop Rawstone has whole-school initiatives to improve literacy and numeracy, with specific interventions implemented to consolidate learning, drive progress and close gaps in knowledge.

6. What additional support for learning is available to students with SEND?

The SENCO will allocate Teaching Assistants on a needs-led basis. The TA will work under the direction of the teacher to support individuals or small groups access the lesson.

Students with SEND may also be offered an adult Learning Mentor if appropriate. This mentoring is coordinated by the SENCO and is a personalised programme designed to raise aspirations and attainment. Peer mentoring is also available to younger students who may benefit from the guidance, friendship, and support of an older student.

In consultation with parents/guardians and the student themselves, those identified as having social, emotional or mental health needs can access support from:

- School nurse
- School counsellor
- A Learning Support Exit Pass allowing them to leave lesson when needed

Each subject will also cover techniques for answering exam-style questions, managing time and revision techniques as well as how to cope with stress and anxiety linked to assessments and examinations.

Laptops may also be provided for use in lessons if a student with SEND requires an alternative means of recording information.

7. What activities are available for students with SEND in addition to those available as part of the curriculum?

There is a wide range of after school and lunchtime curriculum opportunities for all students including a variety of extra-curricular activities and clubs; for example, Music, Sports, Drama and Art. Further details can be found on our website.

The Learning Support Department offers after-school Homework Club from 3pm to 4pm. This is by invite only and is staffed by TAs who assist students with the completion of their homework.

8. What support is available for improving the emotional and social development of students with SEND?

For a small group of Y6/7 students, identified by the SENCO in consultation with primary schools, Bishop Rawstone operates an extended transition and an additional school visit before New Intake Day in July.

The school can call upon a wide range of skilled agencies to work with students including the school nurse, school counsellor and CAMHS.

The SENCO and Attendance Officer review attendance registers and will contact parents/guardians to check on any attendance concerns. If a student's attendance drops below 97%, additional contact will be made to help support parents/guardians in increasing attendance.

School's behaviour policy sets high standards and expectations for all students. Behaviour is monitored and swift intervention and communication with home takes place.

School has a zero-tolerance approach to bullying and actively encourages students to report all forms of bullying to a member of staff so immediate action can be taken, as appropriate.

After consultation with students and parents/guardians, the SENCO may invite some students to work with a specialist teacher or external agencies such as an educational psychologist.

9. How are young people with SEND consulted and involved in planning provision for their education?

Partnership with Students

Students with SEND participate in decision-making processes and contribute to the assessment of their needs, the review and transition processes. All Student Passports are co-produced after consultations with students and parents/guardians.

Students with SEND will also be motivated by subject teachers and TAs to identify their own learning styles and needs, developing the confidence and independence to recognise their talents, skills and abilities.

Student council/student voice is encouraged at our school and all students contribute to surveys gathering their views on aspects of school.

Students with an EHC plan can make their views known in the student feedback forms during their Annual Review.

Partnership with Parents/Guardians

School recognises the need for effective partnership with parents/guardians and endeavours to inform and consult parents/guardians as often as possible. School and the Learning Support Department will:

- Ensure that parents/guardians are notified of any decision by the school that impacts upon Educational Needs provision being made for their child.
- Ensure that views are actively sought and acknowledged in relation to the child's special needs provision.
- Provide DFE guidance, 'Special educational needs and disability - A guide for parents and carers' (August 2014) if requested.
- Respond to the need for individual contact on a needs-driven basis, providing timely communications between home and school as required.
- Hold regular review meetings involving parents/guardians, students, Learning Support Team and/or staff.

10. What specialist services and expertise are available at or accessed by Bishop Rawstorne?

Bishop Rawstorne works closely with external support services and agencies who can provide additional specialist advice, assessment or referral to inform planning and reviewing of provision. These may include:

- Medical guidance and advice from the school nurse.
- SEMH guidance from school counsellors.
- Guidance from occupational therapist for meeting specific physical needs.
- Guidance and resources from speech therapists for meeting specific language and communication needs.
- Guidance and advice from the Young People's Service (YPS).
- The police service.
- Educational Psychologist.
- Early Help Assessment.
- Child and Family Wellbeing Services.
- Teacher of the Deaf.
- CAMHS.

School also liaises with the SEND Officer (Kelly Hayes) and may choose to access specialist teacher support via Lancashire County Council.

11. What training have the staff supporting SEND had or have access to?

The SENCO is currently completing the National Award for SEND Coordination at the University of Edge Hill and regularly attends LCC and Chorley Secondary SENCO cluster meetings.

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEND students. At the beginning of each academic year, the SENCO provides a comprehensive briefing on current SEND issues. SEND updates are a regular agenda item in weekly School Briefing meetings and the Weekly Bulletins distributed to all staff.

All staff are encouraged to attend CPD courses that help them to acquire the skills needed to work with SEND students as well as safeguarding vulnerable children.

All members of the Learning Support Department complete training courses which meet the criteria of the Whole-school Improvement and Development Plans which reflect the needs of students with SEND.

Whole school awareness and training is addressed through dedicated INSET time and the SENCO can advise on individual strategies. The SENCO contributes to the support and training for Early Careers' Teachers (ECTs) by providing additional training on specific special educational needs and the use of TAs in the classroom.

12. What transition arrangements are in place to support students with SEND?

In addition to the whole school transition programme led by the Head of Year 7, the SENCO and Learning Support Team will liaise with SENCOs at primary schools to ensure that a transition programme can be arranged for students with SEND. This can include additional visits to Bishop Rawstone prior to New Intake Day, as well as visits by the SENCO to the primary school to observe the students and discuss provision.

The SENCO will be available prior to and during Options Evening to offer advice and guidance on appropriate GCSE curriculum pathways. All students including those with SEND are offered Careers Education Advice Information and guidance.

Additional support with college applications and choices can be provided. The SENCO and Learning Support Team will liaise with the Learning Support Team at local colleges to ensure that all relevant information (including EHC plans and Student Passports) passed on.

The SENCO and Learning Support Team work closely with students, parents/guardians and external providers to ensure a smooth transition to Post 16 provision.

If a student has an EHC plan, the SENCO and a careers advisor will support them in choosing a suitable college or post-16 career pathway. This will be discussed at the Year 11 annual review. Both student and parents/guardians will be supported and guided through application and transition processes.

13. What is Bishop Rawstone's complaints procedure?

In the event of a complaint, the normal complaints procedure adopted by the Governors would be followed.

14. Who is responsible for SEND Provision?

Dr Rosalyn Saunders (SENCO) – can be contacted through the school office on 01772 600349 or office@bishopr.co.uk

Mrs Natalie Lawrence (Assistant SENCO) – can be contacted through the school office on 01772 600349 or office@bishopr.co.uk

In accordance with the SEND Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEND:

The SEND Governor is Mr John Anthony Latham.

The Chair of Governors is Mr Andrew Marston.

15. Where can parents/guardians find Lancashire's local offer?

This SEND Information Report is provided as part of Lancashire's Local Offer. The Local Offer outlines all services and support available for children/young people and their parents/guardians, across Lancashire and the local area. A link to the Local Offer is provided on our website and can be accessed at: <http://www.lancashire.gov.uk/send>

SEND Information Report prepared by Dr Rosalyn Saunders – SENCO March 2023