



Brownedge St Mary SEN Information Report

September 2020

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL

SEN Information Report

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Name of the Special Educational Needs/Disabilities Coordinator:
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The kinds of SEND we provide for

Brownedge St Mary's is a mainstream high school with five form entry on the outskirts of Preston. We currently have around 700 students at our school.

We make effective provision for a range of special needs, including ASD, ADD, PD, hearing impairment, visual impairment, SPLD, and MLD.

We are an inclusive school and we recognise every individual as special and unique.

Our SEND Vision: -

We value our children and our dedicated staff, and we aim to be part of a partnership with the child's family that works together to enable children to develop their strengths and talents. We believe nothing is beyond the reach of our children. We strive to challenge children to become confident, independent learners, and to support them as they work towards their goals. We believe children should enjoy their time at Brownedge and that regular praise will help them to achieve and grow. We aspire for all children to take part in the life of the school and to develop life skills to enable them to live a fulfilled life. We plan for our staff to be well trained and at the forefront of best practice, and we aim to create a positive climate in which all can succeed.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

We identify children with SEND and additional needs through careful liaison with primary schools and parents and carers. We begin our work to address extra needs as soon as children are identified. This may be on Open Evenings, or through direct contact with our primary schools, which takes place as soon as high school places are allocated. We encourage parents of children with SEND to contact us and become partners with us in addressing extra needs, since this is when provision works best.

We screen all children on entry using cognitive tests and subject baseline tests in order to assess levels of difficulty in accessing learning, as well as scrutinising primary records. Tests are carried out on Induction Days and also during the first few weeks of the new term in Year 7. These weeks are carefully balanced between settling children happily into high school and assessing their abilities.

Once identified, curriculum provision is made or adjusted in the light of difficulties identified. All students are tracked at half termly assessment points. Students with additional needs are then tracked separately by the SENDCo. Meetings with intervention staff and support staff take place after each assessment point to ensure that timely intervention takes place. Intervention may include setting, booster classes, counselling, support, or physical adjustments to classes or to equipment. Risk assessments are carried out if there are physical issues and emergency egress is assured through the use of Evac chairs, for example.

Outcomes of interventions are reviewed half termly and further action is taken, perhaps involving outside agencies, if progress is an issue.

All teachers and teaching assistants have a role to play in teaching children with additional needs and providing quality first teaching. It is everyone's responsibility. Teachers may refer students who they feel are not making adequate progress to the SEND department at any time during a child's school career. Parents and students themselves are also encouraged to contact the SENDCo at any time if they have a concern. We operate an open door policy but please contact the SENDCo to make an appointment.

We link in with many outside agencies such as the school health team, Barnardos, Caritas, NSPCC, Addaction, Children's Social Care, Domestic Violence Services, Physiotherapy, OT, GP, and many more.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

We keep students and parents involved in decision making about SEND by informing them by letter when they are placed on the SEND register and regularly providing feedback at parents' evenings and by appointment. Some parents prefer telephone calls and some prefer a home school diary: we work in the way that the individual parent prefers.

We use the "All About Me" papers to help young people to put their views forward to reviews. We also conduct periodic surveys of student views of SEN provision. Students are encouraged to put their views and ambitions forward and we aim to help them achieve their dreams.

Students are informed of their progress after every assessment point. We place emphasis on attitude to learning, and growth mindset, so that young people can achieve their ambitions, no matter what SEND they may have.

We encourage students with SEND to join our school council meetings where students' views are canvassed and students themselves can raise issues of concern. We also have a team of intervention mentors who provide support to any student on request.

Students with SEND are canvassed separately with the support of a TA to ascertain their views if needed.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

We inform parents of concerns in a variety of ways depending on the individual. Some parents prefer a telephone call but we will always encourage parents to come into school whenever possible. We carry out home visits if needed and where family circumstances make visiting school difficult.

We have induction days and evenings where transition can be discussed between parents and staff in a friendly, informal, but private manner. We have several dedicated meeting spaces to allow conversations to take place in privacy.

Parents are encouraged to work in partnership with the school, since that is what achieves the best results for the student.

Progress is reported on at half termly assessment points in the year. Parents are welcome to discuss with pastoral or subject staff any concerns that they have. Students with EHCPs have additional reviews which take place half termly.

Parents are welcome to bring advocates into school with them for example, Lancashire County Council run a parental support & advice service and we encourage parents to take advantage of their services:

Gayle Lavelle

SEND Information, Advice and Support Officer

SEND Information, Advice and Support Service [formerly Parent Partnership Service]

Lancashire County Council

Mobile: 07738 786452

www.lancashire.gov.uk/SEND

How will the curriculum be matched to my child/young person's needs?

Students with SEN are identified either in the Y6/7 transition/ liaison window and/or when any need becomes evident. All students are assessed using standardised reading, spelling and numeracy tests on arrival. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.

The school has a SENDCo, deputy SENCO and a small team of teaching assistants.

Classroom based support and intervention takes place in one-to-one, small group or whole class settings. Subject based intervention is provided by subject specialist staff. Classroom based support is available through a team of experienced teaching assistants. We have a dedicated unit where a range of sessions are run to support pupils with SEND. We provide support for pupils with motor skills difficulties such as dyspraxia, emotional needs, literacy, numeracy, reading and those who need nurture.

Good literacy skills are developed through the whole school timetable. There are Alphasmarts to assist identified students with handwriting and recording difficulties. School may buy in from IDSS (Inclusion and Disability Support Services) to support any identified need for pupils when necessary.

Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are invited to provide advice and strategies for teaching students with SEND and medical conditions.

Our SEND vision sums up our approach to differentiation which is to go the extra mile for students who need it.

Staff relationships with students are at the core of our work. We believe this is what makes the difference for our students with additional needs. We have accompanied students on work experience, on trips and visits, and over the transition to further

education when needed. Our support does not stop at the school gates. Our intervention mentors work with family members as well as students to enable great progress to be made.

Staff

Mrs Kirsty Boardman – Assistant Headteacher/SENDCO

Mrs Maxine Tyrer – Deputy SENCO

Mrs Sandra Watson – Senior Intervention Officer and DSL

Miss Nikki Allen – Intervention officer

Mr Simon Wilson – Intervention Officer

Miss Gemma Conway- HLTA, VI specialist

Mrs Mel Baines – TA

Miss Natalie Close – TA

Mrs Kath Hunter – TA

Mrs Lorraine Lyons – TA

Mrs Sue Parkinson – TA

Mrs Sharon Smith – TA

Miss Zoe Warburton – TA

Mrs Anna White – TA

How accessible is the school environment?

Brownedge St Mary's is predominantly a 1950s build contained on one site. It was built to accommodate fewer than the current average number of pupils. There are 2 buildings; the main building is spread over 3 floors and there are 2 lifts in this building. All parts of this building are wheelchair accessible except a music room and a drama room as the corridor is too short to accommodate a ramp and too short and narrow to accommodate a lift. The second building is a newer build which spreads over 2 floors and contains a lift and a disabled toilet; all areas of

this building are wheelchair accessible. By each lift we have an EVAC chair and some staff are trained in using the EVAC chair.

We have accessible parking spaces for both buildings with a designated parking space at the front entrance. We have ramps at entrances and exits. We also have a wheelchair accessible minibus. Corridors are narrow but with careful planning and a one-way system in place, congestion is minimal.

We have good auditory and visual environments. Many classrooms have carpets and the majority have window blinds. Wall displays are in classrooms, corridors and in other areas of the school. We have technical equipment to utilise in the assembly hall which includes: lighting, microphones, speakers. The dining hall and gym areas are poor acoustically. Most of the ground floor is not carpeted.

There are staff male and female toilets in both buildings. There are male and female pupil toilets in both blocks. There are 3 disabled toilets one of these is contained in a medical room where we have a medical bed, a ceiling tracking hoist and hand washing facilities. Our disabled toilet has the facility to wash areas if this is required or preferred. There are no shower facilities in the disabled toilet areas. Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.

We are proactive in making information accessible to parents and families with additional needs. We have teaching assistants who monitor EAL pupils and liaise with parents. We have an Intervention Team closely linked to SEND with 2 Intervention Officers one of which specialises in working with ASD pupils We also have a Counsellor who is in the building for 2 days a week. We use bespoke home school diaries effectively. We provide: foreign language dictionaries; translators, storyboards etc.

We have 2 height adjustable tables which can be moved around school. We have specialist speakers in some classrooms to aid pupils with hearing impairments. We have keyboard adaptations for pupils with visual impairments and other conditions such as cerebral palsy, severe ADHD and dyspraxia.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Students with EHCps have allocated provision which is mapped. Students with additional needs are identified after assessment points and provision is made according to priority of need. We use a referral system to triage need. For some interventions that are not considered urgent, we operate a waiting list, for example for nurture group work. Urgent student needs are always prioritized.

Decision making about provision for SEND is made by the senior leadership team under the direction of the head teacher, deputy headteacher and Inclusion lead. The SENDCO and deputy SENDCO make day to day operational decisions about allocations of support, which are provided flexibly in keeping with the school's capacity to deliver.

Access arrangements for external examinations are applied for at the end of year 9/ beginning of year 10. Decisions are made with the examinations officer as to which students should be assessed, and these decisions are made following the guidance from JCQ.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

All EHCps are reviewed on an annual basis. Reviews are carried out in line with statutory guidance.

Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Each student is always encouraged to participate in their meeting.

Progress of other students with SEND support needs is monitored regularly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

Progress data is shared with parents three times each year, in the form of a written review, parents' evenings and a final report. The school operates an open door policy, welcoming parents who have any concerns about their child.

The effectiveness of our provision is measured through progress data and through pupil and parent satisfaction surveys. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Pupils with SEMH concerns are monitored through regular meetings, counselling records, nurture groups, the Pod restorative justice work, Intervention Officer input, mentoring programmes.

We have a school Chaplain.

We have a designated person to monitor our looked after children and regular CLA and PEP meetings take place.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Our teaching assistants and SEND team are regularly trained and are encouraged to develop specialisms such as autism or medical needs. SEND CPD is delivered at least once every term and during INSET days to all teaching staff, we tailor our training to student and staff needs. The training is delivered by the SENDCo, SEND team and external agencies such as CAMHS, Educational Psychologists, the school nurse, occupational therapists etc. For example a range of staff are trained on Evac chairs in all areas of the school.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The SEND team support students on transfer to high school, following mid year transfers, and after leaving high school. We have accompanied students with mental health needs to college until they are settled. We have also supported students with respite places at specialist schools. We are happy to strive to provide whatever personalised support is deemed necessary.

How will my child/young person be included in activities outside the classroom, including school trips?

Students with additional needs are encouraged to access the full range of activities on offer in school, subject to risk assessment. On residential trips, TAs have supported students with severe physical difficulties. Specialist risk assessments are carried out if students wish to travel abroad and have significant special needs. This usually requires close working between the family and the school.

What support will there be for my child/young person's overall well-being?

Bullying is something we take very seriously and we have a single central record of disability based bullying which is monitored on a half termly basis by the Assistant Head Teacher in charge of inclusion. Any bullying of SEND students is treated seriously and we ask that students and parents always tell a member of staff if it is happening.

Medication is routinely administered by trained first aiders, but in emergencies may be authorised by members of SLT. All medication is kept under lock and key in a central place in the school office.

For the safety of all the community, students are not allowed to carry medicines in school. The locked cupboard is labelled, and designated staff have access to the key. It is the parents'/carers' responsibility to check that medications are within expiry date.

Medications in the cupboard are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/ Care Plan. Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.

We have a School Nurse who holds a drop-in session once a week. If needed, a Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse may carry out a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff. The SENDCo agrees all care plans on behalf of the head teacher. Care Plans are held centrally in the school office. They are reviewed by the School Nurse at least annually, or if circumstances change. Staff are briefed by the school nurse regularly about students with medical needs. Additional training (e.g. diabetes, epilepsy) for staff or first aiders is arranged via the school nurse or specialist nurse practitioners as necessary.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment & contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether the pupil may be moved to front entrance, using the Evac chair if necessary, or whether to call for an ambulance. The SENDCo is contacted in the case of SEND pupils being injured. In the event of a serious incident, an ambulance is called immediately, along with the emergency contact adult.

The school has a drop in from a School Health specialist nurse regularly at lunch time. Pupils can drop in without an appointment and seek confidential advice. Alternatively parents can request that their child sees the nurse. Other services and agencies occasionally make an appointment to visit a child on site, with parental permission if necessary, and subject to school safeguarding protocols.

Other services who visit school include: IDSS, SEND traded, CAMHS workers, Educational Psychology Service, Barnardo's workers, Addaction, Jigsaw, YPS, MIND.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

We have regular TA team meetings when TAs feed back to SEND managers the day to day issues faced in the classroom by students. We follow up any concerns with the teacher or department concerned. Students' views are sought through school council meetings and in student SEND questionnaires. TAs support reticent students to help them voice their views.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

A huge range of services come into school on a regular basis and some of them are named in this report. This support is provided on a personalised basis to students and can be brought in at the parent's request, or the student's or the school's. We are happy to work with organizations such as CAMHS, Addaction, and CAFCASS, etc., if parents feel this is useful.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Complaints should be made to the SENDCO in the first instance and we will strive to solve the problem. It is important to let us know as soon as there is a concern. If this does not resolve the issue, then a complaint may be made to the head teacher, or failing this to the Chair of Governors, whose address is available from the school office.

Further information about our complaints procedure can be obtained from the school office.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Gayle Lavelle is able to help parents to find support services that are right for their child and she can be contacted at:
SEND Information, Advice and Support Officer
SEND Information, Advice and Support Service [formerly Parent Partnership Service]

Lancashire County Council
Mobile: 07738 786452
www.lancashire.gov.uk/SEND

Where can I find information on where the local authority's local offer is published?

Our Local Offer is available on our school website by clicking on the tab marked "SEND "

<http://www.lancashire.gov.uk/SEND>