St Bernard's High School
A Catholic Academy for Arts and Science

SEND Information Report



Academic Year 2026-2027

Our school welcomes students with special educational needs and disabilities (SEND).

Our Head of Inclusion / SENCo is Mrs Alexander. The team can be contacted on 01702 343583 or by email on sen@stbernards.southend.sch.uk.

Our aim is the provide quality first teaching for all our students. When considering the needs of students with special needs and disabilities, we aim to differentiate our teaching in order to be responsive to the range of individual student's learning needs, so that they can progress within the National Curriculum and in the wider curriculum (including emotional and social development).

We aim to support student's learning through the arrangement of teacher-student groupings, student peer support, and where appropriate the involvement of Learning Support Assistants. In addition, we make use of a wide range of learning materials and digital equipment designed to help students respond to the challenges of learning.

We liaise with all feeder primary schools and post-16 providers to ensure a continuity of support at key transition points.

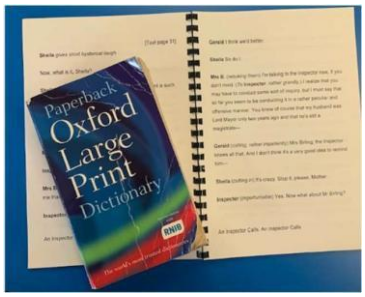
Policies for identifying children and young people with SEN and assessing their needs

Some children and young people need increased support to access learning because:

They have considerably greater difficulty in learning than the majority of children of the same age, and/or they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

At the point of entry into St Bernard's, students are assessed in formal and informal ways. Initially we seek guidance from the primary school as to the needs of the individual students. This is completed through transition meetings and contact with the various SENCos. Students are initially identified as having SEN if they have an EHCP or Individual Educational Plan at their primary school.

When the students arrive at St Bernard's, they are assessed by making use of Key Stage 2 examinations data, the Accelerated Reader programme and initial subject baseline testing. All students are assessed in this way, the aim being to recognise students with additional needs who may not already have been identified as needing additional support.



Once at St Bernard's, students are identified as having SEN if they do not make adequate progress when they have had access to all the school's intervention/adjustments and high-quality, personalised teaching. When deciding whether to make special educational provision, the Head of Inclusion/SENCo considers all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The Code of Practice describes the 4 broad areas of need:

Kinds of SEN:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

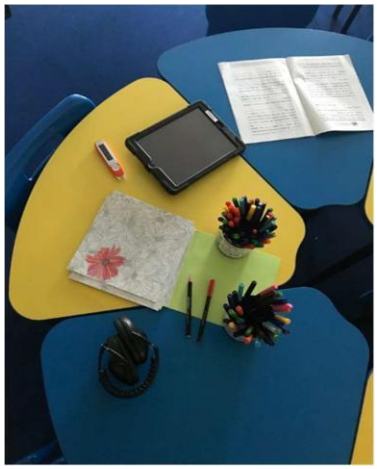
These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, rather than to fit a student into a category. At St Bernard's we identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person but the development of the whole person. The range of support developed will be tailored to the individual need following assessment. It is designed to help students to become independent and resilient learners.

The following are not necessarily SEN but may impact progress and attainment:

- disability (the school is compliant with the Code of Practice's outlines for the "reasonable adjustment" duty for all schools, provided under current Disability Equality legislation). Where these reasonable adjustments do not secure expected progress, consideration of SEN will take place;
- students with low levels of attendance and punctuality;
- Students with health and medical needs;
- English as an Additional Language (EAL);
- being in receipt of Pupil Premium Grant;
- being a Looked After Child;
- being a child of a serviceman/woman.

The school provides support for these children and young people through our wider inclusion arrangements (see Inclusion policy).

Categories of SEN



Since September 2014 there has been a single category of support, called SEN support. At St Bernard's we have broken this down into a graduated approach that is understood by everyone.

Within the category the following codes are used:

SEN Support 'K'
Students will be subject to SEN support if they have an identified SEN and require provision that is additional to or different from, that made generally for others of the same age in our school setting. This provision is planned and reviewed termly using an Individual Educational Plan.

SEN Support 'T'
Those students who have an identified SEN; and whose progress is secure through differentiated teaching, will be identified as Teacher Aware.

Progress will be closely monitored to review if additional SEN support is required.

Information will be available to support teachers in continuing to meet their needs in the classroom.

This code also caters for students with Additional Educational Needs that are not considered to fall under SEN, such as chronic medical needs and Looked After Children.

The Head of Inclusion/SENCo liaises with Subject Teachers, Heads of Subject, Heads of Key Stage, Learning Mentors and LSA's regarding the educational provisions for students with educational needs.

The Head of Inclusion/SENCo is responsible for planning the appropriate level of provision for these students.

EHCP
Some children will have an Education, Health and Care plan (EHCP). This describes a student's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. It is a legal document written by the local authority and is intended to ensure that children and young people with an EHCP receive the support they need.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them. Some children and young people may not make the progress expected of them even with this help. EHCPs are for children and young people who have a special educational need or disability that cannot be met by the support that is ordinarily available at their school or college. Most children and young people with special educational needs will have help given to them without the need for an EHCP.

How does the school make sure the admissions process is fair for pupils with SEND?

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; including those with an EHCP and those categorized under SEND Support codes 'K' and 'T'. More information on admissions can be found in the Admissions Policy on the school website.

Parents of students with SEND are welcomed to tour our school when considering applying for a place for their child, and we routinely liaise with feeder primary schools ahead of admission to Year 7 to invite students identified under SEN Support codes 'K' and 'E' to our annual Year 6 SEND Transition Day.

How do we prevent students with SEND being treated less favourably than other students?

The expectation is that all schools provide an inclusive provision for all students. It may be necessary for some students to receive targeted interventions in addition to a broad and balanced curriculum. These interventions are designed to support and to help ensure that all students reach their full potential.

All students are encouraged to attend school trips, including residential trips in the UK and abroad. Similarly, all students are encouraged to fully take part in PE sessions and extra-curricular clubs and drama and musical productions. No students is ever excluded from taking part in these activities because of their SEND and reasonable adjustments are implemented to make sure that they can be included.

Reasonable adjustments are put in place by the SENCo for students as part of their SEN Support. Decisions will generally take into account:

- the student's needs and the impact that a specific adjustment is likely to have
- the associated cost
- practicality and effectiveness
- if the adjustment will affect other students' learning

Arrangements for consulting parents of children with SEN and involving them in their child's education, and arrangements for assessing and reviewing children and young people's progress towards outcomes

Consulting parents

Parents, families, children and young people are involved in this identification process.
We encourage parents to participate in supporting their children's learning at all stages through the school's consultation events and other communication.

Teaching, assessing and reviewing children

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

- Teachers are responsible and accountable for the progress and development of all the students in their class, including those students who access support from teaching assistants or specialist staff.

- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

- For higher levels of need we draw on more specialised assessments from external agencies and professionals.

- If students have an EHCP or are identified as having SEN needs which require extra support ('K'), their parents will be contacted termly by the Learning Support team, alongside the usual information evenings and parents' evenings, so they can be involved in reviewing their child's progress and discuss any relevant matters.

Arrangements for consulting young people with SEN and involving them in their education

All students at St Bernard's are involved in making decisions where possible. They are given the opportunity to participate in meetings and be involved with choices and decisions that will affect the progress and education here.

Students have the opportunity to access Learning Support on a daily basis and can raise any concerns with learning support or other pastoral support staff, such as mentors or form tutors. Where appropriate, students are invited to access Student Services on a drop-in basis or are sometimes allocated a learning mentor to work individually with them, according to need. Students are not generally allocated a named Learning Support Assistant, as support is shared across the team to help foster students' growing independence and resilience.

Students are involved in setting their own targets and are encouraged to take responsibility and make choices with regards to their learning.

Support for improving emotional and social development

For students in need of extra emotional support, at the SENCo/Inclusion Lead's discretion, it may be deemed appropriate for a referral to made to services including a school counsellor or educational psychologist.

Internally, support is available through students' form tutor, head of year and the learning mentors, who support individual students in their social and emotional development.

Students, as part of their PSHE programme, will be made aware of issues around emotional well-being and building resilience.

We monitor how effective we are in supporting all students' achievement and development as part of our evaluation of the learning outcomes of our students, including those who have SEN. The information is provided to parents and carers in school reports. This information is, in turn, used to evaluate the effectiveness of our provision map 'offer', and to enhance it, as part of the School's Development Plan.

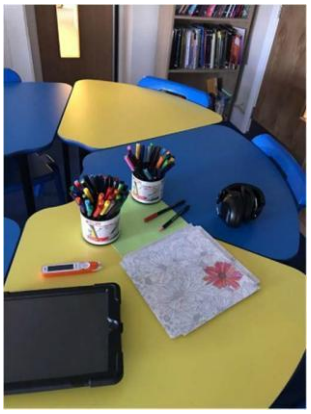
Arrangements for providing access for students with SEND to a balanced and broadly-based curriculum, including the National Curriculum

Students with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum and for this reason most of the LSAs time is spent supporting students in the classroom. Students can gain extra support outside of lessons by making use of the Learning Support room and working with their learning mentors to develop their learning and organisational skills. From time to time, some students may be provided with numeracy and literacy intervention in smaller groups.

How children and young people with SEN are enabled to engage in activities with children and young people in the school who do not have SEN

The Integration of students with Special Educational Needs and Disabilities (SEND) into the school is central to our belief in Inclusion. Students with SEND join in the full range of school activities, supported by their peers, teaching and non-teaching staff. Students with learning difficulties are able to take an active role in all extra-curricular activities e.g. choir, a variety of sports clubs and teams, outdoor activities and enrichment opportunities. They can also engage in trips which are provided by the school and if required will have access to learning support on these visits.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood



- The students with additional needs are given the same opportunities as all students during Key Stage 4 to attend taster days and careers events.
- In addition, as part of their Year 9 review, children with SEN meet with our Careers Advisor to discuss their aspirations for the future and are provided with extra support in selecting their options.
- As part of preparing for adulthood, they are given the same opportunities to take on additional responsibilities, such as becoming a prefect or senior prefect. They can also be trained to be a peer mentor. The students with additional needs are expected to undertake work experience in line with their peers, with support from the Careers Advisor and the Learning Support team.
- There is an annual careers event where students can meet employers and get advice about different careers and college opportunities.
- They will also meet again with the Career Advisor in Year 11.
- We have strong links with the local colleges and provide transition visits in the run up to their move to college.
- In addition to visiting colleges to look at the courses, students can visit the colleges with a teacher and other students prior to going, to assist with the transition.
- Year 12 and 13 students with an EHCP are supported with their learning needs and have opportunities to take on responsibilities and attend Careers and University events. They undergo a PSHE course to support their transition at the end of Key Stage 5. The Learning Support team liaises with the Head of Sixth Form where appropriate to support individual students with the requirements of their A-Level studies.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Our responsiveness to children's learning and other needs is supported by planned in-service training of Teaching and Learning Support Staff. This takes the form of teacher-peer support, communication arrangements among staff, consultation with, and training by our SENCo, as well as training offered by the Local Authority and other agencies.

The approach to teaching children and young people with SEN, and how adaptations are made to the curriculum and the learning environment of children and young people with SEN



All students identified as requiring additional educational support may be offered the following provision:

- an opportunity to express their needs and identify effective strategies for support;
- adapted/differentiated materials across all curriculum areas by subject teachers;
- a bespoke independent advice and guidance programme from our Careers Advisor – meetings with students to plan appropriate pathways, guidance with GCSE options and support to raise aspirations at all transition points;
- guidance with sourcing a suitable work experience placement in Year 10;
- study support in the Learning Support classroom from 8.15am;
- lunchtime learning – a range of supported study environments;
- after school activities and study support;
- individual support in English and Maths by a team of subject specialists;
- termly review of provision by the Head of Inclusion / SENCo;
- subscription to the Accelerated Reader Programme with associated support;
- small group or individual intervention;
- access arrangements for formal examinations (based on a student's usual way of working in school).

In addition, a range of support set out in the School Offer may be explored for specific needs.

Supporting students with physical disabilities

Although the school building was not purpose-built, where it has been possible, adaptations have been made, including the installation of lifts which be used by students where there is an identified need. Most classrooms are on the first and second floor and reasonable adjustments will be made for students with an identified need as necessary.

The school operates a one-way system and students who have mobility issues can be given a route pass to make their journeys around school shorter and more manageable. If students have to leave lessons early to move around the school, 'Leave 5 minutes early' passes can be provided at the discretion of the SENCo.

Further adjustments, such as sloping desks or the use of an iPad within lessons may also be available where there is an identified need.. It is important to note that there is no 'one size fits all' approach, as each student is considered according to their own specific needs.

How the school involves 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

Where students' needs dictate, our SENCo calls on such expert help as is currently available from the Local Authority through its 'local offer', as well as other community and voluntary specialist services. In all instances, the school-based and additional support is planned in consultation with parents/carers, and with the students themselves, through completion of an Early Help Assessment (EHA).

- The department builds strong links with outside agencies in the local community. Teams from the local authority meet to work with students who have hearing and visual impairment and/or speech and language needs. The SENCo is able to refer students to the local authority's school nursing team as appropriate.
- Where student needs dictate, we work closely with specialist nursing providers such as diabetes, asthma and cystic fibrosis teams. We also liaise with the Lighthouse Centre regarding students who are accessing physiotherapy or occupational health support.
- At the SENCo's discretion, students may be referred for an Educational Psychologist assessment. Any such referral is made with parental permission and is subject to need.
- As a department we work with the School's Mental Health Lead and the Emotional Wellbeing and Mental Health Service to refer students where there is an identified need. The SENCo is also able to refer students to the in-school counsellor through the Brentwood Catholic Children Society Trust.
- As part of the students' transition arrangements from Key Stage 2 to 3, we have good links with the SENCos and pastoral teams at our feeder primary schools to ensure students' arrival is as smooth and enjoyable as possible.
- Transition support is also in place between Key Stages 4 to 5, where the SENCo, LSAs, Learning Mentors and the Career Advisor are involved with supporting students by making contact with the local colleges and arranging visits.

Looked After Children (LAC) with SEN

The designated teacher for looked after children (LAC) works closely with the SENCo to ensure that looked after children have the correct school provision. Students who are looked after and have SEN have a mentor and work closely with Learning Support team. The LAC students have access to iPad and reading pens where appropriate and there are close links with the mentors and foster parents. Students are regularly reviewed through SEN reviews and LAC reviews. The Learning Support Team provide input to the LAC and PEP reviews. Students have an Individual Educational Plan and targets are regularly set. Support is provided with transitions and careers guidance. If needed, additional support is sought through external agencies. The school strives to ensure that support is provided for these students so they make progress and are given the same opportunities as others in their peer group.

Evaluating the effectiveness of the provision made for children and young people with SEN

The development plan for special educational needs sets out the key objectives for the department with performance indicators to evaluate the success of the SEND policy.
In addition, formal and informal feedback from staff, parents and the students themselves are valuable gauges as to the success of the work being managed by the team.

For some students, it is their raised self-esteem and confidence which is a measure of success, for others it may be improved organisational skills or improved behaviour. Improvement in reading, comprehension and spelling levels and student performance in subject tests and exams, including GCSEs, are used as indicators of success and achievement. The school operates a self-evaluation process and the work of the Learning Support department is monitored regularly and each new initiative is evaluated.

Parents are invited to express any concerns they may have about the special educational provision made for their child at any time by contacting the SENCo. Full consideration is given to all matters that arise and solutions are sought to any problems. In the unlikely event that this should fail to address the issue within a reasonable timeframe, parents/carers can escalate to Stage 2 of the school's Complaints Policy, a copy of which is available on the school's website or can be requested from the school office.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Our school has a complaints procedure, which is detailed in the Complaints Policy. This is available on the school website.

Southend Local Authority's 'local offer' of services, and other available sources of support are published at: www.livewellsouthend.com

Our local offer document is in the statutory section of our website; more information on the Essex local offer can be found at: http://www.essexlocaloffer.org.uk/

Mrs H. Barnes, Head Teacher, would welcome all enquiries to:

ST BERNARD'S HIGH SCHOOL
Milton Road, Westcliff-on-Sea, Essex, SS0 7JS
tel: 01702 343583 | fax: 01702 390201 | email: office@stbernards.southend.sch.uk

Our Chair of Governors and our Special Educational Needs Coordinator can be contacted at the same address.

Should you have concerns about a child (your own child, or another student at St Bernard's), please contact our pastoral team by email: pastoralconcerns@stbernards.southend.sch.uk