



Saint Bernard's
Catholic High School



SEND POLICY

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	M Lockwood, SENDCo, January 2018
Reviewed at:	Student Welfare Committee Meeting, 6 th February 2018
Approved at:	Full Governing Body Meeting, 15 th March 2018
Signed:	Austin Senior, Chair of Governors

Our SEND vision is HIIP

HAPPY

- We are dedicated to ensuring students with SEND feel happy and confident by providing them with a positive and safe environment; one where they feel included and cared for.
- Students are supported both academically and pastorally in lesson by either the teacher, or, if needed, an SSA.
- Further support is offered to SEND students out of timetabled lessons. We hold homework club during lunchtimes (SLC), provide support during enrichment activities and offer a safe place for students to go during social times (S7).

INCLUDED

- Students with SEND are educated, wherever possible, in an inclusive environment, receiving quality first teaching alongside their peers.
- We provide a broad and balanced curriculum; one that is relevant and differentiated to ensure ALL students have equal access to learning.
- All teaching staff share responsibility for the progress of SEND students in their care.
- Integrating students with their peers during social times is also one of the key priorities in the SEND provision we offer.

INDEPENDENT

- We strive to develop independent learning skills amongst our students with SEND.
- Quality first Teaching, differentiation and embedding support tools during lessons; all contribute to developing independence amongst our SEND students.
- At St Bernard's, our SSAs embed the 'helicopter' approach to support. This involves consolidating the understanding of a task with a student, then moving away to enable students to work independently on the task.
- Our SEND team help to integrate students with their peers out of lesson time by helping them develop independent life and social skills.

PREPARED

At St Bernard's we want all our students, including those with SEND, to leave school in Y11 as happy, confident and independent young adults. During their journey from year 7 to year 11, SEND students will develop a range transferable social, life and academic skills; ones that will help prepare them for the wider world, further education and a career. We strive for our SEND students to be as successful as and have the same opportunities as their peers.

Who do we support?

We support the 4 main areas from the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Health Difficulties
- Sensory and/or Physical Needs

The Graduated Response

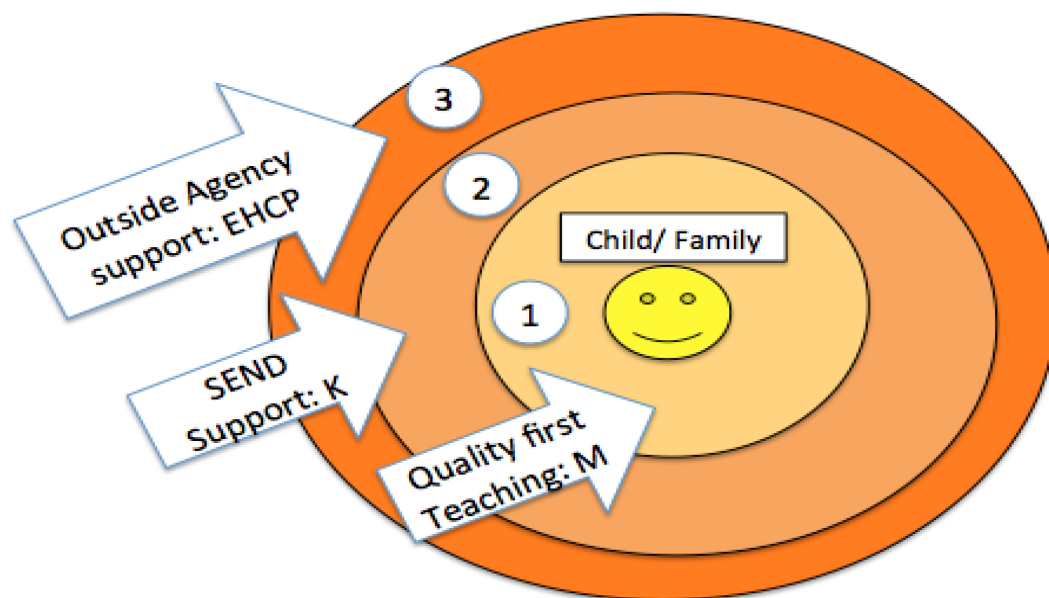
In line with the SEND Code of Practice and the Rotherham Local Offer 'Graduated Response', we follow a SEND model of: Assess > Plan > Do > Review

SEND Levels at St Bernard's

E: Students have an Educational Health Care Plan with (Rotherham SEND Local Offer)

K: SEND Support in school/working with outside agencies

M: Monitoring/Quality first Teaching & effective differentiation (Barriers & Aids to learning)



Assess

Students are identified as having a SEND in a variety of ways: primary transition, teacher/parent referral and outside agencies. Assessments are made based on previous school and outside agency assessments and current in-school assessment.

The SENDco will conduct SEND specific observations and assessments when a referral is made to ensure the student is receiving quality first teaching: *The SEND Code of Practice makes it clear that high quality teaching, adapted for individual pupils, is the first step in responding to possible SEND.* Wherever possible, we want our students to stay in their timetabled lessons and access quality first, differentiated teaching and learning (Wave 1)

Plan

Once a student is assessed as having a SEND, they will be identified as a K and will be offered SEND support. A student support plan is set up with specific SEND targets unique to the student. This plan is shared with parents at the review meetings. If a student has an EHCP (E), their student support plan will integrate the targets contained in their EHCP.

Do

Students accessing SEND support (K/E) will receive in class SSA support and sometimes further interventions specific to their individual needs (Wave 2/3). The SEND interventions will be based around the individual targets contained within their student support plan. Interventions are mostly based around the areas of: Literacy, Numeracy and SEMH.



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Review/partnerships with parents and carers

SEND Targets and intervention progress will be reviewed three times a year between the students, parent and SEND mentor. If students have met their targets, then new ones will be developed.

The SEND review cycle fits in with the whole school Academic Mentoring afternoons:

6th December (Autumn review)

8th March (Spring review)

9th July (Summer review/set new targets for September)

During these afternoons, parents, SEND mentors and students discuss both their SEND targets and their academic and pastoral progress across school.

As part of the Annual Review Process, EHCPs will be reviewed yearly in addition to the above dates. Early reviews can be requested if students' needs have changed.

Partnership with Parents/Carers

We strongly believe that the best way to support students is by forming strong links with parents/carers. Parents/carers are the experts on the children in their care and we believe they form an essential part of their child's SEND support.

In addition to the three Academic Mentoring afternoons, where students' SEND support plan is reviewed, we regularly communicate with parents via email and telephone conversation.

We offer a weekly Parent Support Session program to help parents and carers support their child/guardian at home. These are held during enrichment time (3 – 3.45pm)

Additional In-school SEND support offered:

Homework club (SLC Mon, Tues, Weds, Thurs Lunch)

Enrichment activities (3:00 – 3:45, see program on school website)

Safe place during social times (S7, breaks and lunch)

Parent Support Sessions (3:00 – 3:45, every Thursday in S7)

Evaluation of the education provided for students with Special Educational Needs & Disability

The progress of students with special needs will be evaluated by evidence from the following:

- evidence collected via data tracking in line with whole school policy
- evidence of students' work;
- records of subject teachers;
- assessments carried out by SEND department;
- regular reviews
- meeting with parents/carers at reviews and academic mentoring;
- written information from subject teachers at the request of SEND department;
- discussion with students;
- reference to all relevant documentation;
- records of involvement with support services and external agencies;
- records of parental interviews, phone calls, letters and action taken.

Co-ordination

The Principal has responsibility of the management of all aspects of the school's work, including provision for students with special educational needs & disability.

The Special Educational Needs & Disability Co-ordinator oversees the provision for special educational needs within the school by:-

- being responsible for the day to day operation of the school's Special Educational Needs & Disability Policy;
- managing the liaison with external agencies;
- monitoring the school's Inclusion Register;
- managing the Academic Mentoring of reviews for students on the Inclusion Register. Organising reviews for students with an Educational Healthcare Plan (EHCP);
- evaluating the provision for students on the Inclusion Register.

Link Governor
SENDco

Mgr J Ryan
Miss M Lockwood

Role of the Governing Body

The Governing Body must ensure that:

- this policy is implemented, reviewed and revised as required;
- the School Improvement Plan reflects the needs of pupils with Special Educational Needs & Disability;
- an annual report is made to parents.

Complaints Procedure

The SEND Co-ordinator will be pleased to meet with parents who have a concern about their child's Special Educational Needs in general, or in relation to the Curriculum. The Authority has established a Code of Practice for the consideration of complaints about the school curriculum or related matters. Information about this can be obtained from the Principal or from Riverside House, Rotherham, Telephone **01709 382121**.

Parents/carers can request support from **Rotherham SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service) about any concerns they may have. Their contact details are: **01709 823627**

Another useful source for information regarding SEND is **Rotherham Parent Carers Forum**. Their address is: Rotherham Parents Forum Limited, c/o Mangham Manor House, Scrooby Lane, Parkgate, Rotherham, S62 6NX. Tel: **01709 296262**

In-service Training for Staff

All members of the SEND department attend, where possible, appropriate courses to keep up to date with Local and National policies. Student support assistants are given one hour, over 2 weeks, PPA to keep up to date with the Inclusion Register and SEND support plans.

SEND information is shared to staff via pastoral, T&L briefings and SSA meetings.

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SEND CPD is delivered to teaching staff as part of our in-school CPD program through THE KEY.

As part of Performance Management and SEND Quality Assurance, SSAs observe each other and good practice is shared within the SEND team.

External Support Agencies

St Bernard's has established effective working relationships with many external agencies, such as: Learning Support Service, Educational Psychology Service, Child and Adolescent Mental Health Service, Hearing Impaired Service, Visually Impaired Service, Inclusion Support Services, Educational Welfare Service, Community Paediatric Physiotherapy Service, Medical and Social Services, Diocesan Special Needs Advisory service, Rotherham SENDIASS.

We will always consult specialists when we take action on behalf of a student when it is considered that additional advice is needed to support them.

Transition

During transition from KS2 up to St Bernard's we work closely with feeder schools. This includes attendance at meetings held at Primary school and building relationships with parents and carers. As part of transition we offer extra visits to the school for students which involve attending lessons and joining us for breaks and lunchtimes.

As students move into Y10 we begin working with the Integrated Youth Support Service who support students in their move to Post 16 provision. As with the move into St Bernard's we work with Post 16 providers to ensure students feel confident about the move. This can include extra visits and inclusion in a transition package where students go for a few weeks during term time or during the six week holiday to get to know staff and peers.

Links with other schools

The SEND Co-ordinator will work closely with appropriate staff in other schools, whether in or outside the local authority, to ensure a smooth transfer for any student identified as having SEND.

Links with the Health Services, Social Services and Voluntary Organisations

In accordance with the LA assessment model, the school will liaise with the Health and Social Services, Educational Welfare Services and any Voluntary organisation, which it is appropriate to use on behalf of our students.

Useful information:

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Rotherham SEND Local Offer: <http://www.rotherhamsendlocaloffer.org>. Rotherham

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service):
<http://www.rotherhamsendiass.org.uk/>