

# STUART BATHURST CATHOLIC HIGH SCHOOL



## Special Educational Needs and Disabilities Information Report

Academic Year 2017-2018



## Stuart Bathurst SEND Information Report 2016-17



Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<b>What types of SEN do we provide for?</b>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Stuart Bathurst Catholic High School have a range of difficulties including:</p> <ul style="list-style-type: none"><li>• Communication and Interaction;</li><li>• Cognition and Learning;</li><li>• Social, Emotional and Mental Health difficulties</li><li>• Sensory or Physical difficulties.</li></ul>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<b>How do we identify and assess pupils with SEN?</b>	<p>When your child first joins Stuart Bathurst Catholic High School, we use information from a range of sources to help identify SEND and other needs. These include information from:</p> <ul style="list-style-type: none"><li>• parents/carers;</li><li>• primary school teachers;</li><li>• end of key stage 2 levels;</li><li>• base line testing;</li><li>• literacy and numeracy tests;</li><li>• application form information; subject teachers;</li><li>• specialist colleagues;</li><li>• external agencies.</li></ul>

		<p>Our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Stuart Bathurst Catholic High School will further identify pupils with a special educational need. This identification may come from:</p> <ul style="list-style-type: none"> <li>• tutors,</li> <li>• subject teachers,</li> <li>• learning support colleagues</li> <li>• Heads of Year</li> <li>• outside agencies</li> <li>• parents/carers</li> <li>• the pupils themselves.</li> </ul> <p>If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Additional Needs registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.</p> <p>Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><b>How will I know that my child is making progress?</b></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Policy. Teachers formally assess and review progress and attainment 4 times a year which is communicated to parents/carers via interim and full reports that are sent home, as per the school calendar. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health &amp; Care Plan have an Annual Review.</p>

	<b>How do you evaluate provision?</b>	The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<b>How do you check and review the progress of my child and how will I be involved?</b>	<p>The school will send home reports each year which will show your child's current and target levels as well as reporting on their effort and homework. Heads of Department and Heads of Year will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including SEN.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers and Annual Reviews (for those with Statements of Special Educational Needs or Education Health Care Plans).</p> <p>The school provides information for parents through newsletters and information on the website; Open days/Information events; Parents' Evenings and letters home. Show My Homework also provides information for parents to access regarding homework and how to support your child at home in completing this.</p>
3c. The school's approach to teaching pupils with special educational needs	<b>How do teachers help pupils with SEND?</b>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there is a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, you will be informed of this and offered the opportunity to discuss this with the SENCo or Year office.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>

<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><b>How will the curriculum be matched to my child's needs?</b></p> <p><b>How accessible is the school environment?</b></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy groups; intervention groups and number of qualifications studied. The school also runs a year 7 "Nurture Group", where a small number of students with complex needs are able to access learning at an appropriate level in a setting which better meets their needs.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school to allow access; disabled toilets; ramps; and equipment to help with reading and writing.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><b>Is there additional support available to help pupils with SEND with their learning?</b></p> <p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p> <p><b>How is the decision made about how</b></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes:</p> <ul style="list-style-type: none"> <li>• SENCo</li> <li>• Inclusion Manager</li> <li>• Learning Support Practitioners/Assistants</li> <li>• Literacy coordinator</li> <li>• Numeracy coordinator</li> <li>• Heads of Year</li> <li>• Year coordinators</li> <li>• School Counsellor</li> </ul> <p>Resources are allocated based on evidence of need and effectiveness.</p> <p>Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENCo in line with the statement/EHCP targets. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

	<p><b>much/what support my child will receive?</b></p>	
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><b>What social, before and after school, and other activities are available for pupils with SEND?</b></p> <p><b>How can my child and I find out about these activities?</b></p> <p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>A range of clubs are available at Stuart Bathurst Catholic High School. They are open to all students, including students with SEND. Additionally, we run a range of activities to support SEND students including Breakfast Club, Homework Club, Lunch Time Social Club (according to individual need), Raspberry Pii Computer Club, Sports Clubs. We also run coursework/revision sessions for older students as and when required.</p> <p>Details of these clubs are available from departments/Year teams.</p> <p>SEND Clubs are by invitation only and these are offered after consultation with Year Teams/departments. All children in the school are encouraged to take part in extra activities at lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>At Stuart Bathurst Catholic High School, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance, as a reflection of the school's strong Catholic ethos. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include:</p> <ul style="list-style-type: none"> <li>• Heads of Year;</li> <li>• Year coordinators,</li> <li>• a School Counsellor;</li> <li>• Learning Support Assistants/Practitioners;</li> <li>• KS4 Academic Tutor;</li> <li>• Child Protection Officer.</li> </ul>

		We also have excellent relationships with a number of external agencies, for example: SHIELD, Early Help, Prevent; CAHMS, Inclusion Support and a number of alternative providers.
4. In relation to mainstream schools, the name and contact details of the SEN coordinator	<b>Who is our special educational needs coordinator (SENCO) and how can she be contacted?</b>	Our Special Educational Needs Coordinator (SENCo) is Mrs Sara Cattell.  Contact details: Email: <a href="mailto:sara.cattell@stuart-bathurst.org.uk">sara.cattell@stuart-bathurst.org.uk</a> or telephone 0121 556 1488.  Speak to your child's Head of Year or Year coordinator in the first instance.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<b>What expertise and training do our staff have to support pupils with SEN?</b>	We have a Learning Support department which is made up of the SENCo, and a number of Learning Support Practitioners/Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including the Post Graduate Certificate National SENCo Award; eCAF training NVQ Level 1, 2 & 3 Supporting Learners in Schools. Ongoing professional development foci are: <ul style="list-style-type: none"> <li>• Supporting students with ASD;</li> <li>• Supporting students with SEMH;</li> <li>• Supporting students with Specific Learning Difficulties.</li> </ul>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<b>What happens if my child needs specialist equipment or other facilities?</b>	As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Sara Cattell or discuss the issue at the next review/parents evening.

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><b>How will I be involved in discussions about and planning for my child's education?</b></p> <p><b>How will you help me to support my child's learning?</b></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>• Full attendance and good punctuality</li> <li>• Completion of homework</li> <li>• Checking and signing planner</li> <li>• Attending parents' meetings</li> <li>• Attending any meetings specifically arranged for your child</li> </ul> <p>We will support you by having regular communication from Learning Support and Year teams and, where necessary, a named key worker for your child who will contact you on a regular basis.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><b>How will my child be involved in his/her own learning and decisions made about his/her education?</b></p>	<p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Student Response' documents prior to reviews. Students are also encouraged to discuss their needs and concerns with the Year team or Learning Support team where appropriate.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><b>Who can I contact for further information?</b></p> <p><b>Who can I contact if I have a complaint?</b></p>	<p>Please contact Mrs Sara Cattell for further information.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.</p> <p>Alternatively, please contact our Headteacher, Mr J Harris. The school's complaints procedure is available on the school's website.</p>



<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>As a school we can access a range of services including:</p> <ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health Service (CAMHS);</li> <li>• Social Care;</li> <li>• School Nurse Service;</li> <li>• Educational Psychology Service;</li> <li>• Connexions;</li> <li>• Speech and Language Service;</li> <li>• Inclusion Support</li> </ul> <p>These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Sandwell Council and use the CAF process when appropriate to do so. If you believe your child needs support from a specialist please contact Sara Cattell or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><b>Who should I contact to find out about support for parents and families of children with SEND?</b></p>	<p>Sandwell Inclusion Support – <b>0121 569 2777</b>  Educational Psychologist – <b>0121 569 2777</b>  Sensory Support Team – 0121 569 2777  School Nurse  CAMHS (Child and Adolescent Mental Health Service) – 0121 612 6620  My Shield  LACE (Looked After Children in Education) – 0845 352 7824  Connexions</p>
<p>12. The school's arrangements for supporting pupils with special</p>	<p><b>How will the school prepare and support my child when joining your school</b></p>	<p>We have a designated transition co-ordinator, Miss Victoria Hampson, who liaises closely with primary schools and provides additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for one week for Year 6 students.</p>

educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<b>or transferring to a new school or post-16 provision?</b>	All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions and further education establishments to ensure relevant paperwork is completed for students with Statements/EHCPs.
13. Information on where the local authority's local offer is published	<b>Where can I find out about other services that might be available for our family and my child?</b>	Sandwell SEND Local Offer Information can be found here: <a href="http://www.sandwell.gov.uk/send">http://www.sandwell.gov.uk/send</a>

### **Key Staff**

Headteacher: Mr J Harris

SENCo: Mrs Sara Cattell

Child Protection Officer: Mr Mark Willett

Assistant Head Pastoral: Mr Stewart Holder

School Governor with responsibility for SEND: Mrs Annie Ada

You can contact any member of staff by telephoning the main switchboard on 0121 556 1488