



SEND

Information

Report



What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What is the Local Authority Local Offer?

From 2014, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The North Lincolnshire Local Offer can be accessed at:

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>



What is the definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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





What kinds of special educational needs might the children at Baysgarth School have?

Special educational needs and provision can fit in four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

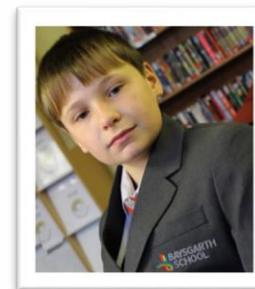


Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.





Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



What is the SEND vision at Baysgarth school?

The main aim of our faculty is to narrow the gaps and ensure that all students do as well as possible regardless of their background, special educational need or disability. The features of PRIDE are at the heart of our vision and a quotation that defines everything we do is:

“To treat everyone the same, we have to treat them differently”

P Positivity	<p>As a team we will:</p> <ul style="list-style-type: none"> • Be student advocates • Be confident in our approaches and the solutions we provide • Be a strong and supportive team
R Respect	<p>As a team we will:</p> <ul style="list-style-type: none"> • Have a high profile around the school and community • Be open, honest and share all knowledge • Hold others to account but not be judgemental • Be SEND experts
I Independence	<p>As a team we will:</p> <ul style="list-style-type: none"> • Support students to be independent and resilient learners • Support all teachers to become excellent teachers of SEND
D Determination	<p>As a team we will:</p> <ul style="list-style-type: none"> • Be empowered and fully trained to support all student needs • Be fully flexible in our approaches to supporting students and staff
E Excellence	<p>As a team we will:</p> <ul style="list-style-type: none"> • Have high aspirations for all of our students and ourselves • Have robust identification processes and rigorous monitoring systems • Improve SEND student outcomes • Become a beacon of excellence for SEND in the local area





Mrs L Pettitt



Mrs H Sullivan



Mrs G Megson



Mr C Dearing



Mr J Johnson



Mrs K Walton



Mrs C Blanchard

Who will work closely with my child?

Mrs G Megson – SENCo

Mrs J Hunt – HLTA Y7 & 8 (Y6 Transition lead)

Mrs H Sullivan – HLTA Y9 & 10 (KS4 Transition and Options lead)

Mrs L Pettitt – HLTA Y11 (KS5 Transition lead)

Mrs K Walton – Year 7 & 8 LSA

Mr J Johnson – Year 7 & 8 LSA

Mrs C Blanchard – Year 9 & 10 LSA

Mr R Sale – Year 11 LSA

Mr C Dearing – Year 10 & 11 LSA



Mrs J Hunt



Mr R Sale



How many students do you have with SEND?

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
SEN Support (SA &	69	78	53	67

SA+)				
Statement & EHCP	17	11	10	10
Total	86	89	63	77

% of School	10.0%	10.4%	7.4%	8.5%
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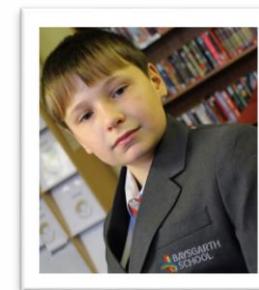


How do you identify students who need additional help?

The school is committed to the early identification of special and additional educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. A range of evidence is collected on all students starting at Baysgarth School in Year 7. This includes: data and reports from feeder primary schools, parental and pupil concerns, in-house reading, spelling and Dyslexia screening tests, teacher concerns and feedback, close monitoring of in-house cross curricular assessment data and observations of students by the SENCo.

We recognise that identification of particular individual needs of pupils is a collaborative process between school staff, the SENCo, pupil and parents and when appropriate from external agencies: Educational Psychologists, Autism team, CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.





What support do you offer?

In class

We believe that all teachers are teachers of students with special and additional needs. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. Teaching staff are supported by the SENCo in providing tailored support to students across the curriculum and are guided through the review process for students with special educational needs.

Support staff are also attached to year groups which provides continuity and expertise in individual students. They provide support to students in class, in groups or on a one to one basis under the direction of the class teacher.



Additional Support

We offer a wide range of bespoke intervention programmes for individual students requiring additional support. These are led by trained HLTAs and take place for 6 week blocks. Students are rigorously assessed and monitored by the HLTAs and SENCo during the period of intervention and quality assurance is also monitored regularly. After the 6 week intervention; student progress is assessed and decisions are made with parents and pupils about future support.

Examples of some intervention programmes offered:

Units of Sound – Dyslexia programme

Rainbow Reading, Paired reading

Accelerated Reader

Lexia

Fresh Start Phonics programme

Active Literacy Kit

Handwriting support

Numeracy Intervention – Khan Academy, iXL, Numicon

Life skills support – Time, Money

Social Skills group

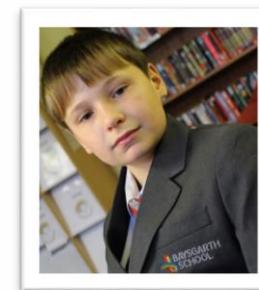
ASD solutions group



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All students who are receiving support that is additional or different to the core curriculum are provided with a pupil profile. This provides the staff and SENCo with relevant, up to date data and support for learning information. It also includes the views of the student and is shared with parents.

Needs and provision for pupils with statements and Education Health Care Plans are determined by the LA, and are met through resources provided directly by the LA and from school resources. Statutory reviews of statements take place at least annually or more frequently if is required. Interim or early reviews of statements are called where the school identifies a pupil who has made little or no progress or that existing provision may no longer be appropriate. The transfer to Education Health Care Plans is in place for students in Y9 and Y11, in line with Local Authority guidance.



How do you involve parents and carers?

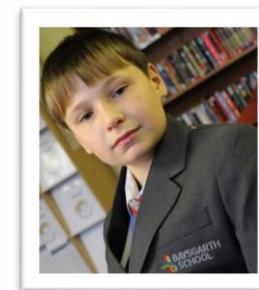
As a faculty, we pride ourselves on the relationships we forge with parents and carers on a daily basis. We keep in regular contact with parents through daily telephone conversations and meetings in school. Occasionally we also make home visits to support parents. We also hold regular meetings with external professionals at school with parents and carers, which help support their child and their needs.

During the summer term 2015, we launched our first parents and student SEND forum. We had a large turnout of students and parents across the Key Stages and this gave us an ideal opportunity to share our new team and our values and vision. Parents and students were given the opportunity to network with staff in the team and also meet with other parents/carers. During the forum, parents had the opportunity to discuss four key areas: the rebrand; parent and student support needed; the new build; the vision and moving SEND provision to outstanding.

How do you support students in the transition process?

During the summer term, the SENCo and HLTAs will liaise with Primary feeder schools to identify and plan support for children with known SEN/disability needs. Wherever possible, the SENCo will attend Year 6 annual reviews of pupils with statements or EHCPs. The school will also host transition evenings which will be hosted by key members of staff from the team. We will also invite Year 6 students to transition taster days during the summer term; this gives them chance to experience a typical day at Baysgarth School. Bespoke and personalised transition programmes can also be planned and arranged by the SENCo for students who may require a longer transition period.

In Year 11, we also have a dedicated HLTA responsible for making links and forging relationships with colleges and apprenticeship providers. We will support your child with the application process, visiting colleges and meeting the right people. We can support with personalised transition packages to a range of post 16 providers.



SENCo Support

The role of the SENCo is to co-ordinate and monitor the provisions and progress of students requiring additional or different support. The SENCo will always:

- Identify and assess students needing additional support
- Plan appropriate intervention
- Monitor progress
- Review progress and intervention
- Liaise with and advise parents, pupils and teaching staff

Who can I contact if I want more information?

If you feel that we can offer help to your child, or that you have any queries or questions please contact the Personalised Learning faculty via the school's main office on 01652 632576. You can also contact key members of staff directly on the following email addresses:

Gemma Megson (SENCo) – gemma.megson@baysgarthschool.co.uk

Jo Hunt (HLTA) – joanne.hunt@baysgarthschool.co.uk

Hannah Sullivan (HLTA) – hannah.sullivan@baysgarthschool.co.uk

Linda Pettitt (HLTA) – linda.pettitt@baysgarthschool.co.uk

