



Baines School

Nil Sine Labore

The Governors of Baines School

SEN Information Report

Date approved: Approved at Governors November 2019

Date of review: July 2020

<p>SENCo – Mrs Gill Newhouse</p> <p>gne@baines.lancs.sch.uk</p> <p>NASENCo award</p>	<p>Headteacher – Mrs Alison Chapman</p> <p>ach@baines.lancs.sch.uk</p>
<p>Assistant SENCo/Specialist Assessor Mrs Janet Imisson</p> <p>jin@baines.lancs.sch.uk</p>	<p>SEN Governor - Mrs Linda Hastings</p>
<p>Date: September 2019</p>	<p>Review date: July 2020</p>

1. The kinds of special educational needs for which provision is made at the school are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

2. How do we identify and assess students with Special Educational Needs and how are students placed on the register?

The arrangements for supporting students with SEND have been revised to ensure that they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

Identification of new students transferring from primary school is through routine data collections and information from SENCOs, class teachers, external agencies (if applicable) and parents/carers. For some students, the transition process may begin as early as Year 5 depending on need.

The SEN Code of Practice states that “A student has learning difficulties if he/she: has a significantly greater difficulty in learning than the majority of students of the same age; has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools/academies within the LA; is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the student.”

On entry all students are screened for their reading ability and these results are used with existing information to inform support arrangements.

Concerns about a student having SEN can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the SENCo, Progress Leader or Subject Leader in the first instance. A preliminary assessment will be carried out which may lead to further specialist testing before a decision regarding additional support is made.

The SEN Code of Practice makes it clear that "All teachers are teachers of students with special educational needs." The school has a graduated approach of assessing, planning, doing and reviewing. This involves 3 waves of intervention as laid out in the

SEND Code of Practice 2014:

Wave 1 = Quality First Teaching

Wave 2 = Wave 1 + specific, additional and time limited small group interventions aimed at removing barriers to learning.

Wave 1 and 2 students will be placed on the Learning Support Register but will not necessarily be classed as SEND.

Wave 3 = this is characterised by interventions that are different from or additional to the normal differentiated curriculum (i.e. waves 1 and 2). Intervention can be triggered through concern but must be evidence based. Evidence must show that despite receiving differentiated teaching, students:

- Make little or no progress (consistently below on academic monitoring)
- Have difficulty acquiring age appropriate literacy/numeracy skills
- Have a reading age below 9.6 and a single word reading score below 85
- Display persistent emotional/behavioural difficulties resulting in a barrier to learning and do not respond to behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication/interaction difficulties and make little progress

Early identification is crucial and student progress is monitored through 4 annual data collections as well as ongoing observations in the classroom, staff briefings and through the marking of work. The school will also use appropriate standardised testing (WRAT 4) and screening tools when a concern is raised.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including –

(a) How the school evaluates the effectiveness of its provision for such pupils;

- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed.
- Use of assessment data, lesson observations, learning walks, work scrutiny, staff liaison and marking to measure progress in the classroom
- Discussion with students
- Parental feedback
- SLT monitoring and evaluation process

The school will request a Statutory Assessment from the Children's Services Authority (CSA) when, despite an individualised programme of sustained intervention within the school's Special Educational Needs provisions, the student remains a significant cause for concern. A Statutory Assessment may also be requested by a parent. However, an EHCP will only be given if the young person is assessed as having complex life-long needs. Young people who would have met the criteria for a statement up to a band D previously will now be supported from within the schools delegated budget. A request for Statutory Assessment does not inevitably lead to an EHCP.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

- All data for students identified as SEN (waves 1,2 and 3) is analysed by the SENCo after each data collection and any students failing to make expected progress are discussed at a RAP (Raising Achievement and Progress) meeting with the Deputy Headteacher. A further meeting is then held with the pastoral team at which intervention strategies are agreed on an individual basis. In many cases, this is achieved through our ordinary available whole school provision by classroom teachers, the pastoral team and/or the Learning Support Department.
- All student progress is closely monitored by department staff and Heads of House at each data collection point.
- Education, Health Care Plans (EHCP) must be reviewed annually – the SENCo will organise these reviews and invite the student, the student's parent/carer and any other person or specialist service deemed appropriate.
- An annual consultation evening for parents is held for each year group.
- A small number of students may require closer monitoring; this could be in the form of: contact through the student planner, e-mail or telephone contact as appropriate.

(c) the school's approach to teaching pupils with special educational needs;

- Subject teachers are responsible for differentiating lessons to meet the needs of all students in their class
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCo and Learning Support team
- Information on individual students with SEND is held electronically on SIMS and in a secure shared area; this is accessible to all classroom based staff and is regularly updated; it includes relevant information on student attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons.
- All students are taught in mainstream classes; there is a minimum of withdrawal for specialist input e.g. social skills groups
- Additional literacy/numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Differentiation of resources and learning materials by the subject teacher with support from the Learning Support Department if required
- A team of 12 Learning Support Assistants (LSAs) are employed to deliver interventions and to provide in class support for identified students/groups
- Additional numeracy and literacy interventions
- Personalised learning programmes/timetables e.g. reduced timetable, nurture group.
- The Learning Support Centre and After School Study Club provide a safe-haven and supervised support for SEND children at break, lunchtimes and after school.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps
- Disabled toilets are available in 5 buildings.

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the 'Assess, Plan Do and Review' graduated approach set out in the Code of Practice 2014.

Additional literacy and numeracy support is provided in a variety of ways:

- Literacy Booster Groups

- Daily reading, spelling and Maths interventions run over the registration period. Progress is reviewed regularly and provision adjusted accordingly.
- Paired reading
- Year 7 testing of reading skills identifies the students who require intervention
- Exam concessions – testing at the end of Year 9 determines who qualifies for a range of exam concessions at GCSE; parents are informed by letter.
- Internal exams/assessments – teaching staff have the flexibility to make arrangements as appropriate with the support of the Learning Support Department when required.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

- Daily access to the Learning Support Centre e.g. meet and greet, break, lunch
- Key worker available to all students with an EHCP or at SEN Support
- Trips/off site activities – every effort is made to include all students; parents and carers are consulted to ensure arrangements are appropriate

(g) Support that is available for improving the emotional and social development of pupil with special educational needs;

- Progress Leaders and Progress Tutors
- Pastoral team
- Mentoring
- Educational Psychologist (referrals made when required)
- Counselling
- Specialist Teacher form IDSS (Inclusion and Disability Support Service)

4. 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.

All staff have INSET training on a wide spectrum of special educational needs. Training from external courses is disseminated throughout teaching and non-teaching staff when appropriate. Part of the induction process for Newly Qualified Teachers and Initial Teacher Trainees is time with the SENCo or Assistant SENCo to give training and support.

The Learning Support Team consists of

Gill Newhouse	-	SENCO
Janet Imisson	-	Assistant SENCO
Emma Earley	-	First Aid Co-ordinator/Mental health Champion/Safeguarding
Beryl Spore	-	Learning Support Assistant/Maths Intervention

Rebecca Collins - Learning Support Assistant/English Intervention
Gill Marsden - Learning Support Assistant/Prince's Trust
Lee Sharples - Learning Support Assistant
Karen Fisher - Learning Support Assistant
Hollie Sutcliffe - Learning Support Assistant
Beverley Burgess - Learning Support Assistant
Kim Park - Learning Support Assistant
Abi Wylde - Learning Support Assistant

The following colleagues are based in school on a part time basis:

- Lyndon Day - Specialist teacher (IDSS)
- Jane Fryer - School nurse

Referrals can be made to these agencies:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service

5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Baines School consists of seven buildings which accommodate pupils. The buildings are spread over two floors and there are no disabled lifts therefore only ground floor classrooms are accessible.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps.
- There are designated access parking spaces near the front entrance.
- An internal audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and the majority have window blinds and wall displays.
- Three of the buildings house toilets with disabled access, and the main building has a medical room with hand washing facilities, a medical bed, and lockable storage area.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school.

- To accommodate accessibility needs, adjustments to room timetabling would be made on an individual basis.

6. The arrangements for consulting parents of children with special educational needs about the education of their child.

Baines School encourages the input of parents/carers in supporting their child's education and all parents/carers are welcome to contact the SENCo if they have concerns about inclusive educational provision. Parents/carers are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. Parents/carers are routinely invited to:

- An annual consultation evening – due to the SENCO's teaching commitment, the Assistant SENCO will be available at these evenings
- Year 7 form tutor evening (in the first term)
- Open Evenings for Y6/7 transition
- Options Evening for Y9/10 transition
- Open Evenings for Y11/6th form transition
- Year 5 Moving Up Events
- Annual Review meetings

The SENCo and Assistant SENCo will be available at all events unless otherwise stated.

7. The arrangements for consulting young people with special educational needs about their education

- All students with an EHCP attend and participate in their annual review
- Students accessing interventions are routinely consulted at the start and end of an intervention
- Students work with Progress Tutors and Progress Leaders to review progress and set targets following each data collection
- The Learning Support Department/pastoral team work on a 1:1 basis with identified students to support socially, emotionally and academically as appropriate.

8. The contact details of support services for the parents of pupils with special educational needs.

- Details of the Local Authority's Local Offer can be found at
- The school's contribution to the Local Offer can be found on the school website.
- The first point of contact in school to discuss prospective students with SEND is the SENCo or Assistant SENCO (contact details on page 1)

- Other relevant school professionals would be: Progress Leader or Progress Tutor if the student is already attending school (contact details available on the school website)

9. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

KS2/3 Transition – well established and routine links with all feeder primary schools ensures appropriate support arrangements. The SENCo/Assistant SENCo work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition. In addition to the standard induction day, transition arrangements may include:

- Transitional annual review/IEP review
- Additional visits
- Photograph album of the school
- Baines staff visiting the primary school
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school
- A member of the Learning Support Department/SENCo visits feeder primary schools to meet Year 6 pupils and to gather information from the Year 6 teachers and support staff
- All teachers and TAs are provided with information about all new students' needs, strengths and background before the start of Year 7
- The Assistant Head allocates Year 6 pupils to form groups using relevant advice from the feeder primary school.

KS3/4 Transition

- Transitional annual review for EHCP students
- Staff guidance re appropriate option choices
- Exam concession testing (if appropriate)
- Careers guidance
- Open evenings

Post 16 Transition

- Transitional annual review for EHCP students
- Guidance on subject choice
- Liaison with college/sixth form
- Taster days
- Exam concession testing (if appropriate)

10. SEN Governor Representative

Our SEN Governor is Mrs Linda Hastings and the Learning Support Department work closely with both the SEN Governor and the Senior Leadership Team to ensure the inclusion of all students in our school. The SENCo in liaison with SLT is responsible for keeping the Headteacher and Governors regularly informed about SEND provision within the school. To facilitate this, the SENCO and SEN Governor meet half termly and the SENCO is routinely invited to attend Governors meetings when appropriate. The SENCo also issues termly written reports to all Governors.