

## Biddulph High School SEND Report 2017

This report complies with statutory requirements as stated in the SEND code of practice 0-25 years (2014) and has been written in reference to the following documentation;

- Equality Act 2010
- SEND code of practice 0-25 years – 2014
- Statutory guidance on supporting pupils at school with medical conditions
- Safeguarding policy
- Accessibility plan
- Teachers standards
- Disability Act 2010
- The Special Educational Needs and Disability Regulations 2014

This report was created by the school's SENDCO, Business Manager and in liaison with the Principal and SEND trustee.

### Contact details

Miss Clarkson – Biddulph High School SENDCo – 01782 523977

Mr Nixon – SEND Trustee – 01782 523977

### Aims and Objectives of this report

The aim of this report is to identify any questions you may still have after reading Biddulph High School SEND Local Offer and Policy, in order to ensure all readers are fully informed of the school's practice regarding supporting those students with special educational needs and disabilities.

#### ➤ What are Special Educational Needs?

A child or young person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **SEND Code of Practice 2014**

We provide SEN support for students with needs in the following areas;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical difficulties

➤ **What should I do if I think my child has a special educational need?**

- Speak to your child's Progress Tutor / subject teacher / Learning Manager /
  - Contact the school SENDCo (Miss Clarkson)
  - If you feel your concerns have not been dealt with to your satisfaction contact the school's SEND Governor – Mr Alan Nixon
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➤ **Points you may want to consider before meeting with the SENDCO**

- Why do you think your child has a special educational need or disability
  - How their learning is currently being effected
  - How you would like the school to help
  - Whether visiting your child's doctor could also help, especially if there are concerns regarding mental health, behaviour and wellbeing.
  - If you have any additional medical paperwork or educational reports it would be useful to bring them with you when meeting the SENDCo.
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➤ **How will the school know if my child may need extra support?**

- The Key Stage 3 Learning Manager and SENDCO visit our feeder middle schools to gather information of any support given at primary schools. This includes all children who are currently placed on the special educational needs register or who are being closely monitored by the learning support department.
  - The SENCO will attend any annual reviews or important multi agency meetings of year 8 SEND students
  - External agencies contact the school at transition, regarding students who receive their support. Such agencies may be Autism Outreach, The Hearing Impaired service etc.
  - Key Stage 2 Results/Teacher Assessments
  - Reading age tests throughout Years 7 & 8 to identify students who might need additional differentiation, intervention or support.
  - Y9 induction assessments will help to identify students who may need extra support
  - Additional standardised testing with a focus upon reading, spelling, comprehension, processing and handwriting for any students who have been raised by staff or parents as struggling in lessons. Such testing will replicated during Year 10 and 11 to establish if your child should have access to examination dispensation such as extra time.
  - Referral will be made to the SENCO from subject teachers after differentiation and intervention within the classroom.
  - A referral will be made to the SENCo from subject staff after there has been differentiation and intervention within the classroom
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➤ **How will I know how well my child is doing at Biddulph High School?**

- Regular grade sheets and reports sent home

- Contact made by telephone or letter if we have any concerns
  - Parents' evenings once a year
  - SEND coffee mornings each term
  - Review meetings held with the SENDCo at regular points which suite you throughout the school year
  - Notes and information in the school planner
  - You will receive an Educational Support Plan for a child with a Statement/Education Health and Care Plan (EHCP) or SEN Support
  - Educational reports if your child is being supported by an additional agency such as Autism Outreach
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➤ **How will my child be involved in planning for their education?**

- Your child will take responsibility for their own learning
  - Undertake regular assessments to help with intervention
  - Keep their planner up to date
  - Talk to staff when there is a problem
  - Work with staff to set target
  - Work with Teaching Assistants weekly during intervention to help improve literacy and numeracy skills
  - Attend parents evenings
  - Attend review meetings
  - Work with the SENDCo to complete a One Page Profile which all staff will have access to and gives specific details about your child's learning style and strategies which help them in the classroom.
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➤ **How will Biddulph High let me know about any additional support my child receives?**

Communication via **one or more** of the following:

- Contact from teaching staff via letter/telephone
  - Parents' evenings
  - Invitations to meetings with appropriate staff members
  - Letter/telephone call from SEND department
  - Planning and review meetings
  - Telephone discussions and in school meetings regarding exam access arrangements
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➤ **Supporting students and their families**

To apply to Biddulph High School you go through Staffordshire to get a place for your child. For year 8 students going in to year 9 we offer a transition whereby the Key Stage 3 Learning Manager and SENDCo visit their feeder middle schools to prepare the students for their transition to us. Your child will also be invited to transition days and open evenings during year 8.

We also offer additional support to our students and families and can signpost to outside agencies such as the Local Support Team, School Nurse, Educational Psychologist etc. In addition we have a qualified counsellor who is employed directly through Biddulph High School. If you feel your child or family need specialist support you should speak to the SENDCo, Learning Manager or Behaviour Support Managers about initiating an Early Help Assessment Plan.

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### ➤ **Training and Resources**

SEND is funded using Staffordshire county Council and Stoke Council's essential budget. We also apply for additional educational funding as and when required. The SEND department has its own budget for resources. The school is also provided funding for students who have an Education and Health Care Plan allocating the student more than 10 hours support.

Staff training and delivery is identified through a triangulation of teaching and learning also with the input of student voice. Flexible training is possible as a result of centralised CPD. New staff receive SEND CPD and a complete induction processing informing them of all students needs and how to differentiated in the classroom. Teaching Assistants and teachers have access to regular training related to Autism, medical and mental health difficulties, Safe Guarding etc.

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### ➤ **How can I help my child to make progress at Biddulph High School?**

- Visit the school website and twitter and access the links to relevant information, school updates and learning resources
- Check student planner regularly
- Refer to additional study sessions on the school website
- Encourage your child to attend homework/revision clubs
- Know your child's targets and actively encourage your child to work towards them
- Encourage your child to engage in extra-curricular activities
- Follow advice given by staff/external agencies
- Attend parents' evenings and SEND coffee mornings
- Help your child complete reading or numeracy activities set at home including supporting them to complete 'My maths' work online

### ➤ **How will Biddulph High support my child in starting high school and in the transition to Post 16 education?**

#### Middle School Transition

- General/SEND information requested from the middle schools
- Transition meetings with Y8 teachers and/or SENDCo
- Transition sessions in middle schools run by secondary subject teachers
- Extra transition visits for nominated students from middle schools such as the summer term SEND transition day
- Year 8 Transition Day
- Year 8 Open Evening
- Review meetings e.g. Annual Reviews/Early Help Assessments
- Individual tours

#### Post-16 Transition

- Careers education Y9-11, including information about post-16 options
- Further meetings with Careers Services in Y10/ Y11/Y13
- Information about sixth forms, colleges and training providers
- Transition meetings are arranged and relevant information is shared with support staff at the college or training provider

- School employed careers guidance offered to all students – additional follow up appointments available on request
  - College taster days – Years 9, 10 and 11
  - University taster days – Years 9, 10, 11, 12 and 13
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➤ **How will Biddulph High match the curriculum to my child's needs?**

- By providing a quality first teaching learning experience which is differentiated to support your child to progress
  - Additional in-class support in appropriate lessons as and when required
  - Subject-specific intervention sessions
  - Use of One Page Profiles
  - Specialist equipment provided for students where appropriate
  - Exam access arrangements
  - Alternative curriculum as and when required
  - Early identification of needs using standardised testing
  - Specialist provision packages where appropriate
  - Tailored post 16 courses in the Sixth Form
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➤ **How will Biddulph High make the decision about how much support my child needs?**

- Through detailed tracking student progress via grade sheets, teacher conversations and standardised testing.
  - For student's with SEND but without an Education Health and Care Plan (EHCP), the decision regarding the support required will be taken by the SENDCO in consultation with staff and the Leadership Group (LG)
  - Change in a student's circumstances which has an effect on their well-being may lead to certain interventions being arranged
  - Recommendations resulting from assessments by outside agencies such as Dyslexia specialists.
  - For students with a Statement or EHCP, the decision will be reached when need have been identified on their plan and will specify exactly how many additional hours of support the student needs.
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➤ **How does Biddulph High School allocate resources to match the needs of students with SEN?**

- All staff are teachers of SEN and receive training to enable them to meet the variety of needs of students in the classroom
  - In-class support from Teaching Assistants is available as and when required
  - Small group support for literacy, numeracy, Dyslexia strategies, emotional resilience and motor control
  - Exam access arrangements
  - Specialist provision where required
  - SEND specific pathway in Key Stage 4 when student have academic learning difficulties; Prince's Trust Course
  - External agency support e.g. Speech and Language Therapists, Autism Outreach, Visual Impairment Team, Hearing Impairment Team etc.
  - Provision of specialist resources where an identified need is established
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➤ **What specialist services could be available for my child through Biddulph High School?**

**At Biddulph High School**

- SENDCo
- Experience Learning Support Team with designated Intervention Lead
- School Counsellor; Emma Westray
- School Nurse; Amanda Horton
- Attend ED – attendance service to help address issues related to poor attendance to school

**Local Authority Support Services**

- Special Educational Needs Support Service (SENSS)
- Educational Psychology Service
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapist
- Autism Outreach Team (AOT)
- Local Support Team (LST)

**Independent Support Services available for signposting**

- Arch
  - Young Carers
  - Savana
  - MIND
  - Changes
  - Biddulph Youth Centre
  - CAMHS
  - Dove
  - Vysion
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➤ **What should I do if I have a complaint?**

Parents and carers should raise their concerns with the person they feel is most appropriate. This is likely to be through contact with the relevant Learning Manager, member of the Leadership Group, Head of Faculty or SENDCo. The relevant person will consider the best way of dealing with the concerns raised according to the circumstances. It is preferable for all concerned that issues raised are resolved at an informal stage rather than later.

If parents are still not satisfied with the outcome, they can refer to the formal procedure set out in the school's Complaints Policy. Specifically related to SEND, parents and carers can take their complaint to the SEND Trustee Mr Alan Nixon if they are not satisfied with how the school had dealt with the concern.

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➤ **Where can I find more information and advice?**

- Biddulph High School website: [www.biddulph.staffs.sch.uk/](http://www.biddulph.staffs.sch.uk/)
  - Careers and Participation Services;  
<http://nationalcareerservices.direct.gov.uk/jobprofiles>
  - Staffordshire website; <https://www.staffordshire.gov.uk/education/home.aspx>
  - Staffordshire Marketplace;  
<http://www.staffordshiremarketplace.co.uk/marketplace/children-and-families.html>
  - Parent Partnership;  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
  - Council for Disabled Children; <http://www.councilfordisabledchildren.org.uk/>
  - Independent Parental Special Education Advice (IPSEA); <http://www.ipsea.org.uk/>
  - British Dyslexia Association (BDA); <http://www.bdadyslexia.org.uk>
  - National Autistic Society (NAS); <http://www.autism.org.uk/>
  - RNIB; <http://www.rnib.org.uk/>
  - National Deaf Children's Society <http://www.ndcs.org.uk/>
  - Special Educational Needs and Disabilities Code of Practice 2014;  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
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