



SEN&D

The Bemrose School information report

November 2017- 2018

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement:

“Learning together, working together, achieving together.”

The Bemrose School is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for Special Educational Needs and/or a disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child’s difficulties with learning / SEN&D?

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school’s SEN&D Policy is followed in their classroom.

SENCo: Miss Anne-Marie Kearney

Deputy SENCo’s: Mrs Shaheen Parekh and Mr Phil Allen

SEN&D governor: Ms Karen Lamb and Mr Richard Handley

Other key staff: Mrs Ellen Wilkinson (Senior Assistant Head teacher – Inclusion)

They are responsible for:

- developing and reviewing the school’s SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school’s SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child’s progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child’s learning
- kept informed about the support your child is receiving

- involved in reviewing how your child is doing and liaising with all other agencies who may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a CYP special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas. The Bemrose School provides provision for students who fall within all of these categories.

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN as much as possible.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure staff have expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

How are CYP with SEN&D identified at our school?

Referring to the ‘SEN&D code of practice: 0-25’ 2014, a CYP has SEN ‘where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’.

Subject/ class teachers make regular assessments of progress for all CYP. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Where there are concerns after adjustments have been made in the classrooms staff make a referral to the SENCO. Other factors including attendance, punctuality and health are considered and these are discussed and provision is planned via weekly inclusion meetings. Consideration is also given to the

particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo/Deputy SENCo, Deputy Head teacher in charge of inclusion and the manager of pastoral care to consider all the information gathered from within the school including information or input from classroom teachers.

Action will be taken when concerns are raised by:

- Teachers
- External agencies
- Parents or carers
- Previous settings
- Screen tests (reading tests and CATs tests)
- Observations
- Pupils

Parents/carers will be notified by a telephone call or letter and asked to offer their input to preferred provision, parents are invited to attend meetings on parents evening and target setting days to discuss:

- the CYP areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

Assess - An analysis of CYP need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

Plan - If the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

The Bemrose School is a very different school from the vast majority of schools in this country. These differences are very difficult to sum up in a few words and nothing beats a visit. If you are interested in working within a context which is stimulating and also hugely rewarding with a great team of adults and some wonderful children and young people then please read on.....

The Bemrose School is a thriving foundation, mixed comprehensive school. We became a 3 – 19 school from September 2014. We are situated about 1 mile west of Derby City Centre. We have a growing primary phase with an admission limit of 45 places. Children are all organised into 4 houses and we

have a growing and very successful sixth form.

Our primary phase opened in September 2014 and in January 2015 we moved into our new fantastic £4 million purpose built building. It truly is a very exciting time to be part of our growing Bemrose family. The school is also about to embark on a refurbishment program to improve the main building further and additional classrooms are planned for a brand new building.

The Sixth form provision is friendly, personal and based on wanting the very best, whatever a student's academic ability. We ask (in fact insist on) that students are ambitious for them self, are prepared to work hard and are willing to support the continuing improvement of the school in the way that they work and behave.

The majority of our secondary aged students come from primary schools in west and south-west Derby and are representative of a wide range of ethnic groupings.

Not surprisingly we work daily with a significant minority of students who require a varied enhanced provision including an excellent Inclusion and Language Support Unit. We are also proud to have an Enhanced Resource facility and a linked unit 'Elmtree' for children with communication difficulties and autism.

The kinds of special educational needs (SEN) for which provision is made at the school

• Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

<http://www.bemrose.derby.sch.uk/images/Governors%20Policies/Strategy%20Cmmtte/Admissions%20Policy%20May%202016.pdf>

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

This is in line with our equality policy:

<http://www.bemrose.derby.sch.uk/images/Governors%20Policies/Resources%20Cmmtte/Equal%20Ops%20July%202015.pdf>

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of CYP with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

These provisions are monitored through observations and work scrutinise made by SLT, SENCO, deputy SENCO's and Learning directors.

Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning.

Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work
- Reduced or individualised timetable
- Speech and language programs
- Social skills lessons
- Emotional regulation and emotional support sessions
- Online interventions such as Numbershark, Education City and Lexia PIXL Edge/Code
- Attendance at a specialised unit within the school, full or part-time (e.g. Appletree or the Welcome Group)

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

CYP progress is continually monitored by Subject teachers, Heads of Department, Progress Leads as well as the SENCo. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has a statement/EHC Plan, you will receive an annual report on their progress as well as having the opportunity to speak to subject teachers, support staff and the SENCo at a parents'/carers' evening.

The progress of CYP with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, contact your child's Head of House or speak to the subject teacher on target setting day.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo.

You can e-mail the SENCo at: senco@bemrose.derby.sch.uk

What support is there for my child's overall wellbeing?

Your child will have a form tutor. This member of staff will be your child's first port of call with any pastoral concerns. This may then be passed onto one of the four heads of house who will work with teaching staff to address any issues. They may also work with outside agencies such as the Health Service, and/or specialist educational services to ensure your child is supported appropriately.

There are a wide range of lunch time and after school clubs that your child could attend including sports club, games club and film club.

The Bemrose School has two enhanced resource facilities. Situated within the mainstream school is a unit resourced to help students who have communication needs many of these students have a diagnosis of autism. Elmtree is a self-contained unit and a more specialised provision. All students who access Elmtree have a diagnosis of autism. Students who are supported within these facilities have a statement of need or an Education and Health Care Plan.

We have a PSHE program that is delivered through curriculum enrichment days. Students who are in need are discussed and provision is planned through weekly inclusion meetings and termly multi agency meetings. Students who need support with social skills or emotional regulation are given 1:1 or small group interventions.

How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’ :

- CYP who are underachieving and failing to meet targets have interventions in and out of class.
- CYP are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called ‘SEN Notional funding’ and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support

- CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school: examples below

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Progress Leaders
- Behaviour/Pastoral Support Managers
- Nurture group / base
- Educational Psychology Service
- Educational Welfare Officer
- ERF/Elmtree

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella

- Fun8bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer this website gives parents access to all of the support available in the city for children with SEN&D

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Subject teachers, form tutors, Heads of Department, Heads of Year, SENCo, Behaviour/Pastoral Support Managers are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these via post.
- Parents are invited to meet staff 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold year information evenings/open evening
- We will share information with you about parent/carer support groups

How does the school support CYP with medical conditions?

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEN&D?

The Bemrose School is fully wheelchair accessible and has a lift to cater for disabled students and visitors. Stairs are lined with yellow and room signage is at the appropriate height for visually impaired students.

Teaching resources and equipment used are equally accessible to all CYP.

After school and extra-curricular provision is accessible to all CYP including those with SEND and arrangements will be made with both parents and teachers to ensure that these additional activities are successful.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared.

Transition from Key Stage 2 to Key Stage 3:

- Head of KS3 and will visit your child's primary school. Where areas of need are identified the SENSO will contact the school for information
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- extra support for tests, assessments and examinations will be considered as and when necessary

Transition from Key Stage 3 to Key Stage 4:

Our School has high aspirations for all students and gives a range of guidance to ensure that students choose the most appropriate courses for them.

- Support with options and meetings with key staff to discuss options
- Options evening for all parents/carers to inform them about options and courses available
- During Year 9, identified pupils will be tested for eligibility for examination access arrangements

Transition from Key Stage 4 to Key Stage 5/and liaison with alternative provider:

- During Year 10 your child will have the opportunity to take part in a work experience placement
- Liaison and visits to post-16 providers
- Record sharing
- Meeting with connexions advisor

Transition from Key Stage 5 to further study/employment:

- guidance and advice about different pathways available and support for students with SEN&D at university.

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own outcomes.

CYP have to the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes, Dyspraxia etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, defibrillator
- counselling
- Attachment disorder

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the Executive Headteacher. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Behaviour Policy

- Safeguarding Children and Child Protection Policy

All the above policies can be found on our website:

<http://www.bemrose.derby.sch.uk/index.php/about-the-school/school-policies>

SENCo	Miss Anne-Marie Kearney		
Executive Headteacher	Mr Neil Wilkinson		
SEND Governor	Ms Karen Lamb and Mr Richard Handley		