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Review period: Annually

Bacup and Rawtenstall Grammar School



SEND Information Report

Introduction

BRGS is an 11-16 selective grammar school and a sixth form. We are an inclusive school and aim to provide every child with access to a broad and balanced education in line with the Special Educational Needs Code of Practice (September 2014).

At BRGS we believe in participation for all. We want all students to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners; staff assess continually to ensure that learning is taking place. Our whole school system for monitoring progress includes regular feedback to parents and student review so that all are enabled to make the best possible progress wherever possible.

What is the SEND Information Report?

The Special Education Needs (Information) Regulations (September 2014) outline that the governing body of every school must prepare a report, which is made available on its website, which outlines:

- The kinds of special educational needs for which provision is made at the school.
- Information in relation to school's policies for the identification and assessment of pupils with special educational needs.
- Information about the school's policies for making provision for pupils with special educational needs.

Who is the SEND Coordinator and how can parents contact them?

The SENCO has responsibility for ensuring that there is a consistent approach to special educational needs and that the Graduated Response process of: 'Assess, Plan, Do, Review' is completed and monitored for its effectiveness.

It is also the responsibility of the SENCO to ensure the views of families and pupils are taken into account and that there is clear communication.

School SENCO:	Miss E. Gauntlett
School contact telephone number:	01706 234500
SENCO email address:	ecg@brgs.org.uk
SEN Governor:	Mrs D. Rawding
SEN Governor email address:	c/o Clerk to Governors, Mrs A. Hughes at ajh@brgs.org.uk
Headteacher:	Mr A. Porteous

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need (SEN) or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"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 them. A child or compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The four key areas of SEND are:

1. 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 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.

2. 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.

3. 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.

4. Sensory, and /or Physical

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.

Factors which are not SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

Generally, students can fall behind in school for a number of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At BRGS, students tend to fall behind due to absence (usually due to illness), to personal/social difficulties or through the challenge caused by a SEND. We are committed to ensuring that all students have access to learning opportunities, and for those who are not making sufficient progress, we will intervene. This does not mean that all vulnerable learners have a SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

The following definition of disability in the Equality Act 2010 includes students with long-term health conditions such as asthma, diabetes, epilepsy and cancer:

“A person has a disability for the purposes of this Act if s(he) has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995)

Students and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Students and young people may therefore be covered by both SEN and disability legislation.

It is our intention that no-one is ever disadvantaged at BRGS and that all students have full access to the entire curriculum.

What should I do if I think my child has special educational needs or disability (SEND)?

Any concerns about a student's needs should be raised initially through your child's form tutor. If you continue to be concerned that your child is not making progress please contact their Head of Year (contact details on the school website) or you may speak to the school's SENCO using the contact details provided in this document.

Assessing Special Educational Needs at BRGS

Most students with SEND at BRGS have already had their key needs identified at their feeder school.

Where a new SEND becomes apparent subject teachers, support staff, parents/carers and the student themselves will be the first to notice a difficulty with learning. At BRGS we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teachers. The SENCO will also support with the identification of barriers to learning.

Identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. At BRGS we believe that it is important for the school to identify students who experience difficulties accessing learning and general school life opportunities early. All learners are assessed regularly and progress is tracked and monitored on a termly basis and, where appropriate, more frequently than this. Any students who are falling significantly outside of the

range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

In most cases, pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.

Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the student's identified area of need;
- Working continues at levels significantly below those expected for a student of a similar age at BRGS in any of the KS3-5 performance indicators;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Some of the range of tests used by BRGS for assessment and diagnostic purposes include:

- British Picture Vocabulary Scale (BPVS)
- Wide Range Achievement Tests (WRAT)
- Grey Oral Reading Tests (GORT)
- Detailed Assessment of Speed of Handwriting Test (DASH)
- Comprehensive Test of Phonological Processing Test (CTOPP)
- Test of Memory and Learning (TOMAL)
- Wide-Range Intelligence Test (WRIT)

With parental consent and where necessary, students are also assessed by outside agencies which provide guidance on difficulties, support and strategies for interventions along with specific diagnosis where necessary. We employ a full-time school nurse, part-time school counsellor, contract in an Educational Psychologist (Acorn Psychology) on a bi-monthly basis and access Local Authority Services through the Inclusion and Disability Service and their Traded Team. One of our Assistant Headteachers holds an Assessment Practising Certificate (Dyslexia).

As a school we are continually seeking new relations with outside agencies and so these relationships may develop over time. Please speak to the BRGS's SENCO if you require further information.

In addition to the formal category of Education Health & Care Plan (EHC) and SEN Support, we define our own internal category – 'SEN Watch'. Here we identify students that may have SEND who could be moving towards formal entry on the SEND register, or students who are exiting the SEND Register due to progress criteria being met, but who still need to be monitored.

Our SEND profile for 2019-2020 shows that we have 1.2% of students identified as having SEND (EHC Plan/SEN Support). 0.2% of students have an EHC Plan. 2.5% of students are on our SEN Watch list.

The most prevalent types of SEND relate to literacy/processing issues and an Autistic Spectrum Condition. A small number of students have physical difficulties, which include impairments of hearing and vision. As our SEND cohort is so small, no further statistical breakdown is given to protect the anonymity of the students involved.

How do we support learners with SEN at BRGS?

The provision which the school makes is fully detailed in the school's Local Offer which is available from the school or on the school's website. At BRGS we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy (available on the school website), which outlines the purpose, nature and management of special educational needs within our school.

Every teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at BRGS are proud of teachers and their commitment to learners and their own personal development. We seek to provide appropriate training and support for staff to enable them to meet the needs of the students they teach.

The key principles of the graduated approach to SEND at BRGS in line with the SEND Code of Practice (2014) are as follows:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where students access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. However, despite this, some students need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Students are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Students who join school with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for students with SEND, teachers give due regard to information and targets contained in the guidance notes provided by the SENCO with teaching and learning modified accordingly.

Each student identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning, ensure effective provision is put in place and so remove barriers to learning. This support is described through guidance, which describes the interventions and actions that we undertake at BRGS to support learners with SEND across the year groups. This guidance may include the use of a laptop within lessons, access to enlarged print materials, assistive technology for the deaf, assistance with organisation and movement and access arrangements for examinations (in line with JCQ requirements) etc. Each set of guidance is individualised for specific students.

Students with SEND are actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that students with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional or tailored staffing, extra time allowances, amendments to the activity (e.g. through use of different equipment) etc. All activities within and outside school are covered by a risk assessment approved by BRGS's Educational Visits Co-ordinator and the school's Headteacher.

How do we evaluate if support is effective?

Monitoring progress is an integral part of teaching and leadership at BRGS. We compare progress data for SEND students compared to the rest of the cohort. If underachievement is identified parents/careers, students and staff are involved in reviewing the impact of interventions for learners

with SEND. We follow the 'Assess-Plan-Do-Review' model (see below) and ensure that parents/carers and children are involved in each step.

Before any additional provision is selected to help a student, the SENCO, teachers, parent/carer and student, agree what they expect to be different following this intervention. Students, parents/carers, teachers and support staff can be involved in reviewing progress which is compared to challenging targets set for all students. As detailed previously, reviews occur three times a year, following the production of progress monitoring reports. Parents also attend a yearly parents' meeting focused on progress and if a student has an EHC this will be formally reviewed annually.

The four part 'Assess-Plan-Do-Review' cycle enables the identification of the most effective interventions to ensure good progress and outcomes:

- **Assess:** How does the school decide if a child needs extra support? Teacher assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and students is used to identify needs. Advice may also come from external support services.
- **Plan:** What type of support and how much support will my son/daughter get? Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum which aim to provide the best impact on a student's development. Again, advice from outside agencies and specialist services, the educational psychologist, behaviour support, the school nurse and speech and language therapists may be accessed. Teachers work alongside the SENCO to plan the most appropriate strategies and interventions.
- **Do:** How will the school staff support my son/daughter? Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific learning objectives. BRGS employs three teaching assistants (2 fte) who work with specific students, providing individualised support. Where individual students required specialised equipment, this is provided. The curriculum may be adapted through differentiation, using prompts and adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions are used. Students have access to provision on an evidenced-needs basis and we endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Common Assessment Framework (CAF) process, which would involve parents, pupils and all agencies involved in the student's care.
- **Review:** How will school and I know how my son/daughter is doing? The SENCO reviews intervention work regularly with teachers and teaching assistants, using teacher assessments, specific test results and observations. Parents are offered a chance to discuss progress through an annual parents' evening and an Annual Review meeting for children with an EHC Plan. More regular meetings happen where staff and families feel necessary. Multi-agency meetings where support from other agencies is necessary happens where necessary.

SEND Funding and Resources at BRGS

BRGS receives funding directly to the school from the EFA to support the needs of learners with SEND. This funding is entered under a separate budget heading, and the SENCO administers it's spending – all for the direct support of students. The school identifies and records the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of students are met, and resources are deployed as effectively as possible with accountability to the SEND Governor and Governing Body.

BRGS provides a range of adaptive equipment with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Most students' needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Teaching Assistant, classroom positioning, organisation aids (task ladder, visual timetables etc), large print documents, specially adapted work books, coloured overlays and/or paper, pencil grip aid, seating supports, work screens, dictaphones and many more. We are constantly evaluating and updating resources to meet the needs of the students we have in school.

Other students may access targeted and time-limited small group interventions e.g. Further English Support, Numeracy Support, Fine and/or Gross Motor Skills, Social Skills or bespoke interventions.

Our notional SEND Budget for 2019-2020 is approximately £3,700. The main school budget funds staffing costs for teaching assistants working with SEND pupils and the SEND budget is used to pay for external services and for specialist resources for SEND children. The staff training budget is used when needed for training to support SEND students. We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, CPD is offered to staff with respect to SEND with specific training made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

What support is in place for the overall well-being of students?

The well-being of all our pupils is very important to us and we have a robust Child Protection Policy in place, which follows national guidelines and fulfils our statutory duties. We recognise that some pupils with SEND may well have Emotional, Social and Mental Health Development needs that will require support in school. We have a robust Behaviour Policy (including anti-bullying) in place and we aim to ensure that all students have equal access to school life including extra-curricular activities and the opportunity to undertake roles of responsibility within the day-to-day running of the school. We ensure all students in the school have a 'voice', e.g. through pupil questionnaires, the school council and through the child-centred approach to review meetings.

Relationships with parents/carers

We believe that children do their best when parents/carers and staff work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with staff at BRGS. Parents/carers are welcome to contact the school to discuss your son/daughter's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Parents/carers are invited to Annual Review meetings, Parents' Evenings and meetings with external agencies regarding their child, as well as being kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership Service with information available on the 'Help for Parents and Carers' section of the Lancashire SEND website (www.lancashire.gov.uk/SEND). We also signpost parents to Lancashire County Council's Local Offer (www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx) and the FIND Family Services Directory for advice and support (www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/help-for-parents-and-carers/family-information-network-directory.aspx). Key school policies and other documents are available for all via BRGS's website and free copies of any policies are available from the school office upon request. These can be adapted e.g. enlarged print/audio format/different languages, if requested.

Information, advice and guidance for families of children with SEND is available via the SENCO.

Relationships with SEND students

All children with an EHC plan have the opportunity, annually, to record and contribute to their annual review meeting. Student consultation is intrinsic to BRGS life. All students have an opportunity to review their progress with teachers through termly monitoring and all students are eligible to serve on the School Council and all have the same opportunity to access and to participate in extra-curricular activities. (These activities can be found on our school website and are communicated to parents through our school newsletter.)

How will the school prepare and support my son/daughter to join the school, transfer to a new setting or to the next stage of education?

We recognise that transitions can be difficult for a student with SEND and we therefore take steps to ensure that any transition is as smooth as possible.

We liaise closely with students, parents/carers and feeder primary schools in preparation for the transition of students into Year 7. During Years 11 and 13 we work with Young People's services to ensure effective transitions to further and higher education.

What is the Local Authority Local Offer?

The Children and Families Bill was enacted on the 1st September 2014. This means that, 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. The local Authority refers to this as 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 by offering details on the context of schools and the provision for children with SEND therein. The Local Offer is available at www.lancashire.gov.uk/send

Complaints Procedure

Students, staff and parents/carers are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their son/daughter's Head of Year and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCO who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then follow the school's Complaints Procedure available from the school's website.

Role of the Governors in SEND

Governors have a responsibility to ensure children with SEND can access services by:

- Determining school's general policy.
- Appointing the 'person responsible' for Special Needs (SENCO).
- Having regard to the Code of Practice in all decisions.
- Establishing the appropriate staffing and funding arrangements and maintaining an overview of the school's work.
- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs.
- Working with the governing bodies of other schools in the area where necessary to coordinate special educational provision.

- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

Other Information

Relevant school policies underpinning this SEND Information Report which are all available on our website and should be read in conjunction with this document include:

- Accessibility Plan
- Safeguarding Policy
- Single Equalities Act
- BRGS Local Offer
- SEND Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005