



## **Backwell School**

### **SEN Information Report 2020-21**

#### **Our School**

Backwell School caters for secondary students aged 11-18 and we value every child as an individual. The school recognises that all students have individual and diverse strengths, challenges and learning needs. Some students have been identified with difficulties that require additional and targeted provision and support. The school is committed to the inclusion of all children into the school's curriculum and activities, unless their special educational needs are so severe or complex that the school does not have the resources, facilities, curriculum or expertise to meet them.

#### **Our Staff**

The Education Support Team works alongside key Academic, Pastoral and Support Staff to ensure that all students are supported within a whole-school approach to SEND. In addition to our subject teachers we have a full time SENCO (Special Educational Needs coordinator), Ms Laura Donnelly. We also have fourteen Teaching Assistants both full and part-time.

Contact details: [ldonnelly@backwellschool.net](mailto:ldonnelly@backwellschool.net) 01275463371 ext 269.

#### **SEND provided for at Backwell School**

There are four areas of need, as guided by the Code of Practice (2014). Backwell School provides high quality in class teaching, supplemented by interventions in order to cater for these needs.

(i) **Cognition and Learning**

Dyslexia, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder, Short term and working memory problems, Global Delay and a range of other additional learning needs which fall within the continuum of specific or moderate learning difficulties.

(ii) **Communication and Interaction**

Speech, language and communication difficulties, which include Autism and a range of expressive and receptive language issues, which affect the development of social skills.

(iii) **Social, Emotional and Mental Health**

Students who experience difficulties in their personal lives, their mental health and social and emotional development, which may manifest themselves through attachment difficulties and other barriers to 'well-being'.

(iv) **Physical, Sensory and Medical**

The 2010 Equality Act describes 'a disability as a physical or mental impairment which has a long-term and substantial adverse effect upon a person's ability to carry out normal day-to-day activities'. We support students who have physical, sensory and medical needs, which meet this criteria including epilepsy, vision and hearing impairment, cerebral palsy and hypermobility syndrome amongst others.

## **Our Curriculum and Teaching**

Students follow a broad, balanced, inclusive curriculum, which is differentiated according to need. This is delivered at an appropriate pace and depth, where teaching styles and strategies, learning tasks and materials are modified according to the level of interest and needs. We believe enjoying and being able to access learning is key to students achieving success and we therefore offer a curriculum that aims to inspire, stimulate and motivate every student. This is our wave 1, universal teaching provision that meets the needs of the vast majority of our students.

All students are taught in mainstream classes, however on occasion students with a specific educational need will be removed from some lessons or tutor time for additional support to ensure their progress. Interventions are put in place for an intense period of time in order to help a student make rapid progress. These interventions support literacy, numeracy and social skills. The progress of these students is carefully monitored both during and after the intervention period. This forms our wave 2 provision for those who require 'SEN support'.

Where pupils fail to make progress through wave 1 and wave 2 provision, support may be sought from external professionals such as educational psychologists or specialist teaching staff. These pupils are our high needs, wave 3 pupils and have a bespoke program of support in place to meet their educational needs.

Teachers are responsible and accountable for the progress and development of all students in their class, in accordance with the new Code of Practice 2014, with the SENCO and Education Support team working in a supporting role.

We encourage all students to be involved with clubs and activities. The school has a wide range of extra-curricular clubs and trips available to all students. All activities and experiences are open to everyone regardless of additional needs, however participation in these activities will be subject to the school's risk assessment procedures.

## Identifying Needs and Interventions

On entry to the school all Year 7 students are given a reading and spelling test. If a student's reading and/or spelling age is below 10 then appropriate interventions are put in place. These comprise of literacy withdrawal groups, tutor-time spelling and maths booster classes. In addition, typing skills classes are provided at tutor times for those with these specific needs. Young people with Autism or other social and communication needs are offered social skills small group or 1:1 intervention. Academic mentoring is also available at Key Stage 4. Access arrangements are applied for in Key Stage 4 and Key Stage 5 to ensure that students with a history of additional educational needs are not disadvantaged in public examinations.

If there is concern regarding the progress of a young person, a referral to the Educational Support team can be made by school staff at any point in the school year.

If a student has an Education Health and Care Plan or they have a high level of need and are supported through a wave 3, high needs program of support, an annual review will be held for them. Parents, pastoral staff, relevant outside agencies and the students themselves will attend and progress and outcomes will be discussed.

## Outside Agencies

The school works with a range of outside agencies who are requested to work with a student when required and in consultation with parents. The SENCO, after consultation with the student's Head of House and parents, will apply for the appropriate provision to support the child. We work closely with outside agencies to ensure the correct person carries out any required intervention.

Useful contacts for parents are 'Supportive Parents' [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) For families with disabled children: 'Our Voice Counts' [www.ourvoicecounts.org.uk](http://www.ourvoicecounts.org.uk) and 'Contact a Family' [www.cfamily.org.uk](http://www.cfamily.org.uk)

## Emotional and Social Development

Students are placed in a tutor group of about thirty students with a tutor who will normally stay with that group during Key Stage 3 and Key Stage 4. Students with a significant level of need are also assigned a key link person from the Education Support teaching staff, who will be the first point of contact should parents or staff have a concern regarding the student. Students with an EHCP (Education Health and Care Plan) are withdrawn on a 1:1 basis with this key person to monitor educational and social development. This key person will also listen to any concerns raised by the student and act as appropriate liaising with key staff within school or outside agencies if appropriate. The school has a strict anti-bullying policy, which enables any concerns raised by students to be dealt with swiftly and effectively by the relevant staff. There are opportunities for all students to be involved in school life and the wide range of activities, which Backwell School offers its students. Opportunities to help at parents' evenings, school induction and be a member of the school council are open to all students.

## **Our Approach to Behaviour**

A positive rewards-focused behaviour management system is used consistently throughout the school. Behaviour is supported by a system of rules, rewards and sanctions, which are understood by all students and staff and can be adapted to the individual needs of specific students. Positive reinforcement is the key focus in Backwell School.

Please see Backwell School Behaviour Policy which is available on the school website.

## **Progress**

Students' progress is tracked continuously and is regularly monitored by subject teachers and analysed by the Heads of Department and Heads of Unit to ensure all pupils make progress and reach their academic targets. Reports are published twice each year and staff feedback to parents at parents' evenings. Interventions are put in place for those students who fail to make progress. These can comprise of mentoring, homework catch-up sessions, in-class support or personal support plans. In addition, attendance is closely monitored. This forms part of our wave 1 provision and is part of quality first teaching at the school.

The Education Support Department also monitors the progress of those students receiving additional support towards specific targets and outcomes through the use of standardised and age related testing. These pupils are part of wave 2, SEN support, and take part in additional interventions during tutor time or, for our higher needs pupils, during withdrawal from lessons. These interventions are monitored at least three times a year and progress is shared with parents. Parents can also meet with the SENCO during parents' evenings and at SEN review meetings.

Pupils with high levels of need have a bespoke program of support as part of our wave 3 high needs provision. This provision is carefully monitored through the use of standardised testing. If required, additional funding may be sought for these students (top up funding). Use of this funding is carefully monitored to ensure it is supporting progress towards specific targets for these pupils.

All pupils receive appropriate careers information and guidance, with 100% of pupils with SEN transitioning successfully to appropriate post-16 destinations.

## **Working with Families and Young People**

We feel we have a strong partnership between home and school and actively involve parents and carers in decisions concerning their children. We inform parents and carers when interventions are to be put in place and when students have reached their literacy and numeracy targets. Progress reports home are provided twice a year. Our high needs pupils have key workers who provide a home – school link to communicate day-to-day successes and challenges.

Young people are involved at every stage of their support, with their views captured through their annual pen portrait meetings. In addition, ES staff have an open dialogue with pupils and student voice is sought at every opportunity.

## **The SEN Department**

In-class support is sometimes used as an intervention for those students who have the most severe and complex needs and are part of wave 3 intervention. The Education Support Department informs other teaching staff of students' SEN needs through a Year 7 SEN Information booklet, Pen Portraits, Information on FROG and SIMS, training and an 'open door policy' within the Education Support Department.

As part of the school's self-evaluation process, the Education Support Department is subject to an annual self-review process. The Department Development Plan allows the SENCO to gather evidence from a number of sources such as student voice, learning walks and progress checks, to evaluate the effectiveness of provision for SEN students.

## **Transition**

The Education Support Department organises a transition programme every year for vulnerable Year 6 students. The SENCO contacts the primary schools who identify students who would benefit from this extra transition work. The Year 6 students visit the school on three occasions at the end of the summer term in addition to the regular Induction Day. On these days, activities are organised to familiarise the students with the school and to encourage social co-operation.

The SENCO will also hold meetings with primary school SENCOs and if necessary any relevant professionals. There is an opportunity for parents to meet the SENCO during the Year 6 parents' evening following Induction Day and during additional transition sessions. This allows time for parents and carers to discuss their child's needs and raise any concerns they have regarding transition.

For high needs pupils and pupils with EHCPs, the SENCO works closely with the primary school to organise a bespoke transition program to ensure the very best transition to Backwell School.

With older students' transition to post-16 providers, appropriate pathways are discussed with the students and relevant parties, e.g. 6<sup>th</sup> form team, colleges, apprenticeships with ongoing advice from the Careers service. Those with high needs are offered additional meetings with post-16 providers, taster days and summer school opportunities.

## Complaints

There are rare occasions when parents, carers and others connected with Backwell School may have a concern they need to raise. To encourage resolution of such situations, we have a clear complaints policy and procedure that aims to resolve problems quickly and informally, be straightforward to understand and use, provide confidentiality and allow problems to be handled swiftly, fully and efficiently. Full details are on our website.

## The Local Offer

The school uses the services provided by North Somerset and if appropriate, co-operates fully with decisions made by the Authority.

The Local Offer is available on the North Somerset Website.

<https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>

<b>Date of Report</b>	<b>Date of Review</b>
September 2020	Annually