

# The Local Offer

The following is the St Bernard's Catholic Grammar School Local Offer, this can also be viewed at: <http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=na10XfLJHFw&catfamily=521&cr=1>. The first section is the school SEND policy, further sections below provide additional information about the SEND provision at St Bernard's.

## Special Educational Needs and Disabilities (SEND) Policy

### St Bernard's Catholic Grammar School

At St Bernard's Catholic Grammar School, the SEND policy reflects our mission statement: "where each person is loved and valued". This policy is written in response to the Children and Families Act 2014. At the heart of our policy is the commitment to improving the life chances and maximising the potential of all of our students. The abilities and achievements of all students are valued and there is a commitment to providing for each the best possible environment for teaching, learning and social and emotional development.

### Links to Other Policies

This policy should be read in conjunction with the Curriculum Statement, the Equalities Policy, the Behaviour Policy and the Complaints Policy. All of these policies are available on the school's website at: [www.st-bernards.slough.sch.uk](http://www.st-bernards.slough.sch.uk)

### Special educational provision

Since the educational act of 1991 arrangements for meeting educational needs have been subject to further legislation and guidance. The new code of practice for SEND came into force in September 2016 with the Children and Families Act (2014).

### Roles and responsibilities

- The SEND team of the school are:
- Head teacher – Mr Kassapian
- Deputy Head – Mr Tomlinson
- SENDCo – Mrs Fishwick
- Teaching Assistant – Mrs Saini
- Teaching Assistant – Mrs Myers
- Teaching Assistant – Mrs Morley
- SEND Governor – Mrs Oxlade

### The role of the SENDCo

The SENDCo works alongside the Senior Leadership Team (SLT) who play a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Co-ordinating the provision for students with SEND
- Working with the Heads of Year in the identification of students with SEND and in planning subsequent support.
- Working with the Head of English to enable appropriate support for those students who are identified as having low levels of literacy.
- Liaising with and giving advice and training (liaise with CPD head) to fellow teachers
- Informing parents that SEND provision has been made for their child
- Managing Specialist Teaching Assistants.
- Overseeing student's records and reports to ensure staff have the ability to support the changes from the Children and Families Act 2014
- Liaising with parents
- Making a contribution to INSET training
- Liaising with external agencies, support services, Health and Social Services/Careers Service, and voluntary bodies.

**For effective Co-ordination staff must be aware of:**

- The procedures to be followed
- The responsibilities all teachers have in making provision for students with SEND within their classrooms.
- The commitment required by all staff to keep the SENDCo and HOY well informed about the students progress
- Mechanisms that exist to allow teachers access to information about students with SEND
- What exactly constitutes a "level of concern" and at which point School Action is initiated
- Mechanisms that exist to alert the HOY to such "levels of concern"
- The procedure by which parents are informed of this concern and the subsequent SEND provision.
- Additionally, that parents will be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information and support as and when required.

**The role of the Governing Body**

**The Governing Body's responsibilities to pupils with SEND include:**

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a "responsible person" (ie the school's SENDCo) is identified to inform all those involved with teaching and supporting students with statements
- Ensuring that all students with SEND are involved in school activities
- Having regard to the new Children's and Families Act 2014 when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's budget.

## **The role of the Subject Teacher**

The class teacher is of central importance to the development of all SEND students, responsibilities include:

- Being aware of the school's procedure for the identification and assessment of, and subsequent provision for students with SEND
- Collaborating with the SENDCo to decide the action required to assist the student in making progress
- Working with the SENDCo to collect all available information on the student
- In collaboration with the SENDCo and HOY to develop Learning Education Plan for students with SEND
- Working with students who have SEND to deliver IEP targets within differentiated planning.
- Developing constructive relationships with parents

## **The role of the Head teacher**

The Head teacher's responsibilities include:

- The day to day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo/HOY and SEND team
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

## **Identification, Assessment and Provision**

The SEND Code of Practice 2014 makes it clear that:

All teachers are responsible for identifying students with SEND and, in collaboration with the HOY and SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision and this will be identified and monitored throughout their school career.

## **Whole School Response Personalised Quality First Teaching (Category A)**

In collaboration with the HOY, the SENDCo will ask all the subject teachers for their views on the child's progress to date, strategies that have been used and comments on the success of those. If there is general concern over the child's progress a meeting will be arranged with the student, parents, HOY and SENDCo to discuss an individual education plan (IEP). An IEP will only record that which is additional to and/or different from the differentiated curriculum in place for all the children. The plan will contain three or four short term targets for the child, advice on teaching strategies and monitoring arrangements. The parents, all subject teachers and the HOY will receive copies of the IEP, and the child will then be entered on the SEND Register. The IEP will be reviewed twice a year.

### **Targeted support for individual and small group short term interventions(Category B)**

Targeted support for individual and small group short term intervention. Further action may be required if, despite an individual programme, little or no progress is being made as indicated by National Curriculum Levels , Effort and Attainment grade sheets and other assessment arrangements employed by the teachers. The SENDCo, in discussion with the parents and the student may decide to move the child to Category B short term intervention. This involves consulting specialists on behalf of the child. A specialist may be asked for advice, or may be able to provide more specialist assessments. As a result, a revised LEP will be drawn up which will set out fresh strategies for supporting the child's progress. The delivery of the interventions recorded in the LEP continues to be the responsibility of the class teacher. The LEP will be revised twice yearly.

### **Personalised/Individual Learning Long Term Interventions Leading to an Educational Health Care Plan of SEND (Category C)**

Referral to Slough Borough Council for a statutory assessment will only be made where the school has taken steps through School Action and School Action Plus and the child is still giving significant cause for concern. Individual students who bring a statutory assessment statement with them will be supported as fully as possible according to the requirements of the statement.

*Policy Approved by the Achievement and Progress Committee on 17<sup>th</sup> October 2018*

*Next review: Autumn 2020*

## **Teaching and Learning**

It is envisaged that most Children and Young People's (CYP) needs will be met through the context of the classroom environment. Through frequent monitoring and evaluation, the needs of every student will be evaluated and where Special Educational Needs are identified, extra provision will be put in place to ensure that barriers to achievement are reduced or removed. The primary source of delivery will be through differentiated lessons; the school's SENDCo will be instrumental in working with the classroom teacher to enable effective and timely differentiation, which includes all students. When extra in-class support or withdrawal from the lesson is identified as part of an Education and Health Care Plan (EHCP) this will be provided. Even if a CYP does not have such a need identified as part of an EHCP, such strategies will be considered if there is evidence that it may benefit the CYP.

## **Identifying and Assessing Special Educational Needs**

Teachers and Parents can raise concerns about any aspect of the education and well-being of the CYP at any point. This will primarily be through the Tutor; the Tutor is in daily contact with the Head of Year who will monitor all students and if there is a suggestion that a CYP may benefit from the intervention of the school's SENDCo, this will be arranged. Either the school SENDCo will assess the CYP for SEND or the SENDCo will source an assessment from an outside agency. The parents' views and concerns will be addressed at every point in this process. Upon the identification of SEN, strategies will be put into place reflecting the exact needs of the CYP. This intervention can come about through the classroom teacher receiving advice and support from the SENDCo, or it may result in additional in-class or other provision (this will be dependent upon the results of the assessment).

## **Involving Parents and CYP in Planning and Reviewing Progress**

From initial identification, through to assessment and on to an EHCP; the parents' views and input will be paramount. No assessment will take place unless parents have given their permission and they will be involved in all aspects of the construction of the EHCP and its annual formal review. Following a positive assessment of SEND, parents will be in frequent contact with a member of the SEND team: the nature and frequency of this depends very much on the EHCP. Like all parents, parents of a child with an EHCP are free to contact the school at any time with questions or information, which would benefit their child's educational provision.

## **Additional Support**

All students are offered a differentiated curriculum, which is designed to meet their needs. This largely takes the form of the class teacher considering groups of individuals within his/her classroom and responding to their needs. There may be occasions when additional support is required. The following three groups are those outlined in the school's SEND policy and the 2014 Code of Practice:

**Category A:** These students are catered for within the context of their normal lessons. The class teacher differentiates the curriculum offered in response to the individual needs of the CYP. This may be done through use of help and training offered by the school's SENDCo. These students do not require additional in-class support or withdrawal from lessons.

**Category B:** These students, in addition to the differentiated curriculum experience additional support, often from external agencies or from teachers within school. If considered appropriate, this support may be through suitably trained members of the school's sixth form.

**Category C:** These students have an EHCP and as part of that plan have additional support as detailed in the individual EHCP.

#### Extra Activities

All CYP with SEND have full access to the school's rich array of extra-curricular activities. SEND is not a barrier to a full involvement in all aspects of school life. This is in keeping with our view that all people are created equally in the eyes of God.

#### **Meeting the Social and Emotional Needs of CYP with SEND**

The school has a highly effective pastoral system. The tutor system is central to school life and the tutor is in daily contact with the tutor group and accessible to parents and CYP. CYP and parents are encouraged to bring concerns and problems to the attention of the tutor, and the tutor is in immediate contact with the Head of Year. As with the identification of SEN, the social and emotional needs of every CYP is considered a high priority. The school seeks not just to educate our students in the academic curriculum, but all aspects of growing and learning about ourselves and Christ.

#### **Keeping Up to Date with Knowledge and Skills**

The provision of learning for CYP with SEND and those with emotional, social and behavioural needs is constantly under review. We consider each CYP as an individual and review their progress regularly in order to identify when interventions have succeeded or when interventions need to change in order to increase their effectiveness. The agencies we work with are as follows:

Child Adolescent Mental Health Services  
Educational Psychology  
Speech and Language Therapy  
Slough Emotional, Behavioural Outreach Services  
Sensory Consortium Services  
Occupational Therapy.  
SEND Careers Advisors  
Haybrook College Services

## Transitions

In the transition from GCSE to A Level, each CYP with SEND is supported through external and independent careers advice about options post-16. We support all students with this transition, and, provided the CYP has qualified for a place in the sixth form, they will be given a place studying a course suitable for their needs and aspirations.

In the transition from A Level to university or apprenticeship; each CYP will be given access to the sixth form careers advisor in addition to support from tutor and Head of Year.

## Helpful Contacts

Head teacher – Mr Kassapian  
Deputy Head – Mr Tomlinson  
SENDCo – Mrs Fishwick  
Teaching Assistant – Mrs Saini  
Teaching Assistant – Mrs Myers  
Teaching Assistant – Mrs Morley  
SEND Governor – Mrs Oxlade

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