

Introduction Web Based Report November 2017

Welcome to our SEN Information Report which forms part of the local offer for Students with Special Education Needs and Disabilities (SEND). At Burscough Priory Science College, we are committed to working together with all members of our school community and the report has, therefore, been developed with students, parents, carers, school governors and members of staff at Burscough Priory.

The people involved in SEND at Burscough Priory

- Mrs R Sutherland – SEND Governor
- Dr Graham Clarke – Headteacher
- Mrs Janet Davies – Senco

We have also twelve teaching assistants who will mainly be working in subject specific departments across the school, although some work with designated students on a one to one basis.

Teaching Assistants regularly attend training courses for particular aspects of SEN, for example working with students with particular difficulties.

If you have any questions about our SEND provision at the school then please contact Mrs J Davies our Senco on 01704 893259.

Admission procedures for all students, as well as those with SEND can be found on the school website, and are subject to Lancashire County Council admission protocols.

Our approach to teaching learners with SEN

At Burscough Priory Science College, we have created an inclusive culture in our school; providing successful and challenging learning, within a broad and balanced curriculum framework. In addition, we provide high quality teaching to all learners taking into account and planning for individual's specific needs.

We aim to ensure a flexible learning environment which meets the needs of all members of our school community. Any adaptations to the curriculum are based on individual needs. Support should be appropriate to the young person's age and needs and aims to overcome barriers to learning. At Burscough Priory, staff continually monitors students' progress ensuring that learning is taking place for all. Regular meetings between Heads of Subject, Heads of Year, and relevant staff are held to discuss students' progress.

How we identify students with SEND

At different times in his/her school career, a child or young person may have a special educational need. The 2014 SEN Code of Practice defines SEN 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 of compulsory school age or a young person has a learning difficulty or disability if they:

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

- *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.*

Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Students will be placed on the SEN register for different amounts of time but will be taken off when the expected progress has been made. Sometimes they will remain on the SEN register for the duration of their education.

At Burscough Priory, if a student arrives at school or is identified as having SEN, we will provide provision that is tailor-made providing personalised learning within the normal differentiated mainstream curriculum, with the intention of overcoming the barrier to his/her learning.

Assessing, supporting and monitoring students with SEN at Burscough Priory Science College

Special Education Needs are categorised in the 2014 SEN Code of Practice as:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Mental and Emotional Health

Furthermore the SEN Code of Practice 2014 describes meeting the needs of students with SEN as a 'graduated approach', whereby four processes take place:

- Assess
- Plan
- Do
- Review

Assess

Once a concern is raised, the SEN department have a wide range of SEN assessment tools available with which to identify the student's need or needs, taking into account previous experiences of the student, prior progress and attainment, and behaviours for learning. For some students we may want to seek additional help and we have at our disposal a wide range of specialist support agencies to facilitate this, many of which are provided by Lancashire County Council described on the Local Offer, on the Lancashire County Council website. www.lancashire.gov.uk/send

CAMHS (Children and Adolescents Mental Health Services)

Provision from Occupational Therapists and Speech and Language Service, School Health Service

Specialist Support Teachers/Educational Psychologist.

Plan

Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and student, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision and then the necessary adjustments, interventions and support will be selected and integrated in a plan with the aim of meeting the learning outcomes where a student requires SEN support.

Strategies may include:

- Dyslexia Screening and intervention programmes (LUCID screener, DST, Nessy)
- Literacy Intervention (one to one as well as small group interventions)
- Numeracy intervention (Specialist TA led groups)
- Subject specific interventions, planned by Heads of Learning within departments.
- 1:1 assistance for students with SEN needs in the areas of Social Emotional Mental Health (SEMH), (One to one and small group intervention delivered by specialist staff)
- Exams access (scribe, reading).

All interventions are led by qualified teaching staff, qualified teaching assistants or qualified counsellors.

In addition, we have access to a number of intervention programmes that are delivered on and off the school premises such as:

- Educational psychology and specialist support team for assessment and advice about specific barriers to learning. Available through IDSS Lancashire.
- Acorns, The Short Stay School for West Lancashire, for students who we are able to refer for education as well as outreach support for our learners, particularly those with social, emotional and mental health needs.
- Outreach work from the sensory support team for students who need extra help with auditory or visual needs.

Do

Every teacher is required to adapt the curriculum to ensure access to learning for all children in his/her class. The Teacher Standards 2012 detail the expectations for all teachers, and we at Burscough Priory Science College are proud of our teachers and their development. The Teachers' Standards are available at <https://www.gov.uk/government/publications/teachers-standards>.

The classroom teacher will monitor the student closely and will work with teaching assistants to ensure that barriers to learning are overcome and that the student makes progress with his/her learning. Tracking data is collected on all students at least termly, and all teaching staff use this data to inform their planning and differentiation of lessons.

Teaching Assistants are active in delivering in class intervention programmes to individual students or small groups in accordance with skills-specific training which they have undertaken.

Review

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress; changes may be made following the review. Reviews can be formal meetings, where we discuss next progress and next steps. Where a student has a statement or Educational Health and Care Plan (EHCP), an annual meeting will take place. The views of the student and parent / carer are recorded at these meetings.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Management and Governors. This data is formally shared with Parents and Carers three times each school year, via a Parent Consultation Evening, a Formal Report and a Data Collection sheet.

All the above processes are made in consultation with parents/carers.

Provision Map

Each year a provision map is produced which illustrates the individual learning needs and then the support and interventions required to enable access to learning for students with SEN across the key stages and year groups. The provision map is updated throughout the year as our learners and their needs change. The provision map is also shared with the SEN Governor to quality assure the impact of interventions on learning across the school.

Other Opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. Burscough Priory Science College in 2017 – 18 offers a range of additional clubs and activities during the day and after school. These are communicated to students at the beginning of each half term or at the time when new clubs are started.

All students including those with SEND are encouraged to participate in educational visits and residential activities. The school will endeavour to make 'reasonable adjustments' for SEND students, but all trips are subject to risk assessment.

The school actively promotes the work of the Young People's Service, uniformed service and cadet organisations and The Duke of Edinburgh Awards Scheme.

All staff at Burscough Priory have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

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

Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children 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. Children and young people may therefore be covered by both SEN and disability legislation.

The Accessibility Plan has been written to comply with The Equality Act 2010 and is available on the school website.

Bullying

At Burscough Priory we strive to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied. All concerns or reports from students, staff or parents are fully investigated and appropriate action is taken to support all students regardless of their special educational needs and/or disability, religion, ethnicity, sexual orientation or academic ability. Please view the school's bullying policy on our website for further information.

Transition between the Key Stages

For students in Year 6, transition days are a regular event at Burscough Priory, introducing students to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the Senco, plus other key staff and students visit the feeder primary schools to meet and work with the students. SEND and other vulnerable students are encouraged to make more frequent visits to the school.

For older students selecting their options in year 9, Burscough Priory staff will guide students as to the most appropriate choice, again in full consultation with parents and carers. The Senco may be contacted to discuss choices for students with SEN. Students and parents receive both electronic information about options as well as the opportunity for face to face discussion.

In Year 11, all students are offered CEIAG advice from a named teacher, visits to local post 16 colleges, as well as a Post 16 guidance event.

A YPS advisor will give additional advice to students with statements or EHCP's.

Your opinion is key

If you wish to discuss any SEND concerns at any time please make an appointment to see Mrs J Davies (SENCO). If you have any complaints please see the school complaints policy on our website.