

Great Baddow High School

Local Special Educational Need and Disability Offer

An overview of the school

Great Baddow High School is a large successful inclusive secondary school within the Chelmsford area of Essex with Sports college status.

The school works with a wide number of young people with SEND but in addition has a Resource Base for Hearing Impaired students (RBHIS) The RBHIS was established more than 25 years ago and has been an integral part of the school since then and supports young people with a hearing impairment from throughout Essex.

Identifying children's additional needs

The school uses information from 'feeder' primary schools, data from National Curriculum levels, CAT/Midys tests, reading, spelling, comprehension and other diagnostic tests as a baseline to identify students who may require additional support over and above the normal curriculum offer.

The principle of Quality First teaching underpins the graduated approach taken at Great Baddow. All teachers and teaching assistants have a responsibility to identify and support. Progress of students is assessed through the monitoring of academic lessons, reading ages, friendship groups, behaviour in class and behaviour around the school. All of these things are indicators that can prompt a member of staff to begin further investigation.

The school works alongside a number of external professional agencies seeking advice and interventions to support the development of our students. Advice can be sought from the school Educational Psychologist to Emotional Wellbeing and Mental Health Service.

Parents are regularly updated regarding their child's attainment and always informed regarding any interventions regarding their child.

Involving pupils and parents/carers in planning support

There are a number of ways GBHS will involve parents/carers in meeting the needs of their children:

- Individual pupil/teacher meetings
- Planning and review meetings
- Regular contact between home and school, e.g. planners, home/school book email or texts
- Advice on how to support learning at home
- Advice regarding parental support groups

Parents are consulted and kept informed regarding any special provisions offered to their child. There are regular review meetings if long term intervention is required.

Range of support available

- Curriculum adaptations/differentiation
- Specific teaching interventions e.g. dyslexia support
- Support for health needs
- Hearing Impairment
- Emotional, social, behavioural difficulties
- 'Nurture Group' to support transition to secondary school for the most vulnerable students
- Support for communication and technologies to support this
- Student Support Centre, for students who may not be able to access lessons for a number of reasons

External professionals are employed where necessary and support is tailored to the needs of our students.

Monitoring progress

Interventions and their impact is fundamental to the progress of our children with SEND. Parents are regularly informed regarding the additional support their child receives. Meetings are held with parents/carers to review progress. Progress is closely tracked as part of the whole school monitoring and the pupil's passport/One Page Plan regularly updated with relevant information.

Identification of needs

- Transition Year 7

SEND staff work with primary colleagues to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective.

- The beginning of Year

All students are assessed in a number of ways in order to secure baseline throughout the curriculum. These assessments allow staff to identify which students may be in need of additional support and helps identify what need the student may have.

- Concerns

Where staff have concerns regarding the progress (academic or social) of students they contact the Heads of Year or SENDCo. If parents have questions or concerns they can speak to Tutors, Heads of Year or the SENDCo directly by calling the school or email him at bcj@gbhs.co.uk

- Interventions

If students have been identified as in need of additional support or in need of further assessment, parents are informed in writing and the opportunity to discuss the nature of the support in detail is offered.

- Further assessment

Where the school wants the needs of a student clarified or there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents.

- Education health and Care Plan (EHCP)

If the school feel that an EHCP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENCo to discuss the process and their part in the process.

Support and training for school staff

There are 6 teachers employed within Learning Support, 2 of whom work in the RBHIS. In addition there are 7 Communication Support Workers in the RBHIS, 1 Higher level Teaching assistant, 20 Learning Support Assistants, a Student Support Manager and a Learning Support manager.

These staff work in the classroom with staff and students and offer a number of specialisms to support learning. Mainstream teachers are offered advice and training regarding differentiation and have access to advice regarding supporting students with SEND where required.

All new staff receive training regarding SEND and additional support regarding working with students from the RBHIS.

Accessibility

GBHS has specialist provision for students with a hearing impairment but at all times endeavours to support young people with a wide range of additional needs.

Access to the site for students with mobility needs are restricted but where possible the school will make every effort to make reasonable adjustments to accommodate any pupil that has expressed an interest to attend GBHS.

Inclusion

GBHS is an inclusive school and goes to great lengths to ensure all students are offered maximum access to the curriculum. The school offers numerous clubs on a daily basis and all students are encouraged to attend where their interests lie. Learning Support and the RBHIS offers clubs before school, lunchtimes and after school on a daily basis to support learning and integration. This support is also integrated into any trips/visits that our students may be required to attend.

Parents are always consulted regarding any particular requirements regarding their children and where possible the school will manage these. Only where activities are advised against by medical professionals will students not be offered places on certain activities. In this case the school will look at how partial participation may be possible.

Transition (changing school or educational setting)

SEND

We advise all young people with SEND to come and see the school before their application is submitted at the School Open Evening. We will endeavour to devise a programme for key staff to attend observations and meetings at a number of our Primary partners so that we can meet pupils, teachers and, in some cases, parents of young people with SEND that are expected to join us at Great Baddow High School. We do this to gather as much information as we can about the young people joining our community in year 7; this information, both academic and social, is essential for us to build up a profile of our SEND learners so that we can begin the process of embedding them into our school even before they walk through the door.

If invited, we attend year 6 transition reviews of all young people that are coming to Great Baddow High School so that we can help shape the EHCP of learners to help them with their transition in to KS3 in our school.

We will accommodate as many parental and school based requests for school tours for young people with SEND as we can and these visits may be with parents, carers or teachers and LSAs from their Primary Schools.

Through auditing our processes, we have implemented a Transition Group into our Key Stage 3 programmes with a Primary Model as our basis of delivery; the group will have one teacher for a majority of their teaching time, at least in the core subjects of English and maths and we also accommodate Humanities Subjects Geography and history. For the most vulnerable this is continued in Year 8 but for a reduced number of lessons. We hope this initiative eases the challenging transition process from ks2 into ks3 for some of our most vulnerable learners.

In Year 9 all students with a 'Statement' or EHC Plan have a 1-1 meeting with the schools career's advisor and a representative from the local authority (Transition pathways). This is continued in Year 10 and 11 where these students meet with Transition Pathways to plan post-16 education. In many cases the school will support with school/college visits and mobility training to ensure a smooth transition into Key Stage 5 education.

RBHIS Department

KS2 to KS3

We attend the annual review meetings in Year 5 and Year 6 for all students who might come to GBHS to learn about them and to give parents the opportunity to find out about us.

We would invite parents of Y5 and Y6 pupils to come to Open Evening and at that point suggest a follow up tour with SLT or a more bespoke one with RB staff and a meeting to talk about what we can provide. We will also attend the Y6 parents' evening.

In Year 6 a TOD will visit pupils in their primary setting to see what works well for them and to observe what levels they are working at (to help with setting) and to see how they are integrated socially at play time. We will usually go to our feeder RB during the summer term prior to them commencing learning at Great Baddow High School to speak to parents as a group about what transition looks like and about the differences between primary and secondary, making sure that they know they will have to reapply for transport etc. If signing children are to join us, we visit our main feeder primary school on a weekly basis during the summer term to deliver a short course on deaf awareness and sign language so that their pupils are better able to communicate with their deaf peers. Shortly prior to the time of the Y6 visits, HI pupils spend an extra day with RB staff making a booklet which includes useful information for when they come and gives them a head start on their peers so they can feel confident.

From this point the normal transition arrangements for whole school are followed. When the pupils come into school for transition events, they are supported by a TOD who will assess how they cope with the academic pace and social and emotional demands of being in a 'big' school.

We are proactive about putting pupils into tutor groups with the tutor who we think will best suit their needs.

Pupils are encouraged to attend the extracurricular activities offered by the PE dept. and we provide communication support for this. We encourage parents at any point during all this to contact us as

often and ask as many questions as they would like. If they would like their child to or we feel there is a need, then extra time in the school shadowing Y7 students can be arranged. For pupils with complex needs this would start earlier, with attendance at annual review in Y4 and invitations to other professionals to offer advice and opinions.

KS3 to KS4

Annual reviews for Y9 are held in January, just before the option process starts, so that parents can be clear about what this involves, the dates of different events and deadlines and what may or may not be appropriate for their child.

In the paperwork we also set a rough guideline about visiting college open evenings, arranging to meet support staff in colleges, filling in applications etc.

We explain the 'Resource Base' option which means that the student will have time for small group tutorials to discuss any classwork which they have found particularly difficult.

We invite Deborah Anderson so that the parent and student get to know her in an informal setting and she can answer any questions about college courses and advise on option combinations etc.

We provide communication support for options evening and a TOD attends to answer any questions parents might have on the night.

Speech & Language therapy look at different jobs and the skills and aptitudes they require (awareness and vocabulary).

Parents are encouraged to contact the RB at any point during the process at which they have a question or concern.

KS4 to KS5

Research into different colleges and courses on offer done in tutorial time.

Annual reviews are held before Christmas to check that parents and students are on track with arranging a plan and a back-up plan for what they want to do.

Children and Young People with Disabilities Service attend to gather information for IAG report.

We also invite representatives from FE colleges with consent from parents.

We suggest that parents / colleges to organise 'taster' sessions and will provide support if appropriate (but mostly it's more beneficial if college staff do this).

Help is provided with completing applications forms.

Speech & Language Therapy sessions used to practise interview technique.

Referral for travel training.

Other Transition Interventions

We organise a programme of dates for Year 5 and 6 pupils to come and 'taste' a day in a secondary school. They will complete tasks that help them to navigate their way around the school grounds and they will attend some specific lessons where we hope they will get a flavour of some of the subject areas that they will encounter at Great Baddow High School. These include: Science, Technology, Food technology and Music.

Support for parents/carers

Close contact with parents/carers is integral to the education of our students. Parents are encouraged to contact the SENDCo or RBHIS for advice or support. Parents are welcome to write or telephone regarding clarification of any issues regarding SEND. If a question cannot be answered the school will seek the advice of external professionals. In some cases the school Family Support Workers can be an invaluable link between the school and families.

Key contacts:

- SENCo/INCo, Mr J Butcher – bcj@gbhs.co.uk
- Learning Support Manager, Mrs S Jones – jns@gbhs.co.uk
- Resource Base for Hearing Impaired Students, Mrs S Pierce – prs@gbhs.co.uk

Other useful contacts:

- The Department for Education - www.education.uk/df
- Essex Local Offer <http://www.essexlocaloffer.org.uk>
- The National Association of Special Educational Needs – www.nasen.org.uk
- Special Needs and Parents (parental support) – www.snapcharity.org
- Achievement for All – www.afa3as.org.uk
- Families Acting for Change (parental support by parents) – www.face-essex.org
- Essex SEND Information, Advice and Support Service – www.essex.gov.uk

J Butcher – SENDCo/Inclusion Manager, Great Baddow High School