



# SEND INFORMATION Report

2020 – 2021



Gemma Megson

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## Baysgarth SEND Information Report – 2020 - 2021

### Highlights from recent questionnaire:

100% of parents surveyed believe that the Personalised Learning team are approachable

100% of parents surveyed believe that the Personalised Learning team listen to their concerns

75% of parents of SEND students believe that the Personalised Learning team and the school offer good or better support to their child

75% of parents believe communication is good with the Personalised Learning team

74% of SEND students believe other adults are supportive in class

87% of SEND students know who to ask for help

83% of SEND students are happy to come to school

83% of SEND students believe they work hard to achieve their target

### A few comments:

"Overall I am pleased with the learning support team and how they keep in touch."

"The SENCO has gone above and beyond to help our son in his later years at school. Her role as SENCO has been perfection and she couldn't have done more to assist him to hopefully achieve his goals. Gemma Megson is a massive credit to Baysgarth school."

"Baysgarth have exceeded expected progress level through developing additional ways to support C within school so he can access learning."



## **Definition of Special Educational Needs and Disability**

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

## **What is the Local Authority Local Offer?**

The Children and Families Bill was passed in 2014. From this date, Local Authorities and schools were 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. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

The North Lincolnshire Local Offer can be accessed at:

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>

## **What is the SEND Information Report?**

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

## **What kinds of special educational needs might the children at Baysgarth School have?**

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

### **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, including Asperger's Syndrome and Autism, 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.

### **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.

### **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.

### **Sensory and/or physical needs**

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.

### **What is the SEND vision at Baysgarth school?**

**75% of parents of SEND students believe that the Personalised Learning team and the school offer good or better support to their child**

The main aim of our faculty is to narrow the gaps and ensure that all students do as well as possible regardless of their background, special educational need or disability. The features of PRIDE are at the heart of our vision and a quotation that defines everything we do is:

“To treat everyone the same, we have to treat them differently”

As a team we will:

Be student advocates

Be confident in our approaches and the solutions we provide

Be a strong and supportive team

Have a high profile around the school and community

Be open, honest and share all knowledge

Hold others to account but not be judgemental

Be SEND experts

Support students to be independent and resilient learners

Support all teachers to become excellent teachers of SEND

Be empowered and fully trained to support all student needs

Be fully flexible in our approaches to supporting students and staff

Have high aspirations for all of our students and ourselves

Have robust identification processes and rigorous monitoring systems

Improve SEND student outcomes

Become a beacon of excellence for SEND in the local area

**How many students do you have with SEND?**

	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 -2020</b>
<b>SEN Support</b>	67	66	78	111	135
<b>EHCP</b>	10	10	12	16	18
<b>Total</b>	77	76	90	127	153
<b>% of School</b>	8.5%	9.6%	12.1%	16%	19%

**Who will work closely with my child?**

**100% believe that the Personalised Learning team are approachable**

**75% of parents believe communication is good with the Personalised Learning team**

# The Team



Mrs G Megson – SENCo



Mrs E Davies – Assistant SENCo



Mrs Hunt- HLTA  
Y7



Miss B Welburn – HLTA Y8 & Y9



Mrs Pettit HLTA Y10 & Y11



Mr Sale – LSA



Mrs L Stockdale – LSA



Mr R Davies – LSA



Mrs Walton – LSA



Mrs Blanchard – LSA



Mrs S Rushby – LSA



Mrs A Johnson – LSA



Mrs D Humphries - LSA



Miss Bamforth - LSA



Mrs E Harrison – LSA

## **How do you identify students who need additional help?**

The school is committed to the early identification of special and additional educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014.

During the Summer term, the SENCo is committed to visiting every primary feeder school and discussing each Y6 student enrolling at Baysgarth in detail. This will include conversations with primary feeder staff, may include follow up conversations and meetings with parents and also may include observations of students requiring additional support.

A range of evidence is collected on all students starting at Baysgarth School in Year 7 and also those who may need additional support across Key Stages. This includes: data and reports from feeder primary schools, parental and pupil concerns, in-house reading, spelling and Dyslexia screening tests, teacher concerns and feedback, close monitoring of in-house cross curricular assessment data and observations of students by the SENCo.

We recognise that identification of particular individual needs of pupils is a collaborative process between school staff, the SENCo, pupil and parents and when appropriate from external agencies: Educational Psychologists, Autism team, CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

## **What support do you offer?**

### **In class**

**74% of SEND students believe other adults are supportive in class**

**83% of SEND students are happy to come to school**

**83% of SEND students believe they work hard in school**

We believe that all teachers are teachers of students with special and additional needs. All teachers and support staff receive in-house training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. Teaching staff are supported by the SENCo in providing tailored support to students across the curriculum and are guided through the review process for students with special educational needs.

Support staff are also attached to year groups which provides continuity and expertise in individual students. They provide support to students in class, in groups or on a one to one basis under the direction of the class teacher.

A student with special and additional needs will have a Pupil Profile document which will be co-created with the student and parents. This document will be updated regularly and will support staff in how best to provide excellent personalised provision. This provides the staff and SENCo with relevant, up to date data and support for learning information. It also includes the views, hopes and dreams of the student.

## **Additional Support**

**"Baysgarth have exceeded expected progress level through developing additional ways to support C within school so he can access learning."**

We offer a wide range of bespoke intervention programmes for individual students requiring additional support. These are led by trained HLTAs/LSAs and take place for 6 week blocks. Students are rigorously assessed and monitored by the HLTAs and SENCo during the period of intervention and quality assurance is also monitored regularly. After the 6 week intervention; student progress is assessed and decisions are made with parents and pupils about future support.

### **Examples of some intervention programmes offered:**

Units of Sound – Dyslexia programme

Rainbow Reading, Paired reading

Accelerated Reader

Lexia

Fresh Start Phonics programme

Active Literacy Kit

Handwriting support

Numeracy Intervention – Khan Academy, iXL, Numicon

Catch Up Numeracy

Life skills support – Time, Money

Social Skills group

ASD solutions group

Needs and provision for pupils with Education Health Care Plans are determined by the LA, and are met through resources provided directly by the LA and from school resources. Statutory reviews of Statements take place at least annually or more frequently if is required. Interim or early reviews of Statements are called where the school identifies a pupil who has made little or no progress or that existing provision may no longer be appropriate.

We also offer bespoke pathways to students who require smaller classes and more personalised curriculum. The Discover Group is a small, nurture style curriculum for students entering the school in Y7. They are supported by a HLTA in a small working environment. Students receive a bespoke and personalised curriculum to meet specific learning needs, ensuring they continue to make progress and settle into school life. There is an emphasis on supporting students to improve their English and Maths skills whilst continuing to teach History and Geography. Students also get the opportunity to improve their social skills through community projects and working on our new allotment. For the remaining subjects: Science, Art, Drama, PE, DT, ICT & Music pupil will attend lessons with their peers in mainstream lessons.

We also have a Discover group to support students in Y8 and Y9 who still may require a bespoke and personalised curriculum. Students are supported by a HLTA in a small working environment and follow a range of subjects and vocational courses.

### **SENCo Support**

**"The SENCO has gone above and beyond to help our son in his later years at school. Her role as SENCO has been perfection and she couldn't have done more to assist him to hopefully achieve his goals. Gemma Megson is a massive credit to Baysgarth school."**

The role of the SENCo is to co-ordinate and monitor the provisions and progress of students requiring additional or different support. The SENCo will always:

- Identify and assess students needing additional support
- Plan appropriate intervention
- Monitor progress
- Review progress and intervention
- Liaise with and advise parents, pupils and teaching staff

### **What other specialist services does the school use to support my child?**

The SEND team work closely with external providers and services, such as LA support services, Educational Psychology service and other agencies including the NHS and Social Care. Some of the services we liaise with regularly include:

ASET (Autism Spectrum Team)

Educational Psychology

CAMHS (Child, Adolescent and Mental Health Service)

ESHV (Education support service for hearing and visual impairment)

SALT (Speech and language therapy)

Occupational Therapy

IPASS (Integrated physical and sensory service)

SENDIASS (Formerly Parent Partnership service)

School Nursing

TAMNET (Tuition and Medical Needs Team)



### **How do you measure the progress of students with SEND?**

Each student's progress is constantly monitored by the class and subject teacher. Data and progress is recorded regularly and analysed by teachers, Heads of Faculty, and senior leaders including the SENCo. Reports and regular Parents' Evenings will be advertised in advance to parents.

The SENCo also monitors all intervention programmes for SEND students every 6 weeks and adjusts provision accordingly. The SENCo regularly monitors teaching and learning through book scrutinies, learning walks and lesson observations of teaching staff and also the Personalised Learning team.

Students with an Education Health and Care Plan will have annual reviews of their progress. This will include a meeting with all relevant professionals, parents and teaching staff and will be student focused.

### **How do you support students in the transition process?**

During the summer term, the SENCo and HLTAs will liaise with Primary feeder schools to identify and plan support for children with known SEN/disability needs. Wherever possible, the SENCo will attend Year 6 annual reviews of pupils with Statements or EHCPs. The school will also host transition evenings which will be hosted by key members of staff from the team. We will also invite Year 6 students to transition taster days during the summer term; this gives them chance to experience a typical day at Baysgarth School. Bespoke and personalised transition programmes can also be planned and arranged by the SENCo for students who may require a longer transition period.

In Year 11, we also have a dedicated HLTA responsible for making links and forging relationships with colleges and apprenticeship providers. We will support your child with the application process, visiting colleges and meeting the right people. We can support with personalised transition packages to a range of post 16 providers.

### **What pastoral support is available to student with SEND?**

On entering Baysgarth, all students are allocated to one of our four houses: Ancholme, Bardney, Newton or Treece. Each house has a designated teaching member of staff as Head of house. Students will also enter into a form group with a designated teaching member of staff.

The Inclusion team are also available to support students with pastoral needs and the team consists of: Learning Managers, Intervention Managers, Isolation Gatekeeper, and Attendance Officer. The Inclusion team are responsible for supporting the day to day welfare of all students.

This can include dealing with behavioural issues, social conflicts or emotional difficulties. They liaise closely with parents ensuring there is a strong link between home and school. Students can receive 1:1 or small group personalised intervention programmes aimed at developing the student's capacity to deal with and improve their emotional, social or behavioural difficulties. This can include sessions on improving confidence and self-esteem as this is often a barrier that prevents students reaching their full potential. The Inclusion Manager will work closely with the LA and outside services in supporting students who are classed as Looked After or Children in Need.



The Personalised Learning team offer personalised support during unstructured times for some students at break, lunchtimes and after school. Bespoke provision can be created on an individual basis and could include having a quiet and safe space to go at break time; opportunity to play Minecraft at lunchtime or have additional support with homework after school.

## How do you involve parents and carers?

**"Overall I am pleased with the learning support team and how they keep in touch."**

As a faculty, we pride ourselves on the relationships we forge with parents and carers on a daily basis. We keep in regular contact with parents through daily telephone conversations and meetings in school. Occasionally we also make home visits to support parents. We also hold regular meetings with external professionals at school with parents and carers, which help support their child and their needs.

During the summer term 2015, we launched our first parents and student SEND forum. We had a large turnout of students and parents across the Key Stages and this gave us an ideal opportunity to share our new team and our values and vision. Parents and students were given the opportunity to network with staff in the team and also meet with other parents/carers. During the forum, parents had the opportunity to discuss four key areas: the rebrand; parent and student support needed; the new build; the vision and moving SEND provision to outstanding.

We regularly hold termly parent and student forums. See the school website and Facebook page for more details.

## How is Baysgarth accessible to students with additional needs?

The school currently has its own SEND base for the Personalised Learning team. Students who have learning or physical difficulties may be withdrawn from some mainstream lessons to work here. Here they will receive personalised 1 to 1 or small group intervention work specifically tailored to meet their needs. It consists of several areas: Discover group classroom, small meeting room or 1:1 work room and a larger open plan suite. It is equipped with a Smart Board, laptop trolley with 20 laptops and 20 iPads.



The school can support students with technological aids such as lap top computers, iPads and specialist software.



Timetabling and classroom layout are considered sensitively and reasonable adjustment made to facilitate students with disability.

The school is fully accessible for wheelchair and mobility difficulties and student needs are assessed on entry to the school. If needed students can have access to the school lift to enable them to be taught on all floors of the building.



All floors have accessible toilets for students needing space and privacy. The school also has a hygiene room which is fully equipped with accessible toilet, shower facilities, bed and hoist. All PE changing facilities also have accessible toilets, changing facilities and showers.

### **Who can I contact if I want more information?**

If you feel that we can offer help to your child, or that you have any queries or questions please contact the Personalised Learning faculty via the school's main office on 01652 632576. You can also contact key members of staff directly on the following email addresses:

Gemma Megson (SENCo) – [gemma.megson@baysgarthschool.co.uk](mailto:gemma.megson@baysgarthschool.co.uk)

Elaine Davies (Assistant SENCo) – [Elaine.davies@baysgarthschool.co.uk](mailto:Elaine.davies@baysgarthschool.co.uk)

Jo Hunt (HLTA) – [joanne.hunt@baysgarthschool.co.uk](mailto:joanne.hunt@baysgarthschool.co.uk)

Beth Welburn (HLTA) – [beth.welburn@baysgarthschool.co.uk](mailto:beth.welburn@baysgarthschool.co.uk)

Linda Pettitt (HLTA) – [linda.pettitt@baysgarthschool.co.uk](mailto:linda.pettitt@baysgarthschool.co.uk)

Andy North (Assistant Headteacher) – [andrew.north@baysgarthschool.co.uk](mailto:andrew.north@baysgarthschool.co.uk)

Peter Swann (SEND Governor) – 01652 632576