

SEND and Inclusion

Bitterne Park School Local Offer

The Bitterne Park School

Local Offer

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Local Offer Statement

Type of school

Mainstream Secondary School - Maintained

Specialist provision on site

Designated Specialist provision – Additional Resource Base for students with severe and complex difficulties on the autism spectrum (ARB) (opened September 2013)

Bitterne Park School's approach to meeting the needs of pupils with Special Educational Needs are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Bitterne Park is as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Bitterne Park is committed to giving all of our students every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students are of major importance.

Professionals who support children with special educational needs/ and or disabilities (SEND) in this school.

Richard Cosford - Assistant Headteacher Learning Support and ARB manager

Graham Carter – SENCO

Four Learning Support teachers

25 Learning Support Assistants

5 autism specialist Learning Support assistants

There are a number of experienced professionals working to support your child in this school. Should you wish to contact any professional about the support available to your child please email info@bitterneparkschool.org.uk or telephone 02380 325200.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational needs/disability (SEND)?

Class/Subject Teacher, Tutor and Progress Leader

Responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Ensuring that you child receives the correct guidance and pastoral support to make academic progress.

Special Educational Needs Co-Ordinator (SENCO)

Responsible for:

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

The SENCO ensures that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing and part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy and the Educational Psychology Service.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Assistant Headteacher with Responsibility for Inclusion

Responsible for:

- The day to day management of all aspects of the Inclusion department, including the support for children with SEN and/or disabilities.
- Ensuring the SENCO role is delivered in accordance statutory guidance and in line with the school policy
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEN and/or disabilities.
- Give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Governing Board

Responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

What are the different types of support provision available for children with SEN and /or disabilities in this school?

Children in school will get support that is specific to their individual needs. This may be all provided by the Subject Teacher or may involve:

- Integrated Studies Programme and / ARB provision Support Staff (Teaching Assistants)
- Staff who will visit the school from the Local Authority central services such as the Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service or Occupational Therapy Service (OT).

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

All children in school receive this.

Teaching Assistants (TA)

Teaching Assistants work with the class teacher to identify areas of support for students with SEN. Teaching Assistants attend all training opportunities related to SEN and differentiation. Most Teaching Assistants are able to deliver specific SEN programmes outside of the classroom. This enables them to gain sufficient subject specific knowledge to support pupils to make expected or good progress.

The Teaching Assistants main priorities are to:

- Support pupils to access the curriculum
- Empower students to develop effective strategies that enable them to become independent learners
- Support the implementation of differentiation and specialist support strategies in the classroom
- Keep students focused on learning activities during lesson

Specific small group work. This group may be:

- Facilitated by a Therapist, Psychologist, Teacher or Higher Level Teaching Assistant who has received specific training to run these groups.

At Bitterne Park we have developed a **5 stage system** that incorporates all our provision packages.

Stage 1

The student has been identified as requiring additional support in school.

The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.

Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.

Support is offered in mainstream classes.

Stage 2

As above, but students further requiring literacy or numeracy withdrawal lessons to develop key core skills, including maths, reading, writing and comprehension, along with other group work for organisational and social skills.

Stage 3

Students who require a substantial amount of support who are out of timetabled lessons. Students also require support packages to develop strategies to access mainstream lessons. Students requiring specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups

Educational psychologists can work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

Stage 4

Students identified by the school as requiring an appropriate and alternative timetabled provision package to be incorporated into appropriate mainstream subjects

Stage 5

An Additional Resource Base provision for students on the autistic spectrum (ASC) who have statement (EHC Plans) and are placed by the local authority.

The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

If the student continues to require more provision than at stage 4, then an Education, Health and Care Plan could be requested.

This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as an Outreach Team or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service and Physiotherapy service.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer on the Southampton City Council web site.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already available.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place.

Individual Education Plans (IEPs) are focused on developing the student's literacy and numeracy skills and are reviewed for every student on a termly basis. Copies are distributed to staff and parents.

Inclusion Centre (KS3) and Student Learning Centre (KS4)

Students may be offered additional support via the KS3 Inclusion Centre or KS4 Student Learning Centre. The support will address identified coursework, numeracy, literacy or behaviour support. Students are referred to the centres by Heads of Department or Progress Leaders.

English and Maths Booster interventions

Booster interventions provide literacy and numeracy packages for students whose reading/spelling abilities are below expected levels, and whose national curriculum levels are below the national average on entry. Lessons are highly personalised and include appropriate reading and writing activities, as well speaking and listening interventions. Specialist strategies and targets, such as those provided by an EP are incorporated into the lessons.

Students work in small groups or on a one-to-one basis under the guidance of an Individual Support Teacher and/or a Higher Level Teaching Assistant. This intervention is for a short period and aims to refocus and reintegrate students back into their lessons.

Groupwork

A wide range of groupwork is on offer via the support centres. This includes workshops on literacy and numeracy for low ability students (level 2/3 and below), Social Skills and Language development groups for students with speech, language and communication difficulties, bereavement support group and personal development workshops focused on restorative approaches and behaviour management.

The Additional Resource Base for students with autism

In the base, students work towards achieving personalised short term targets which focus on key areas including:

- Raising self-esteem and confidence
- Increasing motivation
- Improving communication and language skills
- Raising attainment and grades in subjects
- Improving literacy and numeracy skills
- Improving behaviour

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Learning mentors
- Counselling
- Home School Liaison Officers
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- KS2-3 Transition Support
- Teaching Assistants
- Individual Literacy Support Teachers
- School Nurse

Local Authority but delivered in school:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions

The school also works closely with the following agencies:

- National Autistic Society www.autism.org.uk and Autism Hampshire

Staff Training: How are the adults in school helped to work with children with SEND and what training will they receive ?

The SENCO's job is to support the class teacher in planning for children with SEND.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASC, dyslexia, differentiation, etc.

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo/ Inclusion Manager.

Monitoring student progress

How do we measure the progress of your child and how we keep you informed?

- Your child's progress is continually monitored by the subject teacher.
- His/her progress is reviewed formally every term. For KS3, a National Curriculum level is assigned to indicate the current level and predicted levels. For KS4, GCSE grades indicate the student's current and predicted level. Individual Support Teachers also use reading age and spelling age tests. End of term reports also provide information regarding the student's attendance, classwork, homework and behaviour.
- If the student is below Level 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will monitor your child's progress within any individual or group provisions that they take part in.
- You may be invited to meet with the SENCO for a termly Individual Education Plan (IEP) to set more specific targets for students aimed at addressing specific areas difficulty or concern.
- You will also be invited to Parent Consultation evenings calendared throughout the academic year.

How will the school let me know if they have any concerns about my child's learning in school?

If classroom teaching is not meeting the needs of a student, the teacher will raise this with the SENCO.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.

If your child is still not making expected progress the school will discuss with you

- Any concerns you may have
- Discuss with you any further interventions or referrals to outside professionals to support your child's learning
- To discuss how we could work together, to support your child at home/school.

Differentiation: How will the teaching be adapted for my child with learning needs or SEND?

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

How will we support your child when they are new to our school, moving classes or leaving the school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- You will be invited to attend a reintegration meeting with the Guidance and Achievement Leader. The Assistant Headteacher with Responsibility for Inclusion may also attend this meeting.
- If other professionals are involved, a Team Around the Child (TAC) meeting, or an Annual Review will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily

For students moving to us from Primary School ?

- The SENCO will attend the Local Authority KS2-3 Transition Day to discuss the specific needs of your child with the SENCO of their primary school.
- Your child will attend a small groupwork in their primary school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- You will be invited to visit us on Year 6 parents evening and Year 6 Induction day, held in July. We will also arrange additional visits to the school for students who may have difficulty making the transition. This will be discussed with you.
- A member of the Learning Support team may visit your child in their primary school on several occasions. Where students are 'Looked After' or have a Statement of Educational Need (EHC plan), we will attend the year 6 PEP or Annual Review.

- You may be invited to meet with the schools link Educational Psychologist to provide you with the opportunity to discuss effective home or school support that may further support your child to make the transition.

For students moving classes or year groups in our school

- The SENCO will pass Information on to the new subject teachers and form tutors.
- Student have SEN student profiles which are shared with staff. The profiles outline the student's specific areas of difficulty and recommended strategies for support.
- Staff are able to access the school data base to gather appropriate information to aid classroom support.
- If your child would be helped by a book to support them in moving on, it will be made with them.

For students moving into our 6th Form

- The 6th form Guidance and Achievement Leaders meet with the SENCO or Assistant Headteacher with responsibility for Learning Support. Information regarding students moving into the 6th form is shared in that meeting and distributed to staff.
- For students new to both our school and 6th form, a letter is sent to parents asking for additional information relating to any known additional needs of the student.
- The previous schools are contacted to provide copies of any reports or assessments that outline the needs of the student.
- Access arrangements and full specific learning difficulties reports can be requested. These reports can support the transition from Post 16 into Higher Education.

For students moving from our school into new schools or colleges or universities

- We can be contacted by the new school for discussions about specific support. We may also be able to attend the reintegration meetings at the new school.

- We will make sure that all records about your child are passed on as soon as possible.
- We will provide evidence of additional classroom or exam based support.

What support do we have for you as a parent of child with an SEND?

The SENCO or Assistant Headteacher with responsibility for Learning Support are available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be shared with you in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be notified when new support measures are implemented and invited to discuss these with the SENCO.

Homework will be adjusted as needed to support your child's individual needs. The Integrated Studies Programme issues its own homework format and expectations.

In addition: If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from the LA, includes money for supporting children with SEN. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Headteacher and the Assistant Headteacher with responsibility for Learning Support to discuss all the information they have about SEN in the school, including:

- Students getting extra support already
- Students needing extra support
- Students who have been identified as not making as much progress as would be expected.

A decision is then made about existing and new resources, training or support for the school. All resources, training and support are reviewed regularly and changes made as needed.

How have we made this school physically accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs. We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the school.

Adaptions are made to our specialist classrooms to ensure that students are able to participate in all lessons. Adaptions may include height adjustable sinks and work stations. The school is accessible to children with physical disability via ramps and a lift.

In addition, within the ARB areas,

- Decoration in the ARB uses neutral tones to ensure that visual stimuli is appropriate, and the environment and furniture create a natural, light and welcoming area for the students..
- The ARB has a fully resourced multi- sensory room which doubles as a and learning environment.

Raising a Concern

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's Subject Teacher, Form Tutor or Guidance and Progress Leader initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or the Assistant Headteacher with responsibility of Learning Support.

If you are still not happy you can request to meet with the Headteacher by contacting the Headteacher's PA. The Headteacher's PA is also able to help you make a formal complaint in accordance with our complaints procedure.

Frequently Asked Questions

My child is having problems with learning. How do I find out what his/her particular difficulties are?

There are several options open to you. We recommend that you discuss the difficulties with the Subject Teacher or Progress Leader in the first instance. Alternatively, you can contact the SENCO directly. The Admin Assistant is on duty to take your call between 8:30am and 3:30pm. You are welcome to leave a message and we will return your call at the earliest opportunity.

Bitterne Park School offers Specific Learning Difficulties (SpLD) assessments to students showing signs of dyslexia, dyscalculia and/or dyspraxia. Please note that the reports will only provide an indication of need but will not provide a full diagnosis. We will, however, be able to use this with a record of history with support to apply for Access arrangements for external exams.

Referrals to agencies such as Child and Adolescent Mental Health Services (CAMHS) or the Community Paediatrician can also be completed by your GP.

My child is not dyslexic but has trouble reading and writing. What can the SEN department do?

If your child's skills are particularly weak, we may withdraw him/her from lessons for additional literacy support with a trained Teaching Assistant. We will also provide in class support where possible. We will monitor academic progress and assign further support if sufficient progress is not being made.

My child has been diagnosed with dyslexia. What can the SEN department provide?

Students with mild dyslexia receive support in class via differentiation from subject teachers and may also benefit from support from a Teaching Assistant. Their progress is monitored and additional support may be provided should progress slow. Students with moderate or severe dyslexia will be offered additional literacy support outside of the classroom such as Toe by Toe programme. Staff receive guidance to support students with dyslexia from the SENCO and via specific training.

My child has a statement of Educational Need (EHC Plan). How will the school ensure that he/she gets the support to which he/she is entitled?

The school has a responsibility to ensure that child's needs are met as outlined in the EHC plan or Statement. As well as Annual Reviews, we will meet with parents every term to discuss pastoral and academic issues. Support is provided to students in line with the recommendations of the Statement or recent annual review. Staff receive specific advice for each student and are expected to deliver differentiation work during lesson times. Reasonable adjustments are made when applying the school policies, in particular with the behaviour policy.