

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



SEN and Disability Report and School Offer

School Address	Manchester Road Leigh WN7 2LU
School Contact Number	01942 909009

Document control

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Author/reviewer:	Venessa Shakespeare
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Governing Committee:	Standards
Electronic copies of this plan are available from:	FROG VLN
Hard copies of this plan are available from:	HR, Facilities and Communications Manager
Public sector equality duty guidance considered	Yes
Date approved:	
Approved by:	

Changes History

Version	Date	Description	Changes

Accessibility and Inclusion

What the school provides

- Bedford High is a large secondary school. The school is split on two adjacent sites. Buildings are spread over two floors and there are two disabled lifts. All parts of the building are accessible.
- There is a designated access parking space near the front entrance.
- The auditory environment has good acoustics in the majority of classrooms which have window blinds and wall displays. The Bistro and gym areas are poor acoustically.
- There are two student and two staff toilets with disabled access, and the school has a wet room with full disabled access.
- Policies are available in a print format and can be requested by contacting the school.
- The School does not use height adjustable tables.

Teaching and Learning

What the school provides

- Students with special educational needs and/or disability (SEND) are usually identified in the Year 6/7 transition/liaison window. All students are assessed using standardised reading and spelling tests on entry. Any mid-year transfers are tested on arrival. Reading age updates are made at several points during the school year. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/guardians.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff as part of Quality First Teaching (QFT). Classroom based support is available through a team of experienced Teaching Assistants and/or Behaviour Support Learning Intervention Officers. Intervention can take place before, during or after the school day.
- Literacy intervention activities are a priority of the school designed to promote independent learning and curriculum access. There are laptops and iPads available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- Teaching and non-teaching staff are given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions/needs.
- Updates are made available to staff, by the SENDCO or Deputy SENDCO via staff briefings, SEND bulletins or face to face meetings. External training is available to support the staff.

- Within the SEND team, staff have a range of specialist skills.
- Much training and staff development is given in house.
- School works within the examination board guidelines to put into place Exam Access Arrangements (EAA) that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for making lessons accessible to all as part of Quality First Teaching (QFT).
- There are a small number of students who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- The school subscribes to a wide range of external provision to improve self-reliance and confidence for selected vulnerable students.

Reviewing and Evaluating Outcomes

What the school provides

- All EHCPs are reviewed on an annual basis, but can be reviewed on an emergency basis at any point during the year should the need arise
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the parent/guardian. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the Local Authority (LA), the parent/guardian and school. Students are always encouraged to participate in their meeting.
- Progress of other students with SEND support needs is monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents two times each year, in written format as well as face to face at parents' evenings.
- The SENDCO/Deputy SENDCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured by the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress with individual social, emotional or behavioural targets.

Keeping Children Safe

What the school provides

- Preliminary SEND assessment made by the school SENDCO/Deputy SENDCO.
- Full risk assessment made and stored securely in school office when place at school is confirmed. This is subject to regular review and/or when need changes.

- All school trips are processed in accordance with the school policy, risk assessments are attached to forms and delivered by group leader.
- School policy on safeguarding is clear. It is inclusive and comprehensive.
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

Health (including Emotional Mental Health and Wellbeing)

What the school provides

- The Aspirations Centre provide early intervention and prevention programmes, to identified students, to overcome barriers to SEMH. The Behaviour support and learning officers provide targeted support within a safe environment in the Aspirations Centre, to build individual action plans for each student. Progress is regularly reviewed, overseen and monitored by the Aspirations Centre Manager. Individual plans include regular contact with parents.
- Medication can be administered by Pastoral Managers, Pastoral Guidance Officers and named staff after consultation with parents/guardians.
- All medication is kept under lock and key in the school offices. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key.
- Medication is clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/Health Care Plan.
- All medication is checked regularly for expiry dates, and parents/guardians contacted to replace if necessary.
- Staff are briefed by Pastoral Managers or Pastoral Guidance Officers regularly about students with medical needs.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.

Communication with Parents

What the school provides

- School website provides contact emails and telephone number for general enquiries.
- At the transition meeting for newcomers to the school key staff members are introduced to parents/guardians and students.

- Staff contact all partner schools during transition. Details about the school and how to contact us are given to partner schools.
- Additional contact days are made available for year 6 students to visit school to support transition, as appropriate.
- We have an open door policy. Every day is an Open Day and parents/guardians and students will be escorted on a tour around the working school within strict safeguarding limitations.
- Interim assessment is formally reported to parents/guardians at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- There is a strong parents/guardians representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.
- Positive dialogue between home and Bedford High School is actively encouraged to celebrate successes or address any issues raised.

Working Together

What the school provides

- The school has an active student voice, including T&L forums, the Junior Leadership Team and the Eco-Schools Committee.
- Year group representatives are members of our Junior Leadership Team (JLT). The JLT meet regularly and contribute to whole school projects.
- Students are invited to attend meetings of the Governing Body at appropriate times.
- Students are involved in active citizenship programmes.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Parents/guardians are encouraged to complete feedback information sheets and questionnaires after visits to school, for example parents/guardians evenings.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents/guardians.
- The constitution of the Governing Body requires parents/guardians to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- There is Open door access to the Headteacher.
- There is a governor linked with SEND who meets with the SENDCO and Deputy SENDCO to discuss SEND matters.

What Help and Support is available for the Family?

What the school provides

- Impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Students with SEND receive one-to-one advice and guidance as required by statute.
- Students are given support in completing application forms.

Transition from Primary School and School Leavers

What the school provides

- The school works with partner primary schools from year 6, through to arrival in year 7.
- The school holds an Open Evening each year in September/October and parents/guardians are encouraged to attend. Follow up meetings are offered on a one to one basis following Open Evening.
- Transition visits start in the spring/summer term for some students, following early liaison with partner primary schools.
- Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.
- The school uses Bedford Buddies to visit partner primary schools in the summer term, to give talks and presentations to Year 6.
- All students, including those with SEND, are offered Careers Education Advice Information and Guidance (CEIAG).
- Local Colleges attend Parents Evenings from Year 9 onwards, and a specialist Post 16 Evening is held. This is open to any student and their parent/guardian. Colleges attend this event.
- A Careers Fair is organised which includes, local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- The SENDCO/Deputy SENDCO works closely with students, parents/guardians and external providers to ensure a smooth transition to Post 16 provision.
- Post 16 Taster Days are offered by local colleges and usually taken up by students in the summer term of year 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The school has a dedicated careers library which holds information on many universities and colleges as well as information about employment and training opportunities.

Extra-Curricular Activities

What the school provides

- The school does not offer child care before or after school.

- Breakfast is available each day from the Bistro. Breakfast Club is available each day, offering a free breakfast for those students who are entitled to free school meals.
- There is a range of extra-curricular activities available to all students.
- Parents/guardians are required to pay for individual music tuition.
- All clubs, activities and trips are available to all students, but may be subject to risk assessment and acceptable behaviour.
- Some trips and visits are subject to a voluntary contribution from parents/guardians. A small fund is available to cover essential curriculum visits, in cases of hardship.

Useful Contacts/Information

The name and contact details of the SEND co-ordinator (SENDCO).

V Shakespeare 01942 909009

The name and contact details of the Deputy SENDCO

K. Canning 01942 909009

The name and contact details of the Aspirations Centre Manager

M. Pritchard 01942 909009

The name and contact details of the EAL co-ordinator.

E O'Donovan 01942 909009

The name and contact details of the Designated Teacher for Looked After students

R Ramsden 01942 909009

Wigan Local Authority (Local Offer)

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/LocalOffer/index.aspx>

Embrace (Support for Families) 01942 233323

<http://www.embracewiganandleigh.org.uk/>

Appendix 1:

Transition:

It may be necessary, due to the continuance of the Coronavirus pandemic, that transition activities are conducted remotely to reduce the risk of transmission.