

SEND INFORMATION REPORT 2020-2021

1. How does the school know if students need extra help?

Bishop Heber High School has an excellent relationship with our partner primary schools ensuring that transition is a success for all our students. The Inclusion Resource Provision (IRP) Transition Team and Year Leader for Year 7 work with families, students and primary schools to ensure a smooth transition for the most vulnerable group of children and their families. Information sharing is imperative to facilitate this.

All Year 7 students are tested at the start of their high school career using standardised and current testing – the data helps to set targets and identify any potential additional needs. In addition, ongoing assessment of their reading ability is monitored on the Accelerated Reader programme. Bishop Heber High School operates a referral system giving staff the opportunity to raise concerns about an individual child's cognition and learning or social and communication concerns and request further assessment, or seek advice and guidance on how to ensure the student has the greatest opportunity to access the curriculum. Any other concerns are referred to the relevant Year Leader who, where relevant, will discuss with the school's SENDCo (Special Educational Needs and Disability Co-ordinator).

In line with the Code of Practice 2014, the school has a SEND Register located on the staff shared area on the IT Network (Sharepoint). All staff are able to access the most up to date information about the student and their individual needs. This ensures all staff have information about all the students they teach or support reinforcing the fact that every teacher is a teacher of SEND students. If you think your child may have special educational needs please contact the school's SENDCo, Mrs Willis (cwillis@heber.org.uk)

2. How will school staff support my child?

Teachers and support staff receive regular training in all areas of additional needs. This is either delivered by the school's SENDCo, Assistant SENDCo or through external agencies. Training focuses on raising awareness of the difficulties some individuals may experience in a classroom context and teaching strategies for differentiating and supporting them to overcome these potential barriers to learning.

The school has highly skilled specialist Teaching Assistants (TAs) who support individual student's and small groups. This includes delivering interventions in literacy, and numeracy, social and communication, and mentoring those students with emotional or mental health difficulties. They also provide 1-2-1 support, in-class targeted support, whole class support and teacher support. Identified TAs are also Emotional Literacy Support Assistant (ELSA) and Mental Health First Aid (MHFA) trained.

Early identification of need is vital in facilitating the right support. Decisions on how best to support your child are made between SENDCo, Year Leader, class teachers, parents, student and other agencies when relevant. Support is monitored and reviewed continually. Where desired outcomes are achieved success is celebrated. Where desired outcomes have not been met, alternative plans

are made and implemented. When required, the SENDCo will meet with parents, the student, Year Leader and, where relevant, external agencies to review progress and plan for further development. It may be relevant to discuss Team Around the Family (TAF) as the best way to identify need and source the right agencies.

The named Governor with special responsibility for SEND is Mrs S Anderson (Chair of Governors).

3. How will the curriculum be matched to my child's needs?

Bishop Heber High School believes passionately that students, including those in the sixth form should be in lessons and learning and predominantly all students have full access to the curriculum. This includes residential experiences, off-site trips and extra-curricular activities such as Duke of Edinburgh (D of E). Discrete and bespoke targeted intervention is offered for students for whom it has been agreed would benefit from access to this. All intervention is co-ordinated by our Assistant SENDCo, with support of the SENDCo, and delivered by specialist teachers or highly qualified Teaching Assistants. Differentiation is the responsibility of the class teacher who will ensure that work is suitably designed to challenge and progress all students no matter what level they are working at. Teachers can seek support in this area through our Assistant SENDCo, SENDCo, Specialist TAs or through the student's Keyworker.

4. Working with parents

All students at SEN Support, in receipt of top-up funding (students who do not meet criteria for an EHCP but who require additional funding), with a statement or with an Education Health and Care Plan (EHCP) are allocated a Keyworker. The role of Keyworker is to:

- be a point of contact for parents, to discuss anything relating to the students individual needs. The Keyworker should be able to answer any questions parents have. If not, they are able to discuss with SENDCo, Assistant SENDCo, Year Leader, or class teacher wherever relevant.
- act as an advocate for parents and their child, ensuring teachers have a good understanding of the student's strengths and areas where additional support would be required.
- have a detailed knowledge of the SEND Code of Practice.
- be a point of contact for a student to discuss anything relating to their support or needs.

Students with an EHCP or Statement of SEND will have their objectives reviewed in an Annual Review using a multi-agency format where relevant. SEND Profiles are reviewed half-termly or termly, with the parent when relevant, dependent upon need.

5. What support will there be for my child's overall wellbeing?

All students are members of a Tutor Group within which they undertake PSHCE lessons which include sessions on making friends and living healthy lifestyles. Pastoral Support is provided through a Form Tutor who will remain with their form group throughout Year 7 to 11, where staffing allows. Year Leaders work closely with their Year Teams, meeting weekly to discuss concerns and plan ahead.

Bishop Heber High School has a zero tolerance approach to bullying and students are encouraged to report issues to their Form Tutor in the first instance. Please see the Behaviour and Discipline Policy. We are proud of the pastoral care we offer all students and have been running a successful Peer Mentor programme for a number of years. Our Year 10/11s support with successful transition to high school by helping new tutor groups on Intake Day and the first day of term in September. Peer Mentors are encouraged to support students around the school; they operate a reading buddy scheme for Year 7 and 8s with cognition and learning difficulties and contribute volunteering time as part of their D of E.

Year 7 Ambassadors accompany the Year Leader – Year 7, Mrs Robinson, on her primary school visits, in order to establish links with Bishop Heber High School and offer reassurances about high school to those students who may need it.

6. What specialism, service or experienced support is offered or accessed by the school?

Bishop Heber High School is fortunate to employ an Assistant SENDCo, Specialist TA, a Specialist TA for English, Specialist TA for Maths and three Specialist TAs for students with physical disabilities. In addition the school works with a number of external agencies including:

- The Educational Psychology Service
- Sensory Services (Hearing/Vision impaired pupils)
- Therapy Services (Speech and Language, Occupational Therapy, Physiotherapy)
- Cheshire Autism Team
- CAMHS (Children and Adolescent Mental Health Services)
- Education Welfare Services
- Education Access Team
- SEN Teams from the Local Authorities including cross border working
- Family Support Agencies
- School Health Service and other Healthcare Professionals, including Healthzone Drop-ins
- Police
- Adoption Services and other social care services
- Virtual School
- LSCB (Local Safeguarding Children's Board)
- Safeguarding Children in Education (SCIE)
- Bereavement counselling charities
- Young Carers
- TAF Advisor and other Early Help and Prevention services
- The school will also seek support from voluntary and private agencies as required.

7. How accessible is the school environment?

Bishop Heber High School has been audited by the Sensory Team and Occupational Therapy in the last two years to ensure reasonable adjustments are in place for visually impaired and physically disabled students. Parts of the school's buildings are two tiers with steps and stairs. However, there is wheelchair access to most of the school, including a lift in two buildings and ramps to most entrances. Classroom furniture has also been adapted. Reasonable adjustments may also include adapting timetables to facilitate lessons on the ground floors where alternative access is not available. There is access to a disabled toilet by the main student toilet area, in the Languages building, and a further disabled toilet is positioned in the Science block.

8. The Local Offer

This can be found at <https://livewell.cheshirewestandchester.gov.uk/>

9. How can parents become involved in the school?

Bishop Heber High School passionately believes that working together with families improves outcomes for children. None more so than parents of SEND children.

In addition to Parents Evening and other whole school events, parents are invited to join the PTA Friends of Heber (FoH) and will be invited to events such as Performing Arts Evening to name but one.

10. Further information

SENDCo	Mrs Willis	cwillis@heber.org.uk
Assistant SENDCo	TBC	
AHT i/c Maths	Mr McMullen	cmcmullen@heber.org.uk
Subject Leader for English	Mrs McWilliams	jmcwilliams@heber.org.uk
DHT	Ms Mort	umort@heber.org.uk