



Backwell School

Special Educational Needs Information Report 2017-2018

Our School

Backwell School caters for secondary students aged 11-18 and we value every child as an individual. The school recognises that all students have individual and diverse strengths, challenges and learning needs. Some students have been identified with difficulties that require additional and targeted provision and support; such as dyslexia, Autistic Spectrum Disorder (ASD), social, emotional and mental health issues. The school is committed to the inclusion of all children into the school's curriculum and activities, unless their special educational needs are so severe or complex that the school does not have the resources, facilities, curriculum or expertise to meet them.

Our Staff

In addition to our subject teachers we have a full time SENCO (Special Educational Needs coordinator), Mrs Melissa Osborne. We also have one other part-time teacher of SEN needs and twelve Teaching Assistants both full and part-time.

Our Curriculum and Teaching

Students follow a broad, balanced, inclusive curriculum which is differentiated according to need. This is delivered at an appropriate pace and depth, where teaching styles and strategies, learning tasks and materials are modified according to the level of interest and needs. We believe enjoying and being able to access learning is key to students achieving success and we therefore offer a curriculum that aims to inspire, stimulate and motivate every student.

Students are taught in mainstream classes but on occasion students with a specific educational need will be removed from some lessons for additional support. If this is a requirement, then interventions are put in place for an intense period mainly to support literacy and numeracy. The progress of these students is carefully monitored both during and after the intervention period.

Teachers are responsible and accountable for the progress and development of all students in their class, in accordance with the new Code of Practice 2014, with the SENCO and Education Support team working in a supporting role. Teaching Assistants are deployed

mainly on a subject specific basis. They attend departmental meetings so that information is exchanged and advice given to ensure that students can be supported appropriately.

We are an inclusive school and we encourage all students to be involved with clubs and activities. Every summer Key Stage 3 students have the choice of activities in which to participate over a five day period, some of these are residential. All activities and experiences are open to each student regardless of any additional need.

Interventions

On entry to the school all Year 7 students are given a reading and spelling test. If a student's reading and/or spelling age is below 10 then appropriate interventions are put in place. These comprise of literacy withdrawal groups, tutor-time spelling and maths booster classes. Access arrangements are applied for in Key Stage 4 and Key Stage 5 to ensure that students with an additional educational need are not disadvantaged in public examinations.

If a student has an Education Health and Care Plan or they have a significant level of need, an Annual Review will be held for them. Parents, pastoral staff, relevant outside agencies and the students themselves will attend and progress and outcomes will be discussed.

Outside Agencies

The school works with a range of outside agencies who are requested to work with a student when required and in consultation with parents. The SENCO, after consultation with the student's Head of House and parents will apply for the appropriate provision to support the child. We work closely with outside agencies to ensure the correct person carries out any required intervention.

All communication from outside agencies detailing parent information, is displayed in the Education Support page accessed through Frog. Useful contacts for parents are 'Supportive Parents' www.supportiveparents.org.uk For families with disabled children: 'Our Voice Counts' www.ourvoicecounts.org.uk and 'Contact a Family' www.cfamily.org.uk

Emotional and Social Development

All students are placed in a tutor group of about thirty students with a tutor who will normally stay with that group during Key Stage 3 and Key Stage 4. Students with a severe level of need are also assigned a key link person from the Education Support teaching staff, who will be the first point of contact should parents or staff have an SEN issue regarding the student. All other issues should be through the SENCO. Students with an EHCP (Education Health and Care Plan) are often withdrawn on a 1:1 basis with this key person to monitor educational and social development. This key person will also listen to any concerns raised by the student and act as appropriate liaising with key staff within school or outside agencies if appropriate. The school has a strict anti-bullying policy which enables any concerns raised by students to be dealt with swiftly and effectively by the relevant staff. There are opportunities for all students to be involved in school life and the wide range of activities which Backwell School offers its

students. Opportunities to help at parents' evenings, school induction and be a member of the school council are open to all students.

Our Approach to Behaviour

A positive rewards-focused behaviour management system is used consistently throughout the school. Behaviour is supported by a system of rules, rewards and sanctions which are understood by all students and staff and can be adapted to the individual needs of specific students. Positive reinforcement is the key focus in Backwell School.

A Return to Learning base has been created to work with students who need more help to access mainstream school and its various lessons.

Please see Backwell School Behaviour Policy available on the school website. A paper copy of the policy is available on request.

Academic Progress

Students' academic progress is tracked continuously and is regularly monitored by subject teachers and analysed by the Heads of Department and Heads of Unit. Reports are published twice each year and staff also feedback to parents at parents' evenings. Interventions are put in place for those students who fail to make progress. These can comprise: mentoring, SLT controlled homework catch-up sessions, in-class support or personal support plans. The Education Support Department also monitors the progress of those students receiving extra school support and reading, comprehension and spelling ages are analysed twice each year. The Education Support Department also monitors the progress of those Year 7 students receiving extra numeracy support.

The SEN Department

In-class support is provided by subject strength as all Teaching Assistants have a main strength in a particular area. The Education Support Department informs other teaching staff of students' SEN needs through a Year 7 SEN Information booklet, Personal Plans, Information on FROG and SIMS, training and an 'open door policy' within the Education Support Department. Regular information bulletins for staff are located on the Department web-page and information for parents is regularly uploaded on the notices page.

As part of the school's self-evaluation process, the Education Support Department is subject to an annual self-review process. The Department Development Plan allows the SENCO to gather evidence from a number of sources such as student voice, learning walks and progress checks, to evaluate the effectiveness of provision for SEN students. This process is overseen by the Deputy Head-teacher for Curriculum.

Transition

The Education Support Department organises a transition programme every year for vulnerable Year 6 students. The SENCO contacts the primary schools who identify students who would benefit from this extra transition work. The Year 6 students visit the school on three occasions at the end of the summer term in addition to the regular Induction Day. On these days activities are organised to familiarise the students with the school and to encourage social co-operation.

The SENCO also visits the primary schools with the Head of Year 7 to gain information from the Year 6 teachers and primary SENCOs. There is an opportunity for parents to meet the SENCO during the Year 6 parents' evening following Induction Day.

With older students' transition, appropriate pathways are discussed with the students and relevant parties, e.g. 6th form team, colleges, apprenticeships with ongoing advice from the Careers service.

Working with Families and Young People

We feel we have a strong partnership between home and school and actively involve parents and carers in decisions concerning their children. We inform parents and carers when interventions are to be put in place and when students have reached their literacy and numeracy targets. Progress reports home are provided twice a year and a year group parents' evening once a year.

Complaints

There are rare occasions when parents, carers and others connected with Backwell School may have a concern they need to raise. To encourage resolution of such situations, we have a clear complaints policy and procedure that aims to resolve problems quickly and informally, be straightforward to understand and use, provide confidentiality and allow problems to be handled swiftly, fully and efficiently. Full details are on our website.

The Local Offer

The school uses the services provided by North Somerset and if appropriate, co-operates fully with decisions made by the Authority.

The Local Offer is available on the North Somerset Website.

Date of Report	Date of Review
September 2017	Annually