



# THE BANOVALLUM SCHOOL

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

Review date: September 2018

Next Review: September 2019



## **Aims of the Policy**

At Banovallum School we believe the following to be fundamental principles:

- All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.
- When necessary and appropriate, we should draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
- Opportunities for liaison with feeder primary schools should be encouraged, developed and maintained.
- Opportunities for home-school liaison should be encouraged, developed and maintained.
- All students should have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
- Identification and assessment procedures need to be culturally neutral if they are to be valid for use by a range of ethnic groups. Care should always be taken to consider the student within the context of his/her home, language, culture and community.

### **In brief:**

- All teachers are teachers of Special Educational Needs and Disabilities (SEND) ▪ Provision for a student with SEND should match the nature of their needs.
- There should be regular recording of a student's SEND, the action taken and the outcomes.
- All students can learn and make progress.
- A differentiated curriculum is not SEND provision — differentiated learning opportunities should be given to all students.



## **Banovallum's definition of Special Educational Needs:**

Whilst recognising that all students have individual special needs, we define a student as having Special Educational Needs or Disability if he or she needs different or additional educational provision to that generally provided for his/her peers due to a **learning difficulty**.

Crucial information on Banovallum's approach to special education needs and Learning Support is contained in Banovallum's **SEND Information Report** (appendix 3), to be found on the school web site:

### **A student has a learning difficulty if he/she has:**

- A significantly greater difficulty in learning than the majority of students of the same age.
- A physical disability which either hinders or prevents the student from gaining full access to the school's curriculum.
- A social or emotional need which either hinders or prevents the student from gaining full access to the school's curriculum.

Students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education are not deemed to have a learning difficulty but we will support their needs through the EAL coordinator.

## **A GRADUATED APPROACH**

### **Key: Code of Practice stages of identification of SEN:**

**WB – Watching Brief**

**CI – Core Intervention or 'K' Support**

**EHCP – Education Health Care Plan**

Students who have been identified as possible SEND will be closely monitored by staff under the 'Assess, Plan, Do, Review' Graduated Approach process. Future SEND provision may be necessary.



## Watching Brief (WB)

Identification of student.	additional or different intervention to the usual differentiated curriculum is required.
Involvement of parents.	contact will be made if necessary
Evidence needed to support identification.	Eg CATS, MidYis, KS2 Scores, WRAT, YARC reading and spelling ages, interim results.*
SENCO	to carry out further assessment and help in planning future intervention support by consultation with the English teachers and Specialist Teacher.

## Core Intervention (CI) or 'K' Support

Student fails to make expected progress.	more specialist assessment involving professionals may take place with the Specialist Teacher, to inform planning and measurement of student's progress.
Specific provision planned by Specialist Teacher.	commence a literacy programme eg 'Beat Dyslexia' or 'Dockside.' A literacy/phonics/ numeracy programme to support the learning in the classroom may also be in place.

## Referral for EHCP (if not already in place)

Progress review	suggests EHCP referral needed.
Information collated by SENCO	from student/parents/staff/other professionals on past and present action and support.



\* WRAT = Wide Range Achievement Test  
YARC = York Assessment Reading Competencies

### **Education Health Care Plan [EHCP]**

When an EHCP is in place, the annual review process occurs and the EHCP is monitored closely.

### **Support Plans the Graduated Approach** (appendices 1/2)

A Support Plan will:

- show a student's SEND stage and give background information on the student, show agreed targets/objectives and strategies for individual students.
- be available in the SEND folder and on SIMS. Be reviewed annually.

The Graduated Approach is:

- for those who follow the Core Intervention programme along the **Assess, Plan, Do, Review** process.
- available in the SEND folder and on SIMS.
- a termly set of targets for the individual student to follow in their learning.
- written by and with the student capturing the student voice and are reviewed up to three times a year (as per interims).



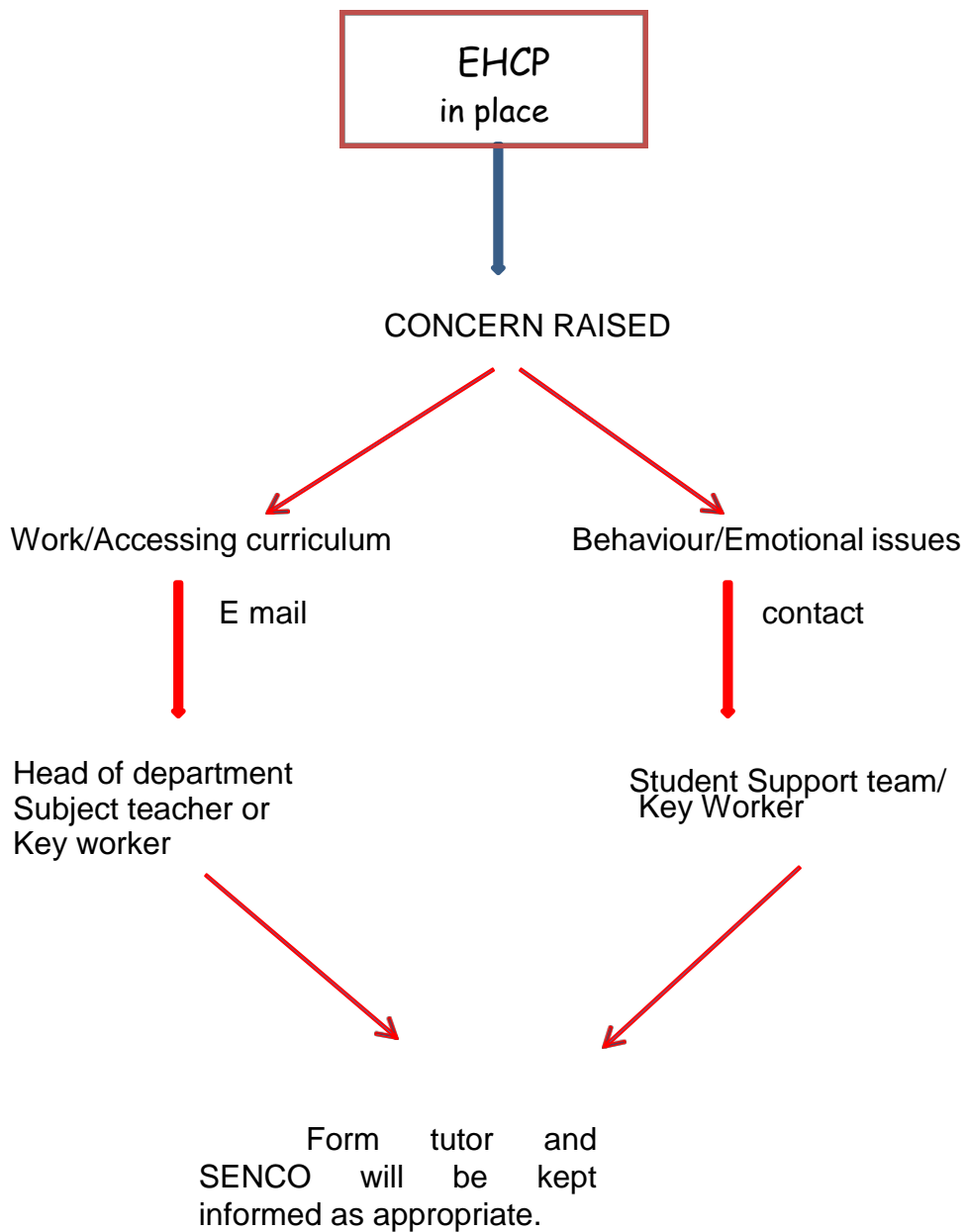
## Keyworkers

Students with SEND are assigned a Keyworker	if it is felt they will benefit and need the extra support.
The Keyworker's role	<ul style="list-style-type: none"><li>▪ to support the student in school with their access to the curriculum, organisation etc.</li><li>▪ see the students assigned to them during registration or at any other convenient time.</li><li>▪ attend any reviews including Team Around the Child (TAC) meetings.</li></ul>
Student Support team	will keep the Keyworker and Form Tutor aware as required.



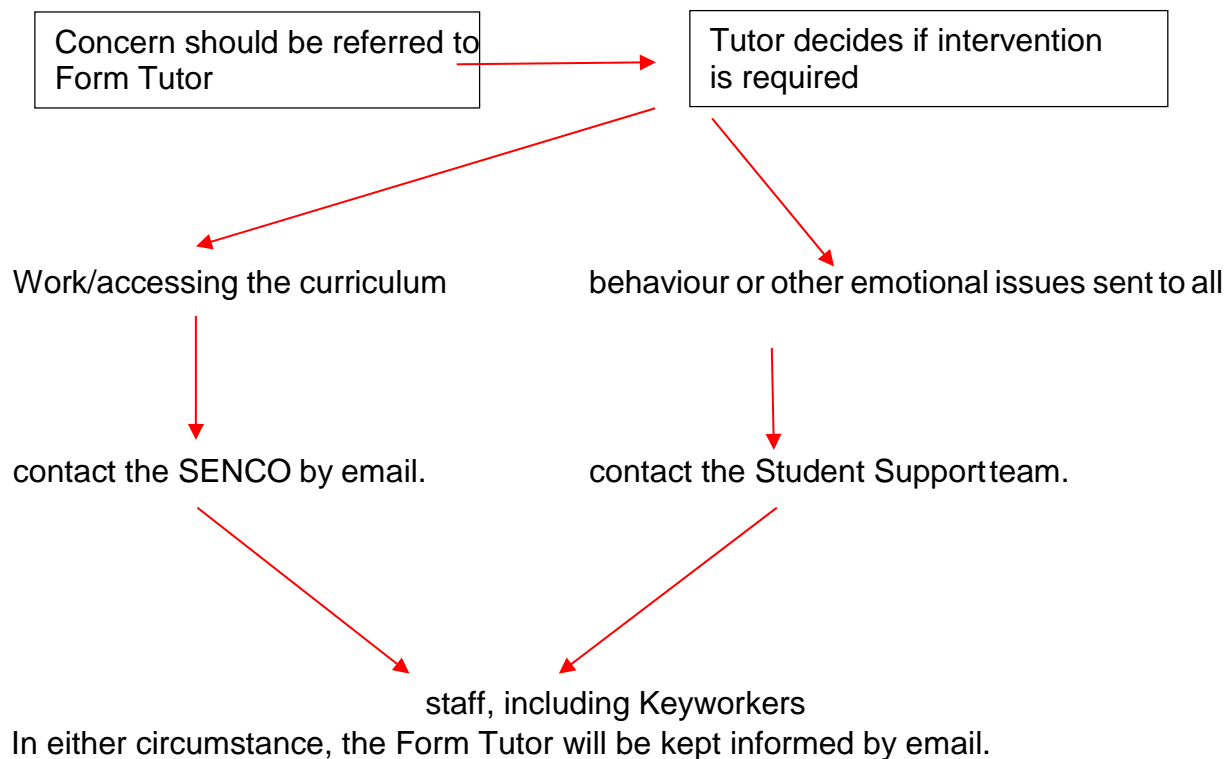
## Concerns

### How to raise a concern about a student who has an EHCP?





## How to raise a concern about a student who does not have an EHCP?



### Aims of the Department

**1. To provide the support necessary to staff, students and parents to ensure SEND students have the same entitlement and access to the same high quality education within a broad, balanced and relevant curriculum as their peers so that they too can reach their full potential and enhance their self-esteem.**

- The Governing Body has agreed with the LA the admissions criteria which do not discriminate against students with SEND and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEND Code of Practice 2014.
- The SEND department seeks to work closely with the senior managers of the school curriculum and timetable to ensure that the curriculum is regularly reviewed so that it is relevant to the student's needs, both present and future and that it is perceived as such by the students themselves and their parents.

SEND provision is an integral part of the School Development Plan.





- The school and LA must ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of all students.

**2 To educate students with SEND, wherever possible, alongside their peers in the classroom within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.**

- The SEND Department ensures that subject staff are fully informed as to the special educational needs of any students in their charge.
- All departments have a Teaching Assistant to liaise closely with the SEND Department. They attend half termly Department meetings where SEND issues are discussed and then report back to the SENCO.
- Advice and Continual Professional Development [CPD training] opportunities for subject teachers and TAs on employing differentiated teaching methods and resources are offered in school.
- The SEND Department provides in-class support to students to enable staff to provide a differentiated and inclusive curriculum.
- Most provision will be met within the classroom but for some, whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these students from the classroom. This is the Core Intervention (CI) or 'K' Support process.

**3. To identify and assess students with SEND as early and thoroughly as is possible and necessary.**

- a. The process of identification and assessment normally starts through liaison with our feeder Primary schools. The SENCO will attend any phase change reviews whenever possible. The SENCO consults with Primary School SENCO's on a regular basis throughout the school year to discuss the special educational needs of individual students as well as meeting in the summer term prior to entry to prepare for their successful transition.
- b. Relevant assessment results are transferred prior to entry and help the department decide how best to support the students. As part of the whole school monitoring of progress against level descriptors as well as predicted performance indicators such as Fisher Family Trust data and on SISRA,



students falling significantly outside the expected range will be identified and referrals made to the SEND department.

- c. Following concerns raised by staff, parents or the student about lack of progress, the SENCO can carry out a range of norm referenced tests to assess individual performance. Based on the results, further assessment by LA external agencies might be necessary.
- d. Local Authority External Agencies that may be consulted include:
  - i. Psychological Services – the Educational Psychologist
  - ii. Communication Support Service - speech and language specialists, ECLIPS, ELKLAN
  - iii. Children’s Services
  - iv. Health - School Nurse/Doctor, Physiotherapist, Occupational Therapist, Children & Adolescent Mental Health Service (CAMHS), Disabled Children’s Team (DCT)
  - v. Sensory Education Support Team (SEST)
  - vi. Specialist Teacher and Applied Psychology Service(STAPS)
  - vii. Specialist Teaching Team (STT)
  - viii. Learning Support Service (LSS)

More information is on the **SEND Information Report** on the school web site and this is updated regularly. (see appendix)

#### **4. To work closely with parents and students through the process of identification, assessment and intervention.**

- a. The department is open and responsive to any expression of concern by parents or students.
- b. Parents are always contacted if assessment or referrals indicate that a young person has additional learning needs. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.
- c. Once that identification, assessment and intervention have taken place students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, parents’ evenings, setting of targets and strategies, provision review. The school follows the ‘**Assess, Plan, Do, Review**’ process as outlined in the Code of Practice 2014.



## **5. To monitor and record the progress of SEN students.**

### Banovallum will:

- a. Draw up and keep a register of known students with special educational needs.
- b. Record the steps we take to meet the needs of individual students whilst following the DfES model of the Code of Practice 2014.
- c. Devise and keep a record of the programme of study, designed to meet each student's identified needs where students receive individual/small group tuition out of the classroom setting.
- d. Ensure subject departments are responsible for monitoring and recording all students' progress.
- e. Nominate a governor for Special Education Needs to link the SEND Department with the Governing Body; regular monitoring visits will take place during the year and the link governor will report back to the full governing body.

## **6. To support successful transition from Primary School to Secondary School as well as successful transition to Post 16 education or employment.**

- a. As part of the liaison with feeder primary schools, identified Year 6 students may be given an opportunity to experience and become familiar with Banovallum prior to transfer and in addition to the standard induction days through a series of individual or small group visits during the summer term prior to entry.
- b. A Lincs County Caseworker is invited to attend all EHCP annual reviews in year 11.
- c. The Caseworker is also provided with information by the SENCO on all SEND students so that he/she may make early contact with the students and their parents/guardians in order that appropriate guidelines are available for the choices of post 16 further education or training opportunities. Home visits are also available and accompanied visits to colleges in year 11.
- d. Appropriate professionals will be invited to attend and/or contribute to student/s EHCP reviews.



## 7. Arrangements for complaints.

- a. Staff and governors of Banovallum School wish to work co-operatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence, we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively.

## 8. Continuing Professional Development (CPD) for support staff.

- a. Relevant in-house training for associate staff is provided as part of a whole school commitment to raising levels of staff awareness of SEND issues.
- b. Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise e.g. ASD, ELKAN Speech and Language.

## 9. Roles and Responsibilities.

Governing bodies must meet the following main statutory duties in relation to making SEND arrangements and provision:

- Ensure that teachers in school are aware of the importance of identifying and providing for those students who have SEND.
- Must admit a student whose EHCP names their school (the LA will have consulted the school before naming it).
- Inform the child's parent that special educational provision is being made for the child because it is considered he/she has SEND – this applies in cases where the child does not have an EHCP; where a child has an EHCP Part III of the EHCP sets out the provision that the school is required to make.
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA or the link primary school SENCO that a student has SEND, those needs are made known to all who are likely to teach him/her.
- Do their best to secure that the necessary provision and necessary special arrangements are made for any student who has SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Decide (with the Headteacher) the school's general policy and approach to meeting SEND of students (whether with or without a EHCP).
- Must publish information about SEND policies – to be freely available to all parents, including the **SEND Information Report** on the school website.



- Set up appropriate staffing and funding arrangements and oversee the school's work.
- Consult the LA and governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area.
- Take account of the SEND Code of Practice 2014 when carrying out duties towards all students with SEND.
- Meet requirements in relation to disability, exam access arrangements and accessibility of the school site.
- The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the school's SENCO.
- All teachers and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEND.
- The SENCO, working closely with the Headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day to day operation of the school's SEND policy and for coordinating provision for students with SEND, particularly through the Core Intervention process.

#### **10. Student Voice is captured on the Graduated Approach form.**

- Students have the opportunity to request an assessment of need through talking with a member of staff if parents agree to this.
- EHCP students are invited to submit their views in writing as part of their annual review as well as to attend the review itself.
- Other SEND students and parents are invited to attend a review meeting termly. E.g. Year 7, Term 1 meet with KC, Term 2 Parents Evening meet with VR/KC), Term 3 Meet with KC) as well as being given the opportunity to meet the SENCO at their annual parents' evening. Students contribute to the setting of their own targets and strategies on the Student Voice part of the Graduated Approach form – see Appendix 1.



# APPENDIX 1

**Banovallum School Graduated Approach:** single cycle record of action and impact. Core Intervention.

Monitored by: V.Rutter / K Coulson

<b>Name:</b>	<b>DoB:</b>	<b>Class/Year Group:</b>	<b>SEN:</b>	<b>EHCP:</b> <input type="checkbox"/>
Assess	Plan	Do	Review	
<p><b><u>Date:</u></b></p> <p><b><u>Assessment used:</u></b></p> <p><b><u>Results/ baseline:</u></b></p> <p>Dyslexia -</p> <p>WRAT Score –</p> <p>KS2 Mean –</p> <p>Reading Age –</p> <p>Spelling Age –</p>	<p><b><u>Focus of interventions :</u></b></p> <p><b><u>Intervention:</u></b></p> <p>Phonics Journal</p> <p>Beat Dyslexia</p> <p>Phonics quiz</p> <p>Pelmanism</p> <p>On set and Rime</p> <p>Transferable skills log</p> <p>Dockside</p> <p>Phonics play</p> <p>Hickey multi-sensory</p> <p><b><u>Evidence Based:</u></b></p>	<p><b><u>Delivered by:</u></b></p> <p>Teacher/SENCO <input type="checkbox"/></p> <p>Instructor/HLTA <input type="checkbox"/></p> <p>TA <input type="checkbox"/></p> <p><b><u>Frequency:</u></b></p> <p>2 hours per week</p> <p>Classroom based <input type="checkbox"/></p> <p>Withdrawal <input type="checkbox"/></p> <p>Withdrawn from: French</p> <p><b><u>Feedback:</u></b></p>	<p><b><u>Date:</u></b></p> <p><b><u>Who present:</u></b></p> <p><b><u>Impact:</u></b></p> <p><b><u>Next steps:</u></b></p>	



**Comments:**

**Pupil Voice:**





# Banovallum School

## Support Plan

### APPENDIX 2

<b><u>Name of Student:</u></b>	<b><u>Year and Tutor Group:</u></b>	<b><u>DoB:</u></b>	<b><u>SEN Status:</u></b>
<b><u>Support Area:</u></b>	<b><u>Start Date:</u></b>	<b><u>Review Date:</u></b>	<b><u>Key worker:</u></b>
<b><u>Background Information:</u></b>			
<b><u>Approaches to Learning:</u></b>			
<b><u>Access to Exams</u></b> (pupil name) will be formally assessed in the autumn term of year 9/10 to ensure exam access arrangements are in place.			

<b>Behaviour/triggers</b>	<b>Strategies</b>

Updated (date) by VR (plus any other staff)





## **APPENDIX 3**

### **Banovallum School Special Educational Needs and Disabilities (SEND) Information Report for September 2018**

**Banovallum School is committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) under the four areas of:**

- 1. Communication and interaction.**
- 2. Cognition and learning.**
- 3. Social, mental and emotional health.**
- 4. Sensory and/or physical.**

**The Learning Support Department at Banovallum School follows the Code of Practice (2015) for Special Educational Needs and the Disability Discrimination Act. This ensures that all students have access to a broad and balanced curriculum appropriate to their needs. They are supported to gain in independence and self-confidence through the development of their basic skills.**

**Every student has special individual needs and as such we aim to ensure that Banovallum is an equal opportunity and open school, alongside our Academy school Queen Elizabeth's Grammar School in Horncastle, where each pupil feels equally valued. We are committed to combating discrimination of any sort, including racial or physical discrimination.**

**A full range of support can be made available through Quality First Teaching in class and Teaching Assistant support. Where the needs of the student cannot be met, small group work with qualified Dyslexia Practitioners is available. In addition, multi-sensory learning can be available on a one to one basis with our qualified Specialist Teacher, Mrs Coulson.**

**At Banovallum we believe that it is essential to ensure that the 'pupil voice' is heard throughout any discussion with the school, parents and the pupil regarding special educational needs. The voice of the student is heard and recorded on their graduated approach document which is available to all teaching staff. The graduated approach document allows for progress to be carefully monitored throughout the academic year and tailored to meet any needs.**

**A range of outside agencies can support pupils with more diverse complex needs. Exam Access Arrangements (EAA) are conducted by Mrs Coulson in school to ensure the students receive the most appropriate environment for sitting exams and their normal way of working in the classroom.**



**Banovallum School believes that each student is an individual and will strive to ensure that all students receive challenge and support to achieve at school and be happy in their learning.**

**Please read the questions below for more information:**

**1. What should I do if I think my child has special educational needs?**

**If you think your child may have a special education need, please primarily contact their form tutor and/or the SENCO Miss Rutter on 01507 522232 or [vrutter@banovallumschool.co.uk](mailto:vrutter@banovallumschool.co.uk)**

**It is important to talk through your concerns and decide together how to best move forward as a child, parent and as a school.**

**2. How will the school respond to my concern?**

**Banovallum School will aim to respond quickly to your concern, namely through opening up a dialogue with yourselves as a parent/carer. We will collect any evidence in school and report back to you by inviting you in for a meeting, communication over the phone or via e-mail. Information will be shared with yourself and we will investigate your concerns and monitor your child to offer appropriate advice. Further meetings can take place involving your child's form tutor, subject teachers and a teaching assistant who may work with your child. We will aim to involve the pupil in any decisions and concerns as far as possible as we feel it is crucial to engage the pupil in their education.**

**3. How will the school decide if my child needs extra support?**

**We will identify any child needing extra support via formal and informal assessments:**

- Liaison with previous schools and analysis of teacher assessments firstly if in year 7,**
- Analysis of Key Stage 2 data and SAT Test scores,**
- New entrant screening via the standardised tests taken in the early academic year,**
- Reading and spelling ages,**
- Analysis of subject interim grades half-termly throughout the year and any other school data screeners,**
- Concerns raised by the parent/carer,**



- Concerns raised by teaching staff,
- Concerns raised by the pupil themselves,
- Identification by external agencies eg STAPS (Specialist Teaching and Applied Psychology Service) or the LSS (Learning Support Service)

The process of deciding if your child needs extra support is a collaborative one involving the child, parent and school so all are kept fully involved.

#### **4. What will the school do to support my child?**

Once identified your child will be placed on Banovallum's Special Educational Needs and Disability register to notify staff and the Graduated Approach 'Assess, Plan, Do, Review,' cycle will commence. A programme of support will be planned and put in place over a set amount of time, to be taught by a Dyslexia Practitioner, Specialist Dyslexia Teacher or the SENCO. The SENCO will oversee the package of support and any progress made and offer feedback to parents and the pupil under the Core Intervention programme. Each pupil will complete a 'Pupil Voice' document to share their views with everyone in school.

Each subject teacher will plan for all students with SEND in their class to ensure their learning needs are met and good progress is made through Quality First Teaching. There may be a Teaching Assistant in your child's class supporting either individually or in a group, to aid learning and promote achievement and monitor behaviour. Work is fully differentiated to allow access and inclusion for all pupils. Students will be issued with a report card if necessary to monitor, support and track their behaviour and homework in lessons.

Mrs Armstrong and Mr West facilitate an evidence based 15 week social skills programme aimed primarily for students on the autism spectrum or who present with social communication difficulties who are motivated to want to make and to keep friends. This has proven very successful for students with low self-esteem. This is called 'PEERS at Banovallum' and stands for the 'Programme for the Educational Enrichment of Relationship Skills.' Parents are an integral part of the success of the programme and are regularly invited to parent evenings where they have the opportunity to meet other parents and share experiences. We also have regular Parent Support meetings for parents and carers of SEND pupils to get together and chat every half term.

A lunchtime social group called 'The Hive' is open daily in school to support pupils who may enjoy quieter time playing board games with friends or any other activity of their choice eg lego. It is staffed by all the team and is a good place to socialise with pupils of all years.



The Learning Support Base is also open every break and lunch time for homework support and is staffed by a Teaching Assistant.

**5. Who will support my child in school?**

Banovallum has a vast range of experience and qualifications to draw from in school in the Associate Student Support Staff and Teaching Assistants. This includes experience in epilepsy, diabetes and qualified first aiders.

Attention Deficit and Hyperactivity disorder (ADHD), dyslexia, dyscalculia; Asperger's syndrome and autism (ASD) are supported by our qualified staff. We are very proud to have achieved the 'Aim 4 Lincs' award at the highest gold Enhanced level for Autism in November 2014. All staff are tier 2 autism trained from the Working Together Team.

The Teaching Assistants take on a further role as a Keyworker, allocated to a pupil with an Educational Health Care Plan (EHCP) to offer additional support to pupils in and out of lessons and to meet them on a regular basis, mainly in form time. Any issues can be discussed relating to in and out of school matters with the pupil to allow them to have a smooth day to day learning experience. Homework support is offered at lunch and break times in the Learning Support Base where a Teaching Assistant is always on duty.

Form tutors, peer mentors, prefects and Heads of House all support the pupils in school. The teaching staff, Associate Staff, Senior Management and the SENCO will all play a role in supporting your child at Banovallum.

**6. What training and experience do staff have for the additional support my child needs?**

Miss Rutter, the SENCO, holds the National Award for SENCOs and is trained as an ELKLAN Speech and Language Secondary Language Builder teacher. Mrs Thorpe and Miss Richards are also ELKLAN trained. The Teaching Assistants who work with pupils with mobility issues, Mrs Morton and Mrs Thorpe, are trained in the manual lifting and handling courses as well as other staff in school. The Teaching Assistants who work with the sensory impaired pupils (SEST) are trained in hearing or visual impairment, notably Mr Merrikin.

Mrs Coulson is a qualified Specialist Teacher (AMBDA, APC, BA Hons). Ms MacInnes is a Higher Level Teaching Assistant (HLTA). All staff have Autism Awareness, Differentiation, Internet Safety (CEOP), Managing Behavioural and Social Difficulties and Safeguarding, PREVENT and Child Protection training which is refreshed annually. Mrs Bateman oversees the students with Diabetes to ensure their medical care is received. The



Teaching Assistants also write Support Plans and Ms Learmonth supports the English as an Additional Language (EAL) pupils in school. Any medical issues requiring staff training will be covered accordingly e.g. epilepsy, diabetes, asthma and a Medical Care Plan drawn up to ensure their quality care in school.

At Banovallum we have embarked upon a new approach to teaching students with traits of dyscalculia, led by Mrs Lawrence. Dyscalculia is an inability to understand the basic concepts of maths. Through carousel teaching and specialist interventions we aim to overcome mathematical barriers to learning. Common signs that suggest dyscalculic tendencies in secondary students are:

- Unable to apply mathematical concepts of everyday life.
- Difficulty measuring ingredients.
- Poor sense of direction.
- Difficulty retrieving information from graphs/ charts.
- Unable to find different approaches to the same problem.
- Lack confidence, unable to estimate speed, time and distance.

Dyscalculia can often be masked by other difficulties such as Dyslexia, Dyspraxia and Autism. At Banovallum we are continuously investigating up to date research to ensure the students receive the correct intervention for their specific requirements.

Exam access arrangements are in place from year 7 to ensure the very best performance at exam times leading to GCSE and Mrs Coulson, Mrs Bateman and the Exams Officer, Mrs Pearson, are trained to ensure the pupils have all that they may need, including extra time and the use of a computer reader or scribe.

Throughout the school year all staff have the opportunity to attend courses as part of the school's Continuing Professional Development (CPD) scheme. This includes in house training sessions covering all areas of teaching, safeguarding and Special Education Needs.

## **7. Who else might be involved in supporting my child?**

Banovallum works with outside specialist agencies for advice and guidance including:

- Educational Psychologist – Mr Jo Isbister.
- The Working Together Team – Mrs Helen Pitfield.
- Sensory Education and Support Service (SEST) – Mr Alan Gray for hearing and Mrs Jo Clarke for visual impairment.
- Speech and Language Therapy Service (SALT) – Mrs Denise Chapman.



- Learning Difficulties and Disabilities Service (LDD) careers and transition.
- Physiotherapist – Mrs Karen White.
- Occupational Therapist – Mrs Abi Storr.
- Diabetes support – Mrs Helen Warhurst.
- Specialist Nurse Trainer for Children with Disabilities – Mrs Helen Moig.
- Outreach Inclusion Support from St Francis School, Lincoln, and Moving and Handling Support – Mrs Mandi Baptist.
- Counselling provision and Support for Young People from ‘Needs Bright Solutions’ with Miss Fran Brighton.
- Specialist Teaching EAA – Mrs K Coulson
- Pilgrim Hospital School services as required.
- Social Services as required.
- School nursing team.
- Lincolnshire County Council Education Services Caseworker for Banovallum.

#### **8. What support will be there for my child's emotional and social well-being?**

Banovallum School has three Student Support Assistants headed by Mr Curtis, namely Mrs Spafford, Miss Marshall and Mr West who are there for the pastoral and social support of our pupils. We believe that if the students here have high self-esteem and are happy in school, they will be open to learning and will make good progress. We have the help and advice of a trained team from ‘Needs Bright Solutions’ where pupils are free to meet with the pupils to discuss areas of concern, including issues such as grief, exam stress and possible bullying. Attendance is closely monitored by the Attendance Officer, Mrs Martin and any patterns are investigated. We have a tight knit caring team to look after our students. If additional help is needed, we may refer to CAMHS (Child and Adolescent Mental Health Services) or to your GP.

Medical issues are dealt with by the secretaries at the main office who administer any medicines. Banovallum School has a policy regarding the administration and management of medicines on the school site. Miss Rutter, Mr Bushell and the first aid team will discuss illness in school and administer basic medicines if parental permission has been sought and given and may contact home. We have trained first aiders at work at all times. The school has clear policies which include behaviour management, anti-bullying, safeguarding child protection, confidential reporting and attendance.

#### **9. How will my child be involved in the process and be able to contribute their views?**

Your child will be asked to contribute their views at all times on all aspects of school life and especially in preparation for an annual review if they hold an EHCP. They will compile a ‘Pupil Voice’ document to share their views. This may be in discussion with their Key Worker and involve thinking and planning for the future. Progress made towards targets/objectives and planning new targets is crucial when considering the special education needs of the individual.



Pupils' views are sought via the School Council on a more general nature about school and each tutor group sends a representative to these meetings. Frequent feedback is discussed in form time and new ideas floated.

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

Banovallum follows a wide and varied curriculum including GCSE and BTEC qualifications at Key Stage 4. Work is differentiated as far as possible to match the requirements of the individual, according to need or special arrangements. Staff are encouraged to 'know' the pupils and tailor their classrooms according to this personalised knowledge of additional needs and academic grades via seating plans, assessment for learning and use of ICT. This is reflected in their lesson and class context sheets. Any additional interventions are planned so as to close the gap in attainment with the pupil and parent's full consent. High quality first class teaching allows for implementing strategies to aid learning and progress and to ensure success.

A pupil with Special Educational Needs may have access to enlarged work if they are a visually impaired student, coloured overlays, a programme of physiotherapy and occupational therapy for mobility issues and motor skills, or follow a personalised programme of academic study.

**11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

Banovallum School offers an 'open-door' policy and you are welcome at any time to contact the school for an appointment to meet with the form tutor, subject teacher or the SENCO. Interim reports will be published three times a year when the opportunity arises for parents to contact the form tutor if they have a concern about progress or the attitude to learning grade. This offers clear data as to the progress of the pupil. There is one formal parents evening a year planned at the start of the year. Pupils on a Core Intervention programme will have their progress reviewed and assessed by inviting parents in throughout the year.

If your child has special educational needs and holds an Educational Health Care plan (EHCP) parents will be invited to an annual review on a formal basis to discuss your child's progress with any professional bodies invited who work with your child. A formal report will be written up as a record of the meeting. Contact with the Key Worker should take place on a regular basis via email, phone or letter to ensure the school is fully in touch with the child at home and is able to offer help and advice when needed.

**12. How does the school know how well my child is doing?**

Termly interim grades in every subject are collected and scrutinised carefully by the subject teacher and Head of Department. The SENCO tracks every pupil with SEN. Progress is tracked



against targets and any concerns are raised and investigated. Programmes of additional study can be set up for pupils who may need some extra support in literacy or numeracy skills. Achievement is tracked against age related expectations including reading and spelling ages in addition to the school levels. Assessment for Learning is a key feature of every classroom at Banovallum and peer and self-assessments are common, as are formal controlled and informal assessments at GCSE. Pupils on the Core Intervention programme will have their progress monitored using YARC tests (York Assessment of Reading Comprehension) at the start and end of the academic year which align with the specialist teacher assessments.

**13. How will my child be included in activities outside the classroom including school trips?**

Trips take place during the school year of an academic nature where your child will be fully included e.g. in year 8 the Social, Moral, Spiritual and Cultural residential trip, year 7 Geography day trip to Lincoln, year 10 GCSE Geography trip to Skegness and the trip to the Lincolnshire Show. Special arrangements can be planned for disabled access, transport and accommodation to ensure full inclusion. Parents may accompany their child on a residential or day trip and a Teaching Assistant will also be in attendance. Our aim is for full inclusion.

**14. How accessible is the school environment? How accessible is the curriculum?**

Banovallum has disabled access with slopes leading to wide doors outside and highlighted dropped kerbs with automatic exterior doors. There are four disabled toilets. There are lifts in the main buildings. We have a fully fitted medical room and a hygiene suite with a 'Closomat' toilet, changing table, track hoist and shower. The only place that is not accessible is upstairs in Guthlac House, the English block, when lessons can be changed in venue. We review our accessibility plan and Moving and Handling care plans annually, taking advice where necessary. We have an 'Evac' chair for fire safety in the Creative Arts block which staff are trained to use.

The curriculum is accessible to all, including those with English as an Acquired Language (EAL) with Ms Burnett as co-ordinator. We have laptops in school for pupil use and banks of laptop computers, alongside three fully fitted out ICT rooms and a new, well stocked library. There are computers in classrooms and each teacher has a computer with an interactive Smartboard in their classroom.

The Learning Support department work closely with other subject departments who have a role in designing and planning the curriculum, in order that students with SEND have full entitlement and access to high quality education within a broad, balanced and relevant curriculum. There is great emphasis placed on exam access arrangements.

**15. How will the school prepare and support my child to join the school?**

All pupils in year 6 in our local feeder schools will be invited to attend the Induction Day in the summer term following a visit from a member of the Senior Leadership team. Additional transitional visits are possible too and an individualised transition programme may be planned.





An Induction Booklet offers help and advice about starting the new school and what to bring on the Induction Day. The routine of a new school with a sample day and a tour will take place on the Induction day when new pupils will meet their new form tutor. The SENCO will visit any SEN pupils and meet with the primary SENCO, often attending the annual review in year 6. We believe that the more contact that can be made prior to commencing a new school will reduce stress and anxiety and aid a successful transition.

Banovallum uses a tutor system where each year group is in a tutor group with the same teacher for the duration of the first 2 years here. This ensures continuity and building up of a solid relationship with the form tutor across the years from 7 to 8. The process continues into year 9 and 10 and finally year 11.

**16. How will the school prepare and support my child to transfer to a new setting/school/college?**

If your child holds an EHCP (Educational Health Care Plan) the transition process will commence at the annual review in year 9. It is important to allow the pupil to offer their 'voice' and an insight as to their interests and hopes for the future in terms of further education and training. Ideas can be discussed from this point onwards. A representative of the chosen college can be invited to attend these meetings, this is especially important in year 11 and visits to the college can be set up to learn more about the college and the course.

If your child moves school before the end of a key stage, all paperwork will be passed on to the next provider as soon as possible to allow the transition planning to continue. It is important that all needs and information is passed on promptly.

**17. How can I be involved in supporting my child?**

Involve yourself in the curriculum and talk to your child as to what they are studying in school. Open the communication channel and get them to teach you for example, to say the months of the year in French or key facts about a period they have been studying in History. Encourage your child to read at home – across the subject matter of fiction and non-fiction genres. Talk about what they are required to do in school for tests and assessments and what they find most difficult. Most of all, generate a growth mindset: a commitment to putting effort into school work to improve. Never underestimate the value of education.

Check the Banovallum school planner and 'e praise' regularly for notes made by staff regarding homework and deadlines. Question comments that may be less favourable and offer praise for achievements. Stay in touch with your child's form tutor. Look at the school web site and 'e praise' for rewarding effort and achievement in school.



**Banovallum believes that education is the combination of the relationships of the pupil, the parent and the school and if all three strands are working together, success will follow.**

**18. How can I access support for myself and my family?**

**For all information on support for yourself and your family, please see the Local Authority website: [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)**

**19. Who can I contact for further information?**

**Any further information regarding the Banovallum School SEND Information Report can be made to the SENCO, Miss V Rutter at [vrutter@banovallumschool.co.uk](mailto:vrutter@banovallumschool.co.uk).**

**Phone contact can be made on 01507 522232.**

**Postal address: Banovallum School, Boston Road, Horncastle, Lincs, LN9 6DA.**

**12.09.2018 VR**