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Age range	11-18
<p>We have tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our highly skilled and experienced staff, please phone school and we would be happy to talk to you.</p>	
How do we make all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our students. • A wide variety of high quality OOSH activities effectively extend the curriculum and provide memorable experiences for all pupils. • Well-resourced classrooms. • High quality teaching and learning which is rigorously monitored by SLT. • Rigorous pupil tracking system which ensures all students are monitored. • Professional dialogue about students' progress takes place every term which ensures any difficulties are identified early and suitable provision is put in place. • Full time SENCo. • Our SENCo is part of the Middle Management Team. • Annual Parent's Evening/Termly TSR data/Annual Report for all students. • Additional reviews and contact with SENCo when required. • We have an active student voice • Students are invited to Parent's Evening and SEN reviews and are expected to contribute. • Supportive Pastoral team. • Full Time Pastoral support work for every year group • Homework Club - daily

<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Individual student access plan if required • Access to a variety of resources, writing apparatus and range of ICT equipment e.g. Laptops/ipads • Touch typing lessons. • Variable height of chairs available. • Manual handling trained support staff. • Working closely with occupational therapists/physiotherapists
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Sulp (Social Use of Language Programme) trained teaching and support assistants. • 1:1 Key worker
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Sensory Support Assistants. • Use of visual resources in all classrooms • Close liaison with VI and HI Services. • Access training for teachers.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Focus Centre. • Learning mentors. • Sulp. • Attendance Officer. • ASD aware and use appropriate strategies to support students with ASD learning. • Close liaison with ASD service. • 'Social Stories' trained staff. • 'Lego Therapy' trained staff. • Access to specialist support for children with ASD and their families. • ASD awareness assemblies. • ASD Support Assistants.
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • 1:1 Key Worker. • Focus Centre • Behaviour policy using positive reinforced strategies. • Rewards for positive behaviour.
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • NGRT reading assessment • DRA – Dyslexia Screener • Programme of 1:1 reading and spelling provided by trained LSAs • 2 members of staff trained for dyslexia support/testing • Word Shark licence, Nessy licence, Read & Write. • Use of iPads
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Maths teachers assigned to SEN department • Programme of 1:1 maths mentoring by LSAs
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised medical needs plans created by the school nursing team, parents and first aid staff. • Team of first aiders within school.
<p>How do we support a child who has English as an Additional Language?</p>	<ul style="list-style-type: none"> • LSA responsible for Communication and Interaction • 1:1 mentoring / 1:1 language support. • English & MFL teacher assigned to SEN department

<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including Visual and Hearing Impairment team. • Educational Psychologists • Speech and Language therapy • Occupational Therapy • ASD Service • CAMHS • EWO • Behaviour and Attendance Service • School Nursing Team • Young Carers
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children with SEN in our OOSH programme when required. • Extra staff are deployed for trips to meet stringent requirements of our risk assessment. • Parents and carers are consulted prior to trips. • Homework Club – daily. • Lego, Boccia, Dis-Sport, Art, Craft, Homework & Maths Clubs.
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Visits by transition staff and SENCo into primaries. • Allocation of key worker. • Additional visits to SEN department in summer term. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information. • Pastoral Support clinics-primaries school staff visit once started in Year 7.
<p>How do we prepare our KS4 students for the next steps?</p>	<ul style="list-style-type: none"> • Regular liaison with C&K Careers • Visits to Post 16 courses as required. • Small SEN cohort access 1 weeks work placement • Links with travel training as required.
<p>KS4 Provision</p>	<ul style="list-style-type: none"> • Alternative curriculum/college courses for students struggling with the full GCSE course. • Entry Level qualifications for some students as required. • 1:1 mentoring / small class sizes with specialist teacher. • Assessment for EAA if required. CTOPP, Lucid Exact, WRAT4, TOWRE, GORT4
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • All staff sign and adhere to a 'Code of Conduct' • Students are given as much responsibility for personal care as is possible, staff interventions only coming into force when necessary.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Commitment to maintain levels of training. • CPD training sessions for all teaching staff accessing both external agencies and in-school support when required. • All teaching and support assistants complete a well-planned programme of CPD, accessing both external agencies and in-school support – as recognised by the School Improvement Plan.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievement of children with SEN are celebrated in newsletters and other public documents. • Contact from parents welcome.

