

## **Burnley High School - SEND Information Report – September 2020 – September 2021**

### **1. What kinds of special educational needs do we need to make provision for in our school?**

Burnley High School is a mainstream high school, which opened its new building on the previous Habergham site at Easter of 2017. It was built to accommodate 600 students; the current number of students is 570 on roll, approximately 90 of whom are on the SEND register. The main building is spread over three floors. All parts of the building are accessible and a lift is available for those with physical needs. In May 2017, Ofsted reported that Burnley High School was a Good school across all areas. Burnley High School joined the Education Partnership Trust in April 2020. At Burnley High School, our FAMILY values run through everything we do. Together we provide all the support and encouragement you need to become a successful member of our aspirational family. All students at Burnley High School are equally valued and, as such, much is in place to ensure accessibility of curriculum for all, whatever the nature of their special educational need or level of ability.

### **2. How does our school know if your child needs extra help?**

At Burnley High School, we recognise the benefits of early identification - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. For some children, SEND can and will have been identified at an early age. However, for other children and young people difficulties become evident only as they develop. As a body of staff, we are all alert to emerging difficulties and respond promptly. Teaching staff are proficient and pro-active in identifying areas of need or of concern and liaise with the SENCO and learning support department to recognise additional need or support required. The SENCO (Special Educational Needs Coordinator) works in collaboration with Head of Year 7; LCC and feeder primary school providers to ensure that we identify those students currently at SEN Support and with an Education, Health and Care Plan (EHCP). Student information is gathered and disseminated appropriately across the school; this includes attendance at reviews and ensures the transference of key documentation to our setting. Information about a student's needs are made known to staff and a child on the SEND register will have a student passport detailing the child's strengths, areas of difficulty and suggested strategies for meeting needs. At Burnley High School, we assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Information and advice is gathered from other professionals involved, e.g. speech and language service, occupational therapists, paediatricians. We work in close collaboration with parents/carers, including visits to the school during the working day to look at provision and discuss priorities of need.

### **3. Who can you speak to at our school if you think your child may have special educational needs?**

Speak to the school in the first instance and the SENCO should be able to advise you on appropriate next steps. These may involve assessments carried out within the school, or a referral being made to the appropriate service. Such a referral may be done by school or, dependent upon the nature of the concern, by the GP.

SENCO: Amy Boardwell: 01282 681950 [aboardwell@burnleyhigh.com](mailto:aboardwell@burnleyhigh.com)

### **4. How do we know what progress your child is making and how will we keep you informed?**

The effectiveness of the school's provision is measured in 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 in individual social, emotional or behavioural targets. All EHCPs are reviewed on an annual basis. Reviews are carried out in line with statutory guidance. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parents and carers and school. All reviews are 'Student-Centred'. Additional reviews can be called at any time during the year. Progress of all students with SEND support is monitored termly by the SENCO in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. The SENCO is available to discuss individual student's progress usually

by appointment, to ensure privacy and confidentiality, but also at Parents Evenings. Parents and carers are encouraged to meet with the SENCO during parents' evenings, where provision is discussed and reviewed for students with SEND but without an EHCP. Progress data is shared with parents twice a year, in written format as well as face to face at parent's evenings. Burnley High School is committed to working in partnership with all parents. Parents/carers are always welcome to contact the school should they have concerns; likewise school will contact home should it be deemed necessary.

#### **5. How will our school support your child and how will the teaching be adapted to meet their needs?**

Our curriculum is ambitious, broad and well balanced for all and we ensure all students have equal access to the full range of curriculum offered by the school at each Key Stage. Students with SEND engage in the activities of the school including extra-curricular activities together with students who do not have SEND.

#### **6. How are decisions made about the type and how much support my child will receive?**

Communication and the gathering of information is key so, in addition to transition meetings in the Spring term, the SENCO attends all year 6 EHCP review meetings for students who have stated Burnley High as their preferred high school; many year 5 review meetings are attended too. Provision in place at the primary school will not necessarily continue following transition. This is due to both the changing needs of students and the nature of a large secondary school environment. For example, great importance is placed on students working independently, in preparation for independent living in adulthood, so only a very small number of students at Burnley High School have a teaching assistant working with them on a 1:1 basis. The role of the learning support assistant is to contribute to students' wellbeing, to remove barriers to learning and to ensure that lessons are accessible, with the students themselves completing tasks to the best of their ability. Regular and lengthy discussions take place with all those involved with the student, to ensure the best possible package of support is in place.

#### **7. How will our school help you to support your child's learning?**

Burnley High School has several initiatives in place to help you to assist with your child's education.

- Show My Homework – a remote learning platform on which students can access their homework and communicate with teachers for feedback.
- Maths Watch - a remote learning platform on which students can access their maths homework and communicate with teachers for feedback and further intervention.
- Seneca – a homework and revision platform based on exam board specifications.

#### **8. What specialist services and expertise are available or accessible through our school?**

Burnley High School works in partnership with a wide variety of contacts to support our students; both NHS, charitable and independent. We seek to support and enable both students and parents to access the appropriate services to support their Special Educational Needs and/or Disabilities. Below is a list of some of the agencies we have regular contact with (this list is not comprehensive):

- Lancashire Traded Team of Support and Specialist Teaching/ Educational Psychologist / College Providers / Lancashire CAF team
- Acorn Psychology – Educational Psychologist
- Exam Access Arrangements Specialist – Literacy Solutions
- School Nurse / GP / Occupational Therapist / Speech and Language Therapist / Physiotherapist / ELCAS / Alternative Education providers/ Audiology / Child and Adolescent Mental Health Service (CAMHS) / Child Action North West (CANW)
- Children's Social Care (Child in Need / Child Protection)
- Targeted Family Support Services
- Well-being, Prevention and Early Help Service

**9. How are the staff in school supported to work with children with special educational needs and what training do they have?**

Quality first teaching and differentiation for individual students is the responsibility of the classroom teacher. Individual teachers are responsible for making lessons accessible for all. They liaise with SENCO on differentiation and have in house training on this. As part of the whole school programme CPD is on-going for teaching staff and learning support assistants on relevant SEND issues and additional needs. Updates are made available to staff, by the SENCO via weekly morning briefings, face-to-face meetings, and liaison with subject leaders. Student passports for all students with SEND are available for staff on SIMS and through the Staff Drive. These are updated regularly in co-production with families and students.

**10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?**

Burnley High School offers a VIP club at break time and lunchtime, which is open to students who are struggling with friendships or who are more vulnerable. There is a range of extra-curricular activities available to all students, the activities include, sport, music and drama. The timetable is regularly updated based on student voice. All clubs, trips and activities are fully inclusive and supported by the learning support team, but it may be appropriate to complete a risk assessment. Burnley High School operates a Prefect system and Student Council, where older students offer guidance, help, and friendship support to younger students.

**11. How will our school support your child's overall wellbeing?**

Burnley High School has a strong pastoral network and wrap around Pastoral care. There is a Designated Safeguarding and Family Support Lead Worker who works with vulnerable students and their families, providing a safe environment where the aim is develop a relationship of mutual trust with someone who is not a teacher. In addition, identified students are able to be referred to work with a Mental Well Being Worker from Burnley Football Club in the Community. Should there be serious concern about a student's mental health, a referral may be made to the educational psychologist or to ELCAS (the child and adolescent mental health service), with parental consent. Burnley High School treats all allegations of bullying seriously and all are fully investigated. Students are encouraged to let someone know immediately if they feel bullied.

**12. How accessible is our school both indoors and outdoors for children with special educational needs?**

The main building is spread over three floors. All parts of the building are accessible and a lift is available for those with physical needs. There are two designated accessible parking spaces near the front entrance. Our sport facilities and equipment are fully accessible and include an Indoor Sports Hall, Two Multi-Use Games Areas, Small gym, extensive field area and disabled toilet with shower.

There are student and staff toilets with disabled access on all floors, and a medical room with hand washing facilities, a chair, and lockable storage area in the main building. The school has a shower and change facility found on the ground floor, which is accessible for identified students.

Advice is sought and acted upon to ensure that appropriate resources and equipment are in place prior to a child starting at Burnley High School. This ensures that students are provided with appropriate aids and adaptations to enable them to access the curriculum without disadvantage, thus having equality of opportunity to reach their potential. Advice issued by paediatricians, speech and language therapists, physiotherapists and occupational therapists is distributed to the relevant staff to ensure recommendations and strategies can be incorporated into lesson planning. Where appropriate, students with dyslexia are given coloured overlays and reading rulers for use in lessons and with homework. Writing slopes and pen grips are available for students whose dyspraxia and/or poor motor skills makes it difficult to write neatly on a flat surface.

**13. How will our school prepare and support your child when joining our school and when transferring to a new school?**

SENCO/Head of Year 7 arrange meetings with parents and students with SEND, usually in the Summer Term of Year 6. Transition visits start in the Summer Term; SEND students are usually offered two extra days of activities in School on top of normal transition days, where all year 6 students are invited to take part in a wide range of activities in order to make them familiar with the site and key staff.

Individuals and small groups of students are given increasing access to the school via pre-arranged visits. A transition evening is held in the first term of Year 7 for students and parents and carers.

Burnley High School works in partnership with feeder primary schools and post 16 providers to ensure a smooth transition between phases. The school holds an open day each year where parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO, following the open day event. KS5 providers attend Parents Evenings from Year 9 onwards to inform students, parents and carers about pathways post Year 11.

**14. Who can you contact for further information?**

Name: Amy Boardwell Phone: 01282 681950 Email: [aboardwell@burnleyhigh.com](mailto:aboardwell@burnleyhigh.com)

Should you have any serious concerns relating to the school's provision, please contact the head teacher, whose details are below:

Head-teacher: Mrs Emma Starkey Phone: 01282 681950 Email: [estarkey@burnleyhigh.com](mailto:estarkey@burnleyhigh.com)

The formal complaints procedure can be found on the school's website: <http://www.burnleyhigh.com/>