



# Champion EDUCATION TRUST

## SEND INFORMATION REPORT - DRAFT

DOCUMENT CONTROL		
Approved for operation within	Blackburn Central High School	
Version number	5	
Date approved	January 2024	
Approved by	PENDING	
Date of review	January 2025	
Review period	1 year	
Policy status	Statutory	
Location published	Website	
Owner	J Davies	
DOCUMENT HISTORY		
Version	Date	Revision notes
1	March 2020	-
2	March 2021	-
3	March 2022	-
4	September 2022	
5	January 2024	Updated staff information.

A family of Schools

# SEND INFORMATION REPORT

## WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES DO WE MAKE PROVISION FOR IN OUR SCHOOL?

We work hard to fully include all students within the school community. We cater for all students within the four key areas of Special Educational needs; Communication and Interaction, Cognition and learning, Social Emotional and Mental Health and Sensory and Physical needs.

We have a designated EAL Department who work with students from a range of backgrounds and ethnicities to help them to engage with the school curriculum.

## HOW DOES OUR SCHOOL KNOW IF YOUR CHILD NEEDS EXTRA HELP?

When the students arrive in year 7 they undertake the following tests:

- Cognitive Ability test
- Accelerated Reading Star Test

For students who are very low ability the Access reading and maths tests are replaced by the-

- Hodder Diagnostic reading analysis

We also analyse primary transfer documents and the National Curriculum Key Stage 2 test results.

We have the option of requesting assistance from the SEND support service team at Blackburn Council, who can provide specific assessment and testing of most areas of SEND, providing school with Quality First Teaching advice and strategies.

If the results from any of the tests alert us to low attainment profiles or other discrepancies the school will implement an Individual Education intervention plan.

Parents, student and the school work closely together in a process where we 'Assess, Plan, Do, and Review.'

It should be noted that school cannot diagnose Autistic Spectrum Disorder or Attention Deficit Hyperactivity Disorder.

## WHO CAN YOU SPEAK TO AT OUR SCHOOL IF YOU THINK YOUR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

Parents should contact the school SENDCO or their child's Progress Tutor/Progress Manager.

Parents can contact the SENDCO, Miss Jackie Davies by email [jdavies233@bchs.co.uk](mailto:jdavies233@bchs.co.uk) or phone 01254 505700.

All concerns are taken seriously and the SENDCO will organise assessments internally and externally if needed.

The SENDCO will ensure that Parents/carers are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in the reviewing of how they are doing
- Included in planning ahead for them

## HOW DO WE KNOW WHAT PROGRESS YOUR CHILD IS MAKING AND HOW WILL WE KEEP YOU INFORMED?

Your child's progress is continually monitored by: SENDCO, Teachers, Progress Tutors, Pastoral Managers, Curriculum Leaders, Achievement Leads and the Senior Leadership Team.

Their progress is reviewed after each data capture. Levels are given in subject areas as well as information on: attendance, behaviour for learning and attitude to learning. As a department we generate a data analysis report which highlights the progress SEND students are making in their curriculum subject areas. This report helps support staff to

understand which students need more 1:1 work within lessons, and also helps the team to make decisions about Intervention.

Twice a year we formally review the progress every child who is on register makes, taking into account levels of progress and reading ages, and this then informs our latest register. Once we have reviewed and updated the register letters are sent out to all parents explaining our decisions.

We attend every parents evening and encourage parents of SEND students to come to speak to us. We are in regular contact with parents and are always available over the phone or via email to discuss any concerns a parent/student has.

The progress of children with an Educational Health Care Plan (EHCP) or Individual Pupil Resource Agreement (IPRA) is formally reviewed at an Annual Review where the SENDCO, PM, outside agency staff and parents all are invited to attend.

The SENDCO will also check that your child is making good progress within any individual intervention programmes that they take part in, through regular meetings with the staff delivering the programme and Curriculum Leaders.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Letters/certificates sent home
- Additional meetings as required
- Reports

## **HOW WILL OUR SCHOOL SUPPORT YOUR CHILD AND HOW WILL THE TEACHING BE ADAPTED TO MEET THEIR NEEDS?**

All students have access to outstanding quality first teaching and the curriculum is adapted to meet the needs of the child.

### **The Role of the SENDCO**

- Coordinating all the support for children with Special Educational Needs (SEN) and/or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach.
- Liaising with the Local Authority SEND Department where appropriate
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware of and confident about how to meet the needs of your child and others within our school.

### **Classroom Teachers**

- The teacher will have the highest possible expectations for your child and all students in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.

### **Learning Support Assistants (LSAs)**

LSAs are there to support specific students in lessons and to work with students on a one to one or small group basis. When a child has been identified as having a specific need an LSA may be placed in certain lessons to help support the student with their learning, with the ultimate aim of developing the student's independence. LSAs are highly skilled and valued members of staff who have detailed knowledge of the students and their specific needs.

## Learning Support Interventions

A Lead Teaching Assistant will deliver Intervention sessions such as:

- Accelerated reader
- Speech and Language- Guided Talk
- Fine/Gross Motor Programme
- Spelling Programmes
- Nurture
- Social Skills Groups
- Lego therapy
- Toe by Toe
- Power of 2
- Basic Numeracy
- Touch Typing
- Visual perception
- Long and working memory

## Teaching

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teacher's modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and increase your child's access to what is on offer.
- Students are placed in sets and the lessons are planned to allow all students in every class to reach their potential.
- Through the school's Teaching and Learning Communities, staff are trained to adjust their teaching to adapt to the needs of the child.
- In key stage Three, Accelerated Learning groups have been created in order to offer a bespoke curriculum of our students most in need.
- All staff receive training regarding successful Differentiation within the classroom.

## HOW ARE DECISIONS MADE ABOUT THE TYPE AND AMOUNT OF SUPPORT MY CHILD WILL RECEIVE?

If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

If your child has an EHCP or IPRA we will work closely with parents/carers and students to advise on the most suitable support that produces the best outcomes.

## **HOW WILL SCHOOL HELP YOU TO SUPPORT YOUR CHILD'S LEARNING?**

We actively encourage you as a parent to be involved with your child's learning. The school holds a number of parental engagement activities throughout the year, including coffee afternoons for parents of students on the SEN register.

Subject teachers/Pastoral Managers may suggest ways of how you can support your child alongside homework activities. If outside agencies or the Educational Psychologist has been involved, suggestions and programs of study provided by them may be available for use at home.

Members of the SEND team attend every parents evening and are on hand to discuss issues or concerns.

If any changes are made to the SEND registers parents will be informed via a letter. If a student is placed on the SEND register parents will be invited in to meet the team.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSIBLE THROUGH OUR SCHOOL?**

We work very closely and effectively with a number of agencies to support students:

- Therapy services including physiotherapy, occupational therapy and speech and language
- Advisory teachers within the inclusion support service
- Educational Psychology Team
- Social Services
- Child and Adolescent Mental Health Services (ELCAS)
- School Nurse
- GP's/Paediatricians
- School Counsellor
- MHST

## **HOW ARE YOUR STAFF SUPPORTED TO WORK WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND WHAT TRAINING DO THEY HAVE?**

The school holds regular training for teachers and support staff. For example on areas of:

- Speech and Language
- Behaviour
- Autism
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Social, Emotional and Mental health issues
- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- How to use Teaching Assistants Effectively

## HOW WILL OUR SCHOOL ENSURE THAT YOUR CHILD IS INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING PHYSICAL ACTIVITIES AND SCHOOL TRIPS?

- Entrance where parents can wait for children.
- Students with SEND have entrance and exit accessibility.
- Specific drop off and pick up points for SEND students (as appropriate).
- Students can be actually handed over to parents where absolutely necessary.

The school offers a breakfast club to all students from 8am in the morning.

At lunchtime there are numerous clubs and activities which all children are actively encourage to take part in.

The School itself offers a variety of clubs at lunchtime and after school such as:

- Netball
- Badminton
- Football
- Choir
- School Productions
- School Council
- Maths Club
- Subjects Clubs – such as Art, Science and Drama
- Homework Clubs
- Gardening Club

All these clubs are open to every student and LSAs will support a student who may want to attend of these clubs.

A quiet space is available in the Hive at lunchtime, passes can be obtained from the SENDCO.

## HOW WILL OUR SCHOOL SUPPORT YOUR CHILD'S OVERALL WELLBEING?

The school provides an outstanding pastoral support team. Pastoral Managers and Progress Tutors regularly monitor attendance, punctuality and behaviour. Staff and students value the supportive relationships built at Blackburn Central High School. The mutual respect supports a happy and caring learning environment. Our school prides itself on the excellent teacher/student relationship.

During the PHSCEE cycle all students follow a scheme of work regarding disability and bullying.

Student Voice is extremely important, the Junior Leadership team are also responsible for making sure that all students have a voice and feel confident in raising issues that are important.

At the beginning of the year all students on the SEND register are set targets specific to their learning need. After six months the student will then meet with a member of staff to review the targets and make any adjustments.

The school employs a part time school counsellor who supports the students' well-being.

The school is supported by the Mental Health Schools Team.

The school employs a full time Attendance Officer. They meet with Pastoral Managers on a weekly basis.

The school also has a behaviour support team who work closely with staff and students to monitor behaviour and help support specific students around school.

The Access and Nurture Provision rooms are where students who are struggling to cope with the demands of the mainstream school setting may be placed for part of their timetable. Students in these rooms will have a history of, or an emerging Social, Emotional, Mental health need. Some of these students may be at risk of being excluded and will have gone through other methods of intervention first such as 1:1 support, reports and counselling before being referred into this room. There are also specific sessions for students with ASD, such as communication and social skills. Students accessing these rooms will do so on a part time basis depending on their individual need. Each room is staffed by a qualified teacher and two highly experienced LSAs. The teacher and LSAs will design a package that is completely bespoke to each child and their needs, but sessions may include; social skills, anger management, relaxation techniques, actions and consequences. Students will access the room for up to one term and will then be reintegrated

back into the main school population with the support of the LSAs. Parents, teachers and pastoral managers will be kept informed of the child's progress throughout the whole process.

## **HOW ACCESSIBLE IS OUR SCHOOL BOTH INDOORS AND OUTDOORS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?**

Our school is fully accessible with dedicated disabled parking bays and full access to the school. Internally we have two lifts, specialist changing facilities and toilets. Please see the Accessibility Policy.

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

The school works closely with all the feeder primary schools. The SENCO is available to attend all Year 6 Annual Reviews and any transition meetings. The SENDCO will also attend the primary school to meet the Year 6 teacher and the primary SENDCO to discuss academic ability and other information prior to transition.

Students who are identified as needing extra support will be allowed to attend taster sessions and we also hold 'Getting To Know You Days' and 'New Friends days'.

In Year 9, 10 and 11 our Careers Officer will meet all students with SEND. The team work closely with parents/carers, students and the SENCO. The school liaises closely with colleges and will attend taster sessions with the students. The learning support staff will also attend interviews with colleges and the student, if necessary. The Careers Officer will attend the Annual Review of all EHC/Statemented/IPRA students in Years 9, 10 and 11. All information appertaining to any student who has ever been on the register is forwarded to their chosen college.

If a student moves to a new school during the academic year all data and testing information is forwarded to the new school.

## **WHO CAN YOU CONTACT FOR FURTHER INFORMATION?**

**Miss Jackie Davies (SENCO): [jdavies233@bchs.co.uk](mailto:jdavies233@bchs.co.uk) or phone 01254 505700.**

If you have concerns relating to the school provision or you wish to make a complaint, please speak to the Head teacher, Mrs Hussain or SENDCO.

Our Governing Body has a designated SEN Governor, Mr Peter Williams, who is responsible for reviewing practice and supporting the SENDCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)