

SEND Information Report



This policy is in line with the Ethos and Values of
Blackburn Central High School

Document Control

This policy has been approved for operation within
Blackburn Central High School

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Owner	RKE

SEND Information Report - September 2018

What kinds of special educational needs do we make provision for in our school?

BCHS works 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
- Access Reading test
- Access Maths test
- Vernon Graded Word Spelling test

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

- Hodder Diagnostic reading analysis
- Gilham and Hesse basic Number Screening test

We also analyse primary transfer documents and the National Curriculum KS2 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 for things such as Autism and SLCN.

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

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

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

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

Parents can contact the SENCO by email or phone. (RKenworthy753@bchs.co.uk 01254505700)

All concerns are taken seriously and the SENCO will organise assessments internally and externally if needed. The SENCO 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: SENCO, Teachers, Progress Tutors, Pastoral Managers, Curriculum Leaders, Achievement Leads and the Senior Leadership Team.

His/her 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 pupils are making in their curriculum subject areas. This report helps support staff to understand which pupils 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.

During the year we hold coffee afternoons and invite all parents of pupils who are on the register. These informal afternoons provide you the opportunity to discuss your child's learning and any worries you may have. We also attend every parents evening and encourage parents of SEND pupils 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/pupil has.

The progress of children with a statement of SEN/ EHC Plan / IPRA is formally reviewed at an Annual Review where the SENCO, PM, outside agency staff and parents all are invited to attend.

The SENCO 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?

At BCHS 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 SENCO

- 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 etc.
- Liaising with the Local Authority SEN 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 SENCO or staff from outside agencies) to enable your child to access the learning task.

Learning Support Assistants

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. 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
- Independent Dyslexia Learning
- Speech and Language- Guided Talk
- Fine / Gross Motor Programme
- Read Write Ink
- Spelling Programmes
- Nurture
- Social Skills Groups

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 how much 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 IPRA / Statement or EHC will work closely with parents / guardians and students to advise on the most suitable support that produces the best outcomes.

How will our 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/PMs 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
- SEN Team
- Social Services
- Child and Adolescent Mental Health Services (ELCAS)
- School Nurse
- GP's / Paediatricians
- School Counsellor
- Familywise

How are the staff in school supported to work with children with special educational needs 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 SEN have entrance and exit accessibility.
- Specific drop off and pick up points for SEN students (as appropriate).
- Students actually handed over to parents where 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.

A Nurture room is also available for vulnerable children to sit and have their lunch in a safe space which is supervised by an adult at all times.

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.

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

The school provides an outstanding pastoral support team. PMs and Progress Tutors regularly monitor attendance, punctuality and behaviour. Staff and students value the supportive relationships built at BCHS. 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 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.

A Nurture club runs ever lunch time offering a safe space for vulnerable students to meet friends. This room always has adults in attendance.

We now buy in the services of Familywise, who are an organisation that supports children and their families in a number of different ways. As an SEND department we work closely with Lynne Mercer from Familywise as she supports a number of families whose children are on our SEND register.

This year we have opened an Access Provision room where pupils who are struggling to cope with the demands of the mainstream school setting will be placed. Pupils in this room will have a history of, or an emerging Social, Emotional, Mental health need. These pupils 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. Pupils accessing this room will do so on either a part or full time basis depending on their individual need. This 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. Pupils 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 will attend all Year 6 Annual Reviews and any transition meetings. The SENCO will also attend the primary school to meet the Year 6 teacher and the primary SENCO to discuss academic ability and other information.

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

Rachel Kenworthy (SENco) - RKenworthy753@BCHS.co.uk

If you have concerns relating to the school provision or you wish to make a complaint, please speak to the Head Teacher or SENco.

Our Governing Body has a designated SEN Governor, Mrs C Whitehead, responsible for reviewing practice and supporting the SENco.

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