



# Blaise High School

## SEN Information Report 2023-2024

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# Blaise High School

## SEN Information Report 2023-2024

This report describes Blaise High School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Special Educational Needs Coordinator (SENDco)

This report was reviewed and updated on: 8th January 2024

This report was approved by the School Governing Body on: 17/1/24

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo*

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# SEN Information Report 2023-2024

## 1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum conditions and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties within the school's Resource Base

## 2. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 3. Consulting and involving students and parents

We will have an early discussion with the student and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEN support.

## 4. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as set out by the SEN Code of practice.

Staff will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Ranking Assessment results
- Information held by the Head of Year and other pastoral staff Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs along with relevant teaching strategies or additional support that is required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5. Supporting students moving between phases and preparing for adulthood**

The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. Students starting school for the first time will have a transition day and those who have additional needs or who are vulnerable will also be invited to take part in additional, small-group or individual transition visits where necessary. This will include a member of the transition team visiting your child in their primary school and working with their support staff to share information. We recognise that there are children who find yearly transition difficult and they are provided with extra support as appropriate to their needs.

Parental input is an important part of the transition process and we can make reasonable adjustments such as extra transition.

We work closely with local post-16 providers and Careers Services. For students who have an EHCP and have been allocated a place in our Resource Base by Bristol City Council SEN, we have Specialist Post 16 provision. Where a student wishes to move to a different post 16 provider we will support the application and ensure that the transition to the next stage of education is as smooth and positive as possible. This means that relevant information will be shared so that appropriate support can be put in place, and that new staff working with your child are aware of his or her needs.

#### **6. Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High Quality First Teaching is the first step in responding to pupils who have or may have SEN.

We use the "I, we, you do" format because educational research clearly shows that direct instruction with models and substantial opportunities for independent practice is the best way for students to master new knowledge. Expert teachers are able to support students with SEND, identified on pupil passports, during the "You do" because we have disruption-free classrooms.

We will also provide the following interventions where appropriate:

- Access to Mountain Rescue before school, at break, lunch and/or after school
- Literacy Numeracy
- Direct Instruction and Read Write Inc
- Staffed homework club
- Extra-Curricular and Character Programme
- Pet Therapy
- Sensory Therapy Room
- Empire Fighting Chance

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure it is accessible for all students, for example, by grouping, 1:1 work, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, ergonomic, printed resources and supportive seating etc.
- Providing additional scaffolding, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school environment is accessible to people with access needs. Wheelchair users can access the entire ground floor and the first floor is accessible by a key operated lift.
- There is a disabled toilet and shower room with a fixed hoist.
- Specified doors in the school are open so that wheelchair users can negotiate their way around school independently.
- There are adjustable 'rise and fall' tables in the classrooms which ensure that all students can access a suitable height of table and practical spaces, such as our catering room, are similarly accessible.
- Visual Impairment support through high-vis flashing

We regularly work with an Occupational Therapist to help ensure individual students have full and unimpeded access to all aspects of school life.

## **8. Additional support for learning**

We have a team of teaching assistants. Their primary roll is in class support either 1:1 or working with a small group of students within the class where they still receive quality teaching from the subject teacher. In class support is delivered predominantly through an "elastic" approach, meaning staff's primary role is to develop the independence of students.

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then specialists may be involved. The impact of this advice will be monitored according to the advice given.

We work closely with a range of specialist services including:

- ASDOT
- CAMHS
- Education Psychology
- School Health Nursing Team
- Social Care
- Sensory Support
- S.H.I.P.S

TAs are trained to also deliver small group and 1:1 interventions such as Literacy, Numeracy, Handwriting, etc.

We work with the following agencies to provide support for pupils with SEN:

- ASDOT
- CAMHS
- Bristol Autism Team
- Education Psychology
- School Health Nursing Team
- Social Care
- Sensory Support
- S.H.I.P.S
- NHS Occupational Therapy
- NHS Physiotherapy
- Speech and Language Therapy.
- ICAN
- Off The Record
- Action for Children
- Learning Partnership West
- Brook Advisory Service (sexual health)
- Be Safe
- Bristol Drugs project
- Youth Offending Team

### **9. Expertise and training of staff**

Our SENCOs are both experienced and undergoing ongoing CPD.

They are allocated significant time through the timetable to manage and lead their areas of SEN.

We have a large team of teaching assistants, who are trained to deliver SEN provision. Some are specialist TAs with particular specialisms like manual handling, behaviour management etc.

In the last academic year, staff have been trained in Learning and Autistic spectrum conditions, ADHD

and the barrier to learning, Improving Literacy and Managing anxiety in students, Direct Instruction, Read Write Inc and GLT Principles of Teaching Assistance

We work closely with the School Improvement Lead for the Greenshaw Trust to ensure best practice.

We use specialist staff from the NHS Speech and Language service, Physio Therapy and Sensory Support to provide regular observations of students and ensure quality first teaching meets the needs of individual students.

### **10. Securing equipment and facilities**

The SENCO and SEN/D team work closely with the students and their families to ensure the resources, equipment and environment are suitable to ensure full participation in all aspects of school life. This includes coloured overlays for students with Dyslexia, pencil grips or ergonomic pens, writing slopes, Scallop chairs. We work closely with the NHS Occupational therapy service to ensure these individual needs are met.

### **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Assessment results
- Monitoring by the SENCO and SLT through Line Management Using Provision Maps to measure progress
- Holding annual reviews for students with EHC plans

### **12. Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on all of our residential trips.

All students are encouraged to take part in all aspects of school life including sports day, the school production, the Duke of Edinburgh award and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability.

### **13. Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum and Tutor Time Cultural Programme
- Access to sport and other clubs at lunchtime and after school
- Access to Mountain Rescue provision during social times and before and after school
- Access to a supervised quiet area in Base Camp at break and lunch
- Support for parents and carers by our Family Support Worker
- Signposting families or making referrals to specialist charities and clinicians, including the Primary Mental Health Specialist

- Drop in sessions at lunchtime with the School Nurse

Pupils with SEN are encouraged to be part of the School Leadership Team.

Pupils with SEN are also encouraged to be part of extracurricular clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

#### **14. Working with other agencies**

The Pastoral Team works together to review the progress and emotional and social development of all students including those with SEND. Students may be referred for support from other agencies in consultation with their families. Agencies we work with include:

- NHS Occupational Therapy
- NHS Physiotherapy
- Social Care
- Bristol Hospital Education Service
- Bristol Works
- Alternative Learning Providers
- Speech and Language Therapy.
- ICAN
- Off The Record
- Action for Children
- Learning Partnership West
- Brook Advisory Service (sexual health)
- Be Safe
- Bristol Drugs project
- Youth Offending Team

We will meet with these agencies, when necessary, to share information so we can meet the needs of our students and identify any issues or difficulties.

#### **15. Complaints about SEN provision**

Complaints about SEN provision in our school should be made through the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

**16. The local authority local offer**

Our contribution to the local offer is: <https://www.bristol.gov.uk/web/bristol-local-offer>

**17. Contact details of support services for parents of pupils with SEN**

*SEND and You* - <https://www.sendandyou.org.uk/contact-us/>

**18. Contact details for raising concerns**

If there are concerns in regards to a pupil's SEND needs, then please do contact the SENCO in the first instance.