

## **Blythe Bridge High School & Sixth Form– SEND Information Report 2020-21**

At Blythe Bridge High School & Sixth Form, we are committed to ensuring that all students, regardless of their specific need or ability, make the best possible progress in school. This SEND information report sets out the kinds of special educational needs for which provision is made at the school. Information, about the school’s policies for the identification and assessment of pupils with special educational needs and the provision for pupils with SEND.

**At Blythe Bridge High School & Sixth Form we provide additional and/or different provision for students with the following types of SEND:**

- **Communication and interaction**, for example, autistic spectrum conditions, Asperger’s Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyscalculia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?**

At Blythe Bridge High School & Sixth Form **all** students receive high quality first teaching, focusing on class, group and individual learning. The progress and attainment of all students is reviewed every term by the subject teachers, curriculum leaders and the leadership team at which time provision may be adjusted to meet identified needs. You will normally be informed about your child’s general progress and targets through two reports and an annual Parents’ Progress Evening. If a student continues to have difficulty after any support or intervention or has a higher level of difficulty when they join us, they may be considered to have special educational needs and/or disability (SEND) and be placed on the SEND register. Parents/carers will be informed of this and a collaborative approach adopted, in order to plan and review next steps. If you think your child may have a special educational need then you should contact Mrs Owen (SENCO) in school, through the school office (01782 392519) or on [s.owen@bb-hs.co.uk](mailto:s.owen@bb-hs.co.uk)

## 2. How will the school staff support my child?

We have a highly experienced team of staff who may be involved in supporting your child at Blythe Bridge High School & Sixth Form. These include:

### **The subject teacher/curriculum leader**

Student progress in a particular subject is measured and monitored by the subject teacher using the Class Learning Account (CLA) to plan and ensure delivery of additional support for all students and students with SEND within their class (supported by the SENCO/Assistant SENCO and Teaching Assistants). The curriculum leader monitors the progress of all classes and therefore individual students within their department; they also monitor the effectiveness and quality of teaching and learning across the department or curriculum area. Both these roles ensure that all students are able to access the curriculum and the staff will liaise with the SENCO to identify, monitor and assess pupils with SEND. If a student has a Classroom Support Plan (CSP) or an Education Health Care Plan (EHCP) then the advice, strategies and differentiation included informs class teaching and these plans are available for all staff on our VLE/FROG.

### **The Special Educational Needs Co-ordinator (SENCO)**

The Special Educational Needs Co-ordinator (SENCO), Mrs Owen, is responsible for overseeing, regulating, co-ordinating and evaluating the day to day policy and practice for pupils with SEND.

### **The Assistant Special Educational Needs Co-ordinators (AssSENCO)**

The Assistant Special Educational Needs Co-ordinators (AssSENCO), Mrs Arrowsmith/Ms Sales, are, along with the SENCO responsible for providing pastoral support to students on the SEND register, providing comprehensive assessment to develop support plans (CSPs) and programmes for students and supporting in the monitoring and evaluation of these programmes.

### **Teaching Assistants**

Teaching Assistants (TAs) are assigned to support specific students in class. They also help support groups and individual students with their learning and in certain cases outside of the classroom, as specified in their Classroom Support Plan (CSP).

### **Specialist Support**

Sometimes school may commission specialist support to work with identified students with a particular focus e.g. an Educational Psychologist, Behavioural Support Services, Autism Outreach Team, Speech and Language Therapists or Occupational Therapists. Some of our students also have specific support from the Hearing Impaired and Visually Impaired services.

### **3. How will the curriculum be matched to my child's needs?**

Subject teachers (supported by the SENCO) will assess your child to identify their strengths, needs and the extra help they require, they will adapt their provision and teaching to the students' needs. This may involve additional support from a Teaching Assistant in class, small group or individual support out of class or alternative resources such as a sloping writing board, ICT access or visual prompts. Following this, if your child continues to have difficulty, we may seek professional advice from specialist support services such as Speech and Language Therapists, Visual/Hearing Impairment teachers, health professionals, special educational needs support teachers and Educational Psychologists.

### **Education, Health and Care Plan (EHCP)**

If your child's needs are complex or severe and progress is not being made we may suggest that we ask the local authority for an education, health and care needs assessment. This assessment could ultimately lead to an Education, Health and Care Plan (EHCP), which will describe your child's SEND and the specify the provision they should receive. The EHCP can include provision for staff time, special equipment money and/or attendance at a school with specialist resourced support. This additional provision is reviewed annually or sooner if required and would include parent/carer, keyworker TA, Local Authority representative (where applicable), SENCO/Assistant SENCO and the student.



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If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to our SENCO – Mrs Owen through the school office (01782 392519) or on [s.owen@bb-hs.co.uk](mailto:s.owen@bb-hs.co.uk)

#### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

At Blythe Bridge High School & Sixth Form we value the importance of a good collaborative relationship between school, parents/carers and the child. All parents are kept informed about their child's attainment, progress and targets for development through two written reports and an annual Parents' Progress Evening (years 7-11). In our Sixth Form there are an additional two interim reports. However, where children require additional SEND support, termly, (in some cases half termly) reviews will take place to assess progress and plan the next steps and provision on their Classroom Support Plan (CSP). Your child's keyworker TA will contact you to discuss recommendations on how to support your child at home, as well as to hold a general review of progress against targets and to adjust classroom and intervention strategies. Where specialist SEND support is required, meetings with outside support agencies will be held as required. Annual reviews of EHCPs will be held annually or sooner if required and will include parent(s), keyworker TA, SENCO/Assistant SENCO and any other agencies or Local Authority representative involved and the student themselves. Please feel free to contact your child's keyworker TA at any time in school via phonecall or the email address found on the CSP.

#### **5. What support will there be for my child's overall wellbeing?**

Blythe Bridge High School & Sixth Form aims to support our students, with the co-operation of their parents, to develop into happy and confident individuals with lively and enquiring minds. We are very proud of our school and what our young people achieve. We are a warm and welcoming community of students, staff, parents and governors, who work together to make this a school where individuals are challenged to be the best they can be.

High expectations lead to high levels of achievement. Therefore, we set high standards for our students to ensure that the school provides a calm and purposeful environment where students can thrive. Our successful pastoral system is underpinned by our core values of pride, respect and kindness. Our school offers opportunities to experience creativity, awe and wonder, we also have the high expectation that



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students will gain the well-developed knowledge and skills that come from hard work and hard thinking and will prepare them best for success in examinations and in later life. We plan for the highest aspirations and take great pride in our achievements. We aim to ensure that all students have positive attitudes to learning, and are all helpful, kind and dedicated members of the school and wider community who care about each other. Students are effectively supported by the pastoral system, Student Support Centre (SSC) and Assisted Learning Department (ALD).

Our curriculum is designed to meet the needs of all our students and ensure that they have the necessary skills to progress through education and become successful young adults, able to engage fully and contribute positively to society.

All students at Blythe Bridge High School & Sixth Form are instrumental in the further development of the school. The School Council, year group councils, Student Leadership Team, prefects and other student leadership groups are a vehicle for this process, acting as a 'student voice' and promoting and shaping ideas for development.

We also use positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging students to effectively evaluate their own behaviour; helping them to grow into responsible young people who can make the correct choices in life. The school has a robust Anti-Bullying and Equality Policy and provides students with opportunities to learn about bullying and discrimination and enable them to report any issues to the pastoral team.

Our talented pastoral team provide effective support for wellbeing and our school Mental Health Buddies supported by our Designated Mental Health Lead Mrs Owen and Assistant SENCOs.

### **Medication**

Blythe Bridge High School & Sixth Form follows the Staffordshire County Council guidelines on the administration of medicines in school. Should your child require medication to be administered during school hours or if your child has a specific medical condition, a Care Plan, (detailing your child's individual medical condition, requirements and action to be taken) and a medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered.

## 6. What specialist services and expertise are available at or accessed by the school?

Should concerns regarding progress and attainment remain, following the additional SEND support provided by the school, then support will be sought from one of the relevant local authority, national or medical specialist support services/agencies. These include:

### **Staffordshire Local Authority and Independent Support Services**

- Staffordshire Specialist Support Service (**SSSS**) –Hearing Impairment, Visual Impairment, Autism Outreach Team (AOT), Autism and Sensory Support in Staffordshire (**ASSIST**)
- Entrust Education Support Service (**SENS**):Behaviour or Learning
- Staffordshire Families First (including the Local Support Team - **LST**)
- Independent Futures
- VISYON
- Outreach Services from Specialist Schools/Units
- Physical Difficulties Support Service –(**PDSS**)

### **Medical**

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Younger Mind
- Changes



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**The Staffordshire Local Offer** can be found at **Staffordshire Connects:**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

**The Stoke Local Offer** (for students who live in Stoke) can be found at <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

## 7. What training have the staff supporting children and young people with SEND had or are having?

In order to ensure our staff have the skills and knowledge to support children with SEND—there is a programme of on- going training both in school and elsewhere as well as that provided by key specialists involved with individual pupils. Training and information provided to date includes:

- National Award for Special Educational Needs Coordinators - NASCO
- Dyslexia provision
- Dyslexia Association of Staffordshire (DAS) training – Level 2 qualification in dyslexia awareness
- Understanding Autism, Asperger's & ADHD
- Autism/ADHD/ADD awareness and support planning
- Attachment training
- Member of the attachment and trauma lead development group in Staffordshire
- Mental Health awareness training
- Mental Health First Aid Training
- Positive management of challenging behaviours for students with SEND
- Training on the use of diagnostic assessments
- The effective use of additional adults in the classroom
- Guided Reading Plus – reading intervention programme
- PiXL Code (Synthetic Phonics) intervention programme
- Supporting Reading in the Classroom

- Effective use of Classroom Support Plans (CSPs) in the classroom
- Hearing Impairment – how to support students in the classroom
- Visual Impairment – modification of resources and how to support students in the classroom
- The SEN Code of Practice 2014
- Level 2 courses on supporting students with different SEND
- Introduction to Child Psychology
- Professional relationships with young people
- What children's perspectives tell us about inclusion
- Information disseminated on: hearing impairment; visual impairment; Tourettes; ADHD; ASD; ODD; Aspergers; Macular Dystrophy; Marfans Syndrome and specific medical conditions.
- Attendance at the Annual National Association for Special Educational Needs Conference
- Visit to and liaison with an outstanding SEN department
- Attendance at the PiXL SENCO Conference
- Mental Health First Aid/Lead Training – September 2019
- Member of the Attachment and Trauma Lead Development Group – Staffordshire 2019
- Dove Bereavement Awareness Training -June 2020
- Staffordshire SEN/Inclusion updates

## 8. How will my child be included in activities outside the classroom including school trips?

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of **extra-curricular activities, curriculum visits, visitors and trips** as well as the school ethos, which permeates all aspects of school life. All students are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be



made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required and any Care Plan or Risk Assessment is written and made available to all staff accompanying the visit.

## **9. How accessible is the school?**

Blythe Bridge High School & Sixth Form continues to be proactive in removing barriers to students and members of the community that have special educational needs or disabilities and may wish to access the school's facilities. Action already taken includes the creation of a dedicated Student Support Centre (SSC); a dedicated Assisted Learning Department (ALD); the building of ramps to access areas of school; the installation of an internal stair lift; coloured edging to external stairs and to wall edgings and pillars. All resources and policies are available in enlarged print or electronic form if requested/required and are routinely processed on buff paper. Specialist equipment is made available to staff/students when required; Teaching Assistant time and staffing have been increased and SEND awareness and specialist training is made available to staff on a regular basis.

Classrooms are equipped with interactive whiteboards and networked PCs. The school also has laptops all of which are wireless and connected via the school's network, some SEND students use tablets/ipads to access work. Additional resources for SEND pupils are secured via the local authorities' specialist support teams or via the application to the local authority for additional educational needs (AEN) funding.

## **10. How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?**

Blythe Bridge High School & Sixth Form works closely with all settings to ensure that transition to or from our school is as smooth for the child/young person as possible. On transition from primary school, the SENCO meets or has contact with the class teacher, primary SENCO and any other agency involved with the child to share all relevant information and to plan next steps and appropriate provision; this may include the application for additional needs funding or an educational health and care needs assessment. In addition to this transition meeting, visits to the new setting can be planned, along with a transition passport or pack being provided. Transition meetings for pupils with an EHC plan are held and a transition report submitted to the local authority, highlighting any need to amend or change the EHC plan. Parents may also request to meet with the SENCO and their views and suggestions will always be taken into account.

On transition to Key Stage 5, for a student with an EHC plan, a meeting is held with the SENCO and Head of Sixth Form or representative from the further education or training institution as well as the student and parents to share information and relevant documentation. For students with SEND – Additional Need, records and information are transferred to the further education or training institution in a timely fashion.

### **11. How are the school's resources allocated and matched to children's special educational needs?**

In Staffordshire, all mainstream schools have funding within their delegated budget to support pupils with special educational needs (SEND). They receive this through a funding formula that reflects the incidence of SEN measured in various ways, these include:

- attainment levels
- number of students eligible for Free School Meals or Pupil Premium Funding
- numbers of pupils with identified SEND

### **12. How is the decision made about which type and how much support my child will receive?**

In addition to the range of statutory and non-statutory class based assessments, a range of formative and diagnostic assessments are used by the school and SEND specialists to identify individual needs and to plan additional support relevant to each student's individual needs. Please also refer to our SEND Policy on our website [www.bb-hs.co.uk](http://www.bb-hs.co.uk) and our VLE. All students with identified SEND additional need will have a CSP and a keyworker TA.

### **13. How are parents/carers and students involved in the school and in the provision made for students with SEND?**

We believe that working together in partnership with parents/carers is essential in order to prepare every child with the necessary skills to succeed in an ever changing world. Therefore, parental interest, encouragement and support are vital to a child's educational development and happiness. We therefore encourage parents/carers to become involved in school life through accessing our Parent Portal on the VLE (FROG); signing up to our Blythe Bridge App, Facebook and Twitter accounts joining the PTFA and attending Parent



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Consultation Evenings. Parents/carers of students with identified SEND additional need or an EHCP will receive a CSP termly which can be reviewed and revised with suggestions from parents. Parents/carers of students with an EHCP will additionally be invited to take part in the annual review of the EHCP with the local authority. Parents/carers are also invited to contact their child's keyworker TA, SENCO or subject staff with any questions, concerns or queries.

All students have access to their own area on the VLE (FROG) where they will find resources, homework, links to learning apps. They also have an electronic planner (eplanner). If they have an identified SEND additional need or an EHCP, students are involved in reviewing this at least termly and adjustments made to strategies and provision. If they have an EHCP they will be involved in reviewing their own plans at their annual review. All students have direct and email access to all staff and their keyworker TA as well as the SENCO.

#### 14. Who can I contact for further information?

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your child's keyworker TA or our SENCO Mrs Owen through the school office (01782 392519) or email [s.owen@bb-hs.co.uk](mailto:s.owen@bb-hs.co.uk). If your child has an allocated keyworker please contact them in the first instance on the email address found on your child's CSP. Our Equality Policy, Equality Action Plan and SEND Policy can be found on our website: [www.bb-hs.co.uk](http://www.bb-hs.co.uk) under Parents/Policies.

**The Staffordshire Local Offer** can be found at **Staffordshire Connects**:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

**The Stoke Local Offer** (for students who live in Stoke) can be found at <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Independent advice and guidance for parents/carers/ carers of students who live in **Staffordshire** can be found through the **SENDIASS Family Partnership** on: <https://www.staffs-iass.org/home.aspx>

Due to the Covid-19 pandemic, they can currently be contacted by email [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk) or via the service mobile on 07891 599662



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Independent advice and guidance for parents/carers/ carers of students who live in **Stoke** can be found through the **SENDIASS (SEND Information and Advice Support Services)** <https://www.sendiass-stoke.co.uk> by email on [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk) or 01782 234701