

**Blythe Bridge High School
&
Sixth Form**

SEN information report
2025/2026



What is our vision/ethos?

We are very proud of our school and what our young people achieve. Together we work to make this a school where individuals are challenged to be the best they can be.

The school aims to provide a high-quality, inclusive education to all students, and this includes high expectations of all. While our school offers opportunities to experience creativity, awe and wonder, we also have the high expectation that 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.

We pride ourselves on knowing each student as an individual, their strengths and aspirations, and developing them so that they are well prepared for the next stage of their education, training or employment. Positive relationships, underpinned by good behaviour and mutual respect, enhance the atmosphere around the school where older students and sixth formers provide excellent role models for their younger peers.

Blythe Bridge High School & Sixth Form is committed to inclusion. The school strives to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- students who need support to learn English as an additional language (EAL)
- students with special educational needs
- students with a disability or illness
- students eligible for FSM
- those who are high attainers
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any students who are at risk of disaffection and exclusion

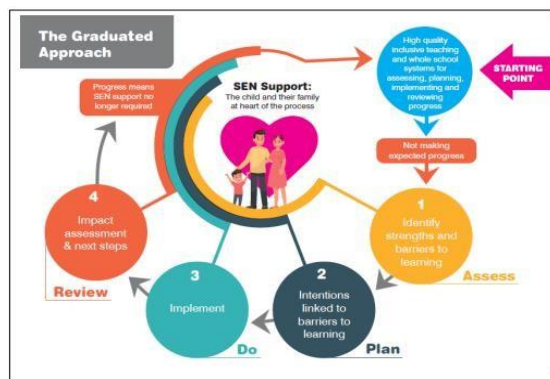
<p>What are special educational needs (SEN) or disabilities?</p>	<p>The definition for SEN and for disability comes from the SEND Code of Practice (2014).</p> <p>This states: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is different from or additional to, that made generally for others of the same age in a mainstream setting in England.</p> <p>Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.</p>
<p>What types of SEN do you provide for?</p>	<p>Blythe Bridge High School & Sixth Form is a mainstream 11-19 school.</p> <p>We currently provide additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction for example: autistic spectrum disorder or speech and language difficulties. • Cognition and learning, for example: dyslexia, dyspraxia or dyscalculia. • Social, emotional and mental health difficulties, for example: attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD). • Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties or epilepsy.

<p>Who is the special educational needs co-ordinator (SENCO)?</p>	<p>The school SENCo is Mrs Emily Avons She can be emailed using the following address: e.avons@bb-hs.co.uk</p> <p>The school Assistant SENCOs are Mrs Laura Burbidge and Mrs Emma Goodwin They can be emailed using the following address: l.burbidge@bb-hs.co.uk and e.goodwin@bb-hs.co.uk</p>
<p>How do you identify pupils with SEN?</p>	<p>We will assess each student's current skills and levels of attainment on entry, which will build on that done by previous settings and during previous key stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • 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 <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>As students continue their journey at the Blythe Bridge High School & Sixth Form attainment is tracked and those not making expected levels of progress are identified by subject teachers. Additional support to increase progress will be then suggested and reviewed. When subject teachers conclude that the strategies they are currently using are not resulting in the student learning as effectively as possible, they will make a referral to the SEND Teams (SENCO and Assistant SENCOs) providing evidence of their approach so far.</p> <p>Evaluation of the strategies may lead to the conclusion that the pupil needs to be placed on the SEND register. Parents will be informed if this is the case. For higher levels of need, the school seeks specialist advice from professionals to support our pupils.</p>
<p>What should I do if I think my child has a Special Educational Need?</p>	<p>If you have a concern relating to your child's learning or inclusion, then please initially discuss these with your child's teacher or form tutor.</p> <p>Teachers are able to make referrals to the SEND Team using the graduated approach. Parents should also contact the SENCO directly if they feel this is more appropriate</p>

What is the graduated approach?

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review (APDR)). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



1. Assess: Data on the student held by the school will be collated by the SENCO in order to make an accurate assessment of the student's needs. Parents will then be invited to discuss how students can be supported and devise a plan of action improve outcomes.

2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCO.

3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review: Progress towards these outcomes will be tracked and reviewed with the parents and the student. If students still aren't making progress, despite the delivery of high quality interventions, advice may be sought from colleagues or external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained.

For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a referral to the SEND and District Inclusion Hub may be made and further advice sought.

Enhanced Assess Plan Do Review (from staffordshire.gov.uk)

The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support and resources in order to meet the needs of children and young people in their setting.

The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively.

The primary purposes of the pathway are to:

- Support settings to meet the needs of children and young people in their local mainstream school.
- Ensure children and young people have their needs met earlier.
- Improve co-production in how we work with children, young people, and families.
- Improve multi-disciplinary working and partnerships.
- Improve the 'tell it once' approach by reducing duplication of information.
- To record pre-statutory interventions in a centralised document, capturing assessment and learning about the child over time, accessible by all professionals involved, along with parents/carers.
- Place holistic outcomes at the very start of the graduated approach to meeting children and young people's need.
- Ensure equity of practice across the county and place the child, young person, and family at the centre of discussions, planning and decision making within the context of their learning environment.
- Improve the quality and timeliness of EHCNAs (Education Health and Care Plan Needs Assessments) if they are required.
- Improve the quality of EHCPs (Education, Health and Care Plans) (if an EHCNA suggests that this is required.)

**What additional support is
offered for children with
SEN?**

All students on the SEND register at Blythe Bridge High School & Sixth Form are allocated a keyworker. This is a key adult in school (usually a member of the Assisted Learning Department) who will monitor their progress carefully and be the first point of call should any concerns arise.

Parents/Carers, students and keyworkers will work together to co-produce a Classroom Support Plan (CSP). This identifies strengths, difficulties and a range of strategies for teachers and teaching assistants to use. This document is published on FROG to be accessed by all staff and is reviewed and revised termly with the views of parents/carers and students included.

For additional learning support we also offer the following interventions (not limited to):

- EPATT (literacy & phonics approach)
- PiXL phonics
- Other phonics programmes
- Bedrock learning
- Guided Reading +
- Understanding dyslexia
- Spelling interventions – Tier 2/3
- Touchtyping
- Homework support
- Targeted numeracy
- White Rose Maths
- Break/lunch time club
- Mental wellbeing pathways
- Emotion Coaching – Zones of Regulation
- Social Stories

<p>How will I know how my child is doing?</p>	<p>Regular review of any agreed identified outcomes from a process of Assess, Plan, Do, Review will take place at least termly.</p> <p>Feedback regarding progress can also be accessed through the school reporting system and Parents' Evenings.</p> <p>There will also be opportunities throughout the school year to speak directly with the SENCO and ALD team.</p> <p>Parents and carers are welcome to arrange an appointment to discuss their child's progress with the subject teacher, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.</p> <p>EHC plans will be subject to annual review and the related CSPs termly. The annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change</p>
<p>How will the school evaluate the effectiveness of the SEND provision for students?</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing students' individual progress towards their goals each term • Reviewing the impact of interventions upon the completion of each half-term 'block' – normally 6-8 weeks. • Reviewing key information about school experience for SEND students including attendance, punctuality, homework, progress and engagement in our wider extracurricular programme. Our ambitions for success are embedded within and outside of the classroom. Obtaining student and parent voice • Monitoring by the SENCO & assistant SENCO through observations, learning walks and book trawls. • Using provision maps and intervention logs to measure progress • Holding annual reviews for pupils with EHC plans <p>The SEND team review academic data of all students on the SEND register at least termly. Annually, those students that have made significant gains are highlighted and a comparison is made with other relevant data. If we feel that the student no longer needs additional support, we remove them from the register. Parents/carers are notified by letter and if they have any concerns, they contact the SENCO to discuss them</p>

<p>How do you enable students with SEN to engage in activities with other students who do not have SEN?</p>	<p>All of our extra-curricular activities and school visits are available to all our students.</p> <p>All students are encouraged to take part in sports days/school productions/special workshops, etc.</p> <p>Inclusivity is at the heart of everything we do within our schools. No student is ever excluded from taking part in these activities because of their SEN or disability.</p>
<p>How do you consult parents/carers of pupils with SEN and involve them in their child's education?</p>	<p>From the start of the transition period of Year 6 to Year 7, we aim to ensure that parents/carers are included throughout their child's education. We encourage 1:1 appointments with all parents/carers of students who are currently on the SEND register in their primary school. This takes place in the summer term before they leave Year 6, ensuring that we have a wealth of information from day one of your child starting with us. This also allows you to have a point of contact to discuss concerns or developments that might impact education. We also attend any annual reviews taking place in Year 6 and communicate with SEND teams in our feeder primary schools.</p> <p>During your child's time at Blythe Bridge High School & Sixth Form there is a parents evening each academic year, with all subject teachers which enables a short meeting to discuss progress or concerns.</p> <p>Ultimately, the SEND team intends to operate an 'open door policy' allowing open communication via phone calls and emails to the SENCO/Assistant SENCO and keyworker Teaching Assistants (TAs) as often as necessary. We value your input and strive to work closely together to make your child's time at Blythe Bridge High School & Sixth Form as successful as possible.</p>

<p>How is the decision made about how much support each child will receive?</p>	<p>For students with SEN but without an EHCP, the decision regarding the support provided will be taken at through communication between the SENCO, Assistant SENCO, TAs, class teachers and curriculum leaders.</p> <p>For students with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, following the guidance in the EHCP.</p>
<p>How do we support students with SEND to improve their emotional and social development?</p>	<p>Just like our offer of a graduated approach for SEND, Blythe Bridge High School & Sixth Form offers a wellbeing graduated response to support our students' mental health.</p> <p>In the first instance, support is offered via the pastoral system, this includes the form tutor and head of year. If the head of year feels that a student needs more specific support, they can complete a referral to our Mental Health Lead – Mrs Susan Owen.</p> <p>Our pastoral team develops trusting relationships with our students and works in creative ways to find solutions and strategies. We offer both 1:1 and small group sessions on a variety of pathways including; stress/anxiety, anger, self-harm and self-esteem.</p> <p>If the team concludes that additional support is still necessary, a referral to the appropriate external agency will be considered, with the consent of the family. This might also include a referral to the school nurse and/or Education Mental Health Practitioner.</p> <p>All children's behaviour is responded to consistently in line with our Culture & Ethos Policy, although reasonable adjustments are made to accommodate individual needs.</p>

<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>There is a highly skilled workforce that consists of a range of teachers, teaching assistants and support staff within the pastoral team who can provide effective intervention for a wide range of additional needs.</p> <p>Teaching staff training needs are identified and met through an ongoing programme of continual professional development which may mean liaising with outside agencies. All of our teachers are trained to work with children with SEND. All have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to both internal or external courses, provision of books or guidance towards useful websites.</p> <p>Teachers follow the principles of the EEF- 5 a day for SEND guidance which highlights the following best practice:</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible groupings 5. Use of technology <p>The CPD programme for teachers and teaching assistants maintains a continuous focus on these concepts to ensure SEND students receive high quality teaching that supports their understanding and progress.</p>
<p>How do we involve other organisations in meeting the needs of students with SEN and supporting their families?</p>	<p>The school is well supported by a range of external agencies including the Autism Inclusion Team, the visually impaired and hearing impaired services and the LA inclusion and safeguarding services to meet students' needs. Some of these services attend reviews and visit students in school to monitor their progress/needs and to share information with the school.</p>

<p>How accessible is the school?</p>	<p>Blythe Bridge High School & Sixth Form is a large site made up of multiple buildings.</p> <p>Our main school building has easy access disabled parking spaces close to the main entrance. The main entrance to the buildings is at ground floor level. There is no lift to allow access to both floors of the main building, our middle and top floors are not wheelchair accessible. There are special changing and toileting areas. All other buildings in the school can be entered at ground level only.</p> <p>Adjustments are made to ensure that students with concerns around accessibility are timetabled as much as possible on the ground floor.</p> <p>Any new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. We will ensure disability access to the school is audited each year as detailed in our accessibility plan.</p> <p>Accessibility to school trips will be discussed with you and we will work to ensure that your child has every opportunity to participate.</p>
<p>How do I make a complaint about SEND provision?</p>	<p>Should you wish to make a complaint about SEND provision at school:</p> <ul style="list-style-type: none"> • Contact the SENCO • If would rather speak to someone else, please contact the school office
<p>What additional support is available?</p>	<p>The Local Offer in Staffordshire is available from:</p> <p>https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localo</p> <p>If you require independent advice, please contact:</p> <p>SEND Information Advice and Support Service (SENDIASS Staffordshire) Telephone: 01785 356921 Or SEND Information Advice and Support Service (SENDIASS Stoke) Telephone: 01762 234701</p>