



# SEN Information Report

(September 2021)

SENCO: Mrs Stephanie Lewis

SEN Trustee: Miss Siwan Smith

Contact: [sj.lewis@bluecoatschool.org.uk](mailto:sj.lewis@bluecoatschool.org.uk)

Local Offer Contribution: If you have a specific question about the Liverpool Local Offer please look at <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

## Our Approach as a School:

---

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers use the curriculum to support students with SEND to access the full curriculum by reducing their barriers to learning and adapting lessons to ensure engagement for all (**Reference:** Curriculum Policy Feb 2020).

The Blue Coat School establish support based on individual level of need and aim to personalise their approach to ensure progression in all curriculum areas.

**Assess:** Students with SEND may be identified when joining or at any point during their time at The Blue Coat School. Students’ SEND may be identified through:

- Transition information from previous schools or parental information sharing via registration documents.
- Teacher observations identifying that a student is having difficulties within lessons
- Baseline Assessments and termly assessment and review cycles highlighting students who are consistently not making expected progress.
- Outside agencies working with a student identifying an additional need to be explored.

Regardless of when a student’s needs are identified, an information gathering process will take place via:

- Discussion the family and where appropriate the previous school to identify the child’s barriers and support strategies.
- Reports from key stakeholders (student, family, teachers, external agencies) to establish a picture of need.
- Referral to external agencies for assessment or diagnosis, if necessary.

**Plan:** Where a SEND need is identified, the SENCO will use information from parents, teachers and the student to identify the level of support required within school. A support plan will be written for all students with an identified need, detailing their strengths, difficulties and support strategies, which will be shared with staff. Depending on the student’s level of need support will be offered as detailed below:

| Level of Need | Description   |
|---------------|---|
| 1             | Student is identified as having additional needs.<br>Student will have a support plan detailing their needs and in class support.<br>Student is managing well with subject teacher or form tutor support.   |
| 2             | Student is struggling to make progress or there are concerns for the student’ wellbeing.<br>Small group or 1:1 support will be provided for the student.<br>Access arrangements for exams may be in place which are different from/additional to their peers<br>Key Stage Leader, SENCo or Student Support will provide intervention. |
| 3             | Student is struggling despite intervention from school.<br>Support will involve multiple agencies e.g. EHAT, YPAS, CAMHS or other specialists   |
| 4             | Student has social care involvement, EHC plan, Alternative Provision or at risk of the above.<br>High level intervention is needed to ensure that progress and wellbeing are supported.   |

**Do:** All teachers are responsible for familiarising themselves with the support plans of SEND students in their teaching groups and making reasonable adjustments to their teaching and learning activities to allow students with SEND to access the curriculum appropriately.

Where necessary, additional support may be provided either 1:1 or within small groups with parental consent. Each session’s content will be planned to target the specific needs of the student(s) involved, with either an academic or pastoral focus.

Where specialist support is required, this will be arranged by the SENCO or Student Support Co-ordinator on a need's basis in consultation with parents. Additional support may be provided by:

- Special Educational Needs Inclusion Support Service (SENISS)
- Young Person's Advisory Service (YPAS)
- Child and Adolescent Mental Health Services (CAMHS)
- Referral to:
  - ADHD or ASC pathway
  - Occupational Therapy
  - Speech and Language Therapy

**Review:** Progress and welfare reviews are conducted in line with the whole school data collection cycle to evaluate the students' levels of need.

- SEND Students' progress is reviewed termly using whole school data, individual reflections and staff feedback.
- Formal support plans will be reviewed at least once a year, however may be updated more frequently if needed.

Where staff members have raised concerns about a student, this will be discussed with parents and suitable intervention will be put in place if necessary.

### **Information sharing and Data Collection**

All of our additional provision (internal or external) is based on an agreed outcomes approach in discussion with staff, students, parents and professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Any updates to support plans are shared with staff via email throughout the year or during the September SEND briefing.

We have internal processes for monitoring quality of provision and assessment of need. These include student observations, termly information gathering from staff, student and parental voice questionnaires and data analysis.

### **SEN Needs:**

---

The Blue Coat School supports students within all categories of SEND. As of September 2021, we have 95 children or young people receiving some form of SEND Support. The support for students with SEND is organised into the following four broad areas of need and support:

#### **1. Communication and interaction**

Students in this category may include, those with ASC diagnosis or on the ASC pathway or speech and language difficulties. These students are supported by adjustments to how they interact within lessons, providing alternative methods to share responses or smaller groups for presentations. They may be offered additional handouts or a seating

arrangement, which is preferential to their ability to process the information in lessons. Where a student is having particular communication difficulties, they may be provided with additional 1:1 or small group intervention to support their social and communication skills. Some students in this category access Student Support at break and lunchtimes or, for sixth form students, during study periods as it offers a quiet space for students who cannot manage the communal areas during the school day.

## **2. Cognition and learning**

Students in this category may include, those with difficulties regarding their overall learning or their ability to process information. They may have a diagnosis of Dyslexia, Auditory Processing, Dyspraxia, visual stress or other difficulty which affect their speed of working. Support for these students may be provided in the form of access arrangements e.g. additional time or use of a laptop or within lessons, they may be provided with handouts or written instructions to ease their workload, coloured paper or the option to word process their work. Where necessary, students may be offered additional support to develop strategies to reduce their barriers to learning such as bespoke study skill advice.

## **3. Social, emotional and mental health**

Students in this category may include, those with a diagnosis of ADHD, anxiety, depression or other mental health need. Support for students in this category may be in the form of access arrangements e.g. rest breaks, smaller exam group, access to focus breaks if a student is struggling to concentrate in lessons or preferential seating to reduce anxiety or distractions. Some students in this category may be offered the option to work within student support if they are feeling particularly overwhelmed in the classroom. Support may also be offered on a 1:1 basis from one of our student support mentors or via external agencies e.g. CAMHS or YPAS. We have access to YPAS within school once a week to support students who need more specialised advice and guidance.

## **4. Sensory and/or physical needs**

Students in this category may include, those with sensory processing difficulties, a sensory impairment or physical disability (including long term, debilitating medical conditions) which affects their learning. Support for these students may be in the form of classroom arrangements to reduce background noise or additional stimuli; allowing students to take sensory breaks to self-regulate if necessary; providing a quiet space to work if they are feeling overwhelmed in the classroom; adjustments to curricular activities to support physical disabilities or implementing a buddy system for low level support. Some students in this category will benefit from bespoke support to suit their sensory needs and reasonable adjustments are made where possible to accommodate their needs. Those with serious medical conditions may have a care plan detailing actions in case of an emergency situation and considerations for evacuation of the school.

**(Reference: SEN Policy June 2021)**

## Co-producing with children, young people and their parents

---

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event                  | Who's involved  | Frequency    |
|-------------------------------|---|--------------|
| Support Plan reviews          | Parents, Student, SENDCo                                  | Annually     |
| Student's support review      | Student, SENDCo   | Termly       |
| Parents Evening               | Student Support Team, Parents, Teachers                   | Annually     |
| Y7/12 Information Evening     | Key Stage Leaders, SENDCo, Form Tutors, Parents, Students | Annually     |
| Informal Contact with Parents | Key Stage Leaders, SENDCo, Form Tutors, Parents, Students | As necessary |

## Staff development and Qualifications

---

We are committed to developing the ongoing expertise of our staff. Within the Student Support department, our staff have the following qualifications:

| Initials of person | Area of expertise     | Level of Qualification    |
|--------------------|-----------------------|---------------------------|
| SJL                | SENCO                 | SENCO Award, Ma Education |
| CEC                | Behaviour and Welfare | MA Psychology             |
| ND                 | Behaviour and Welfare |                           |
| BC                 | Academic Support      |                           |

Throughout the year, we offer opportunities for staff CPD, to develop their knowledge and skills around supporting and understanding SEND students. The SENCO attends the School Improvement SEND Briefing in March and November and shares any relevant information with staff to ensure that they remain up to date with current SEND developments. Our induction program for new staff, trainee teachers and newly qualified teachers includes sessions on SEND support.

## Staff deployment

---

There are five members of staff who work within the student support department:

Mrs Stephanie Lewis: SENDCo ([sj.lewis@bluecoatschool.org.uk](mailto:sj.lewis@bluecoatschool.org.uk))

Mrs Charlie Cobain: Student Support Co-ordinator ([c.cobain@bluecoatschool.org.uk](mailto:c.cobain@bluecoatschool.org.uk))

Miss Natasha Donohue: Student Support Mentor ([n.donohue@bluecoatschool.org.uk](mailto:n.donohue@bluecoatschool.org.uk))

Mr Boris Cheng: Curriculum Support Mentor

Mrs Julie Preston: Student Support Assistant

Considerable thought, planning and preparation goes into utilising our student support staff to ensure our students children achieve the best outcomes both academically and pastorally.

## Progress and Achievement

---

The progress and achievement of SEND students is closely monitored by the SENDCo and Key Stage Leaders for progress and achievement to ensure that any student with SEND, who is not meeting their expected progress, is identified and offered appropriate support when needed.

### Key Stage 3 and 4

| Year | Cohort   | 9-8   | 9-5   | 9-3 |
|------|----------|-------|-------|-----|
| 7    | SEND     | 21.52 | 94.94 | 100 |
|      | Non-SEND | 50.22 | 99.24 | 100 |
| 8    | SEND     | 54.75 | 96.12 | 100 |
|      | Non-SEND | 54.25 | 99.37 | 100 |
| 9    | SEND     | 42.28 | 96.64 | 100 |
|      | Non-SEND | 53.48 | 99.12 | 100 |
| 10   | SEND     | 20.69 | 87.36 | 100 |
|      | Non-SEND | 52.86 | 99.03 | 100 |
|      |          |       |       |     |

### Key Stage 5

| Year | Cohort   | A*-A  | A-C   | A-E   |
|------|----------|-------|-------|-------|
| 12   | SEND     | 40.38 | 92.31 | 98.08 |
|      | Non-SEND | 66.54 | 97.37 | 99.62 |

## School External Partnerships and Transition Plans

---

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with primary schools to welcome **10** children and young people with special educational needs or disabilities and we supported **13** children and young people transition to the next phase in education or employment.

To ensure a smooth transition for all of our SEND students, our approach involved:

- Transition meetings with primary schools to gather information regarding current SEND support
- Transition meetings with parents and students to introduce them to the school and key members of staff.
- Sharing of information with universities via the UCAS process.
- Providing evidence and letters of support for applications regarding SEND support at University
- Where necessary, liaising with the Student Support departments of universities to organise transition meetings for prospective students.

We closely monitor children and young people's destination data.

## **Complaints**

---

Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.

This year we have had 0 complaints, however any complaints received are dealt with following our school's policies and procedures.

## **What has worked well this year**

---

This has been a difficult year due to the closure of school and the move to remote support, however we have embraced the opportunity to develop new and innovative ways to support our SEND students throughout the school closure and reopening process.

For our school these have included:

- Greater use of ICT to support SEND students both within school and during periods of extended absence from school.
- Advice to staff around ensuring students SEND needs were considered during the process of allocating Teacher Assessed Grades.
- Employment of additional staff to support the welfare and progress of all of our vulnerable cohorts.
- The development of support groups to facilitate catch up curriculum delivery
- Involvement in the school's summer school program to support students study skills alongside subject specific support.
- Rigorous evaluation of SEND data in comparison to non-SEND cohorts has been used to identify individuals from vulnerable cohorts who would benefit from additional targeted support.

## **Further development**

---

Our strategic plans for developing and enhancing SEN provision in our school over the year include:

- Use of ICT to gather parental and student feedback as part of the evaluation process and to ensure SEND provision meets the needs of all of our SEND students.
- Promote the idea for SEND champions within subjects to improve the quality of subject specific support and intervention.
- Work with specific subjects to develop curriculum-based support and intervention for each key stage.
- Provide a series of parental forums and information events to support students within the wider school community.

In preparing this report we have included staff, parents and children and young people through the use of staff, student and parental view questionnaires.

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy (2021)
- Curriculum Policy (2020)
- Behaviour Policy (2020)
- Accessibility Policy (2019)

**Legislative Acts considered when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Trustee Board:**