



Send Information Report 2019

What types of SEN do we provide for?

The School provides for all types of SEN. Reasonable adjustments are made for SEN when the school is notified of them. SEN students at the school have support for and adjustments to assist them with:

- areas of need with regard to communication and interaction such as Autistic Spectrum Condition.
- areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia.
- social, emotional and mental health difficulties such as anxiety and depression.
- sensory and other physical needs such as issues with sight, hearing, or physical issues such as hypermobile joints.
- the school currently does not have any students with EHCPs

How do we identify and assess pupils with SEN?

Whether the School is aware of a child's SEN when the student becomes a member of the school, or whether the child's SEN becomes apparent at a later stage, all staff work with the SENCO who carries out a clear analysis of the student's needs. Need could be identified by:

- individual teachers
- parents
- school's learning support department
- external agency

This can lead to the assessment of teachers' and parents' views and the advice from relevant external services.

The SEN assessment is reviewed regularly, seeking the views of student and parents by inviting them in for a meeting to discuss progress. In addition, updates and review will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome.

In some cases, the school seeks to liaise regularly with outside professionals from health or social services with parental agreement.

<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?</p>	<p>The Special Educational Needs Co-ordinator is:</p> <p>Mrs Stephanie Lewis</p> <p>Sj.lewis@bluecoatschool.org.uk 0151 733 1407</p> <p>General questions surrounding your child's education should be addressed to his or her Key Stage Leader.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>All teachers familiarise themselves with existing student profile documentation and adapt their planning to ensure access to learning.</p> <p>The SENCO will advise and inform class or subject teaching staff as to what reasonable adjustments are effective in overcoming barriers to learning. Regular assessment points then inform further adjustments and interventions to support, should they become necessary, in liaison with the SENCO.</p>

How do we adapt the curriculum and learning environment?

All students have a student profile, which outlines ways that individual subject staff can adapt their teaching and the learning environment to meet the needs of the student. This can be in a number of ways that could include:

- adaption to the format of resources
- adaption to learning activities
- use of learning aids
- adaptations to the physical organisation of the room
- adaptations to teaching styles

We ensure that any specific physical needs are addressed in order to access specific aspects of the curriculum.

All staff are given training on working with students with additional needs and expected to adapt accordingly. A calm room is provided for students who need a quieter place to go.

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The school provides this through a variety of different strategies such as:</p> <ul style="list-style-type: none"> • the assessment of need • adjustment to teaching styles • allowing additional time for work/assessments • adjustments to materials for example; colour of paper, font size • additional resources or supportive equipment • availability of lifts for wheelchair access and other disabilities <p>It is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner. SEN students are encouraged to participate in extra-curricular activities alongside non SEN students.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents of pupils with an identified SEN are contacted prior to joining the school to discuss the support required for their child and to draft a support plan. Student profiles are reviewed annually to ensure that information remains up to date and parents are welcome to arrange to meet with the SENCo or discuss any concerns regarding their child via email or telephone. Where a SEND need is identified after the child's initial transition, parents will be contacted to discuss support and accommodations their child may benefit from.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils with SEN are fully involved in developing and reviewing their student profiles. There are regular meetings with SENCO and the student to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies.</p>

How do we assess and review pupils' progress towards their outcomes?

The cycle of assessment and review are scheduled termly. This involves the review of progress towards expected outcomes from progress data inputted by teaching staff and any other additional information. Further relevant and appropriate intervention is put in place to support SEN students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.

How do we support pupils moving between different phases of education?

Making adjustments to identify and support students who may find transition from primary school to secondary school difficult are put in place on a needs basis. This could include:

- arranging visits to the school prior to entry to support orientation
- meetings with primary school teachers to gather information
- meetings with parents to reassure and discuss specific needs
- early viewing of timetables
- meeting new teachers in advance
- taking pictures of school
- discussing timetable issues or identifying where the student may feel anxious
- adjusting groups to ensure friendships can be maintained
- providing an agreed buddy
- making clear and relevant information and guidance available to all teaching staff

Whilst preparing for option choices at GCSE and A Level students are provided with individual careers information and guidance in order to make the best and appropriate choices.

The SENCO involves parents at all stages so that everyone is informed.

Individual needs for GCSE and A Level exams, including access arrangements and revision support, are discussed in advance to provide appropriate levels of support throughout.

<p>How do we support pupils preparing for adulthood?</p>	<p>Students entering Key stages 4 and 5 are provided with a programme of support for their preparation to lead more independent lives. There is extensive support and guidance for UCAS, Gap Year, alternative Sixth Form/College opportunities, or other training so that courses are appropriate and matched to the students' strengths.</p> <p>Where appropriate, the needs of the student are shared with the institution where the student is going to study in order for a support package to be put in place as part of that transition. Guidance about independent living is provided. SEN students are known by the staff who provide this, and the SENCO, working with Learning Support staff, ensures that students have accessed this support.</p> <p>Where needed, external guidance is provided for the student and parents. This is based on an assessment of the pupil's potential vulnerability and need.</p>
---	--

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The SENCO works with pastoral staff to ensure that the pupil's emotional and social development is monitored closely. This is a part of each SEN pupil's regular SEN review processes, and involves parents too.</p> <p>Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and, where an issue is identified, more one to one input is provided by the SENCO or Learning Support staff.</p> <p>Form tutors work to support the specific emotional and social development of any SEN students in their tutor group. All staff work to include rather than exclude students.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Staff are regularly updated with information regarding SEN student issues and how they can impact on emotional well-being, as well as progress, so that it remains high on staff agendas.</p>

	<p>Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEN pupils facing barriers to learning. Key learning needs at Blue Coat include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia.</p>
<p>How will we secure specialist expertise?</p>	<p>Where a pupil is identified as having a SEN, specialist advice is bought in from Local Authority or accredited providers on a case-by-case basis to ensure that the School is making the necessary adjustments to enable all SEN pupils to make expected progress. This process is overseen by the SENCO in conjunction with senior staff.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>This takes place on a needs basis, with funds being allocated from the SEN budget. Where necessary the SENCO will put together a bid for additional funding should the need arise.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school's SENCO reviews SEN needs regularly and, where appropriate and relevant, works closely with outside agencies in order to meet the needs of the pupils on the SEN register.</p> <p>Where an Early Help Assessment Tool (EHAT) is required in order to bring together and coordinate several agencies supporting a child, the school invites other organisations to meetings to ensure that a collaborative model is followed. This also ensures that the various external organisations and agencies involved with supporting the individual SEN pupil are held to account.</p> <p>Where a pupil has disabilities or issues that the school has little experience of, the SENCO will liaise with specialist external agencies in the area to ensure that needs are met.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school's evaluation of SEN provision takes into account parental views, student views and levels of expected progress made by SEN pupils in comparison to non-SEN students. This identifies any gaps in performance that will lead to further analysis and interventions.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>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.</p>

<p>Who can young people and parents contact if they have concerns?</p>	<p>Young people and parents with concerns about SEN provision should contact Ms Scilla Yates (Deputy Headteacher) if initial concerns raised with the School's SENCO remain.</p>
<p>What support services are available to parents?</p>	<p>There are a range of support services available to parents depending upon need. The school will signpost and seek support services on an individual basis for a variety of issues. Parents can access the Early Help Directory for information on a range of services available to them. www.ehd.liverpool.gov.uk</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Liverpool's local offer provides information for children and young people up to the age of 25 with special educational needs (SEND), their parents or carers. This is available on the Liverpool City Council website via the Early Help Directory. (www.ehd.liverpool.gov.uk)</p> <p>The Blue Coat School has contributed to this offer and the Local Authority is aware of the systems and provision offered at the school.</p>