



SEN Information Report

(September 2020)

SENCO: Mrs Stephanie Lewis

SEN Governor: Mrs Cath Sharples

Contact: 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 are responsible for every child in their care, including those with special educational needs. (**Reference:** Curriculum Policy 2020)

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.

Plan: Where a SEND need is identified, the SENCO will gather information from parents, teachers and the student to identify the level of support required within school. A support plan will be written detailing their strengths, difficulties and support strategies, which will be shared with staff.

All staff will use the information within the support plan and work with the SENCO to ensure that lessons are differentiated and reasonable adjustments are made to accommodate students' needs.

Where appropriate, additional support may be provided either 1:1 or within small groups with parental consent.

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 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)
- Educational Psychologist
- Referral to:
 - ADHD or ASC pathway
 - Occupational Therapy
 - Speech and Language Therapy

Review: The SENCO will meet with students on the SEND register once a term to have an informal discussion regarding their progress and any immediate concerns they have in school. Annual support plan reviews are carried out in collaboration with parents and the student. Parents and students are encouraged to communicate and updates or concerns throughout the year so that support for SEND students remains as up to date as possible. Where a staff member raises a concern about a student, this will be discussed with parents and suitable intervention will be put in place if necessary.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the 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 2020, we have 61 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 specialise 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 2019)

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	Student Support Team, Parents	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	MSc Psychology
GW	Behaviour and Welfare	BSc Counselling and psychotherapy

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 SEN Briefing in March and November and shares any relevant information with staff to ensure that they remain up to date with current SEND developments.

Staff deployment

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

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

Mrs Charlie Cobain: Student Welfare Co-ordinator (c.cobain@bluecoatschool.org.uk)

Miss Georgia Williams: Student Support Mentor (g.williams@bluecoatschool.org.uk)

Considerable thought, planning and preparation goes into utilising our student support staff to ensure our students 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.

School External Partnerships and Transition Plans

The Blue Coat School is part of the Secondary SEND Consortia for Liverpool Central, which promotes the sharing of good practice. The SENCO attends regular SEND briefings to ensure that any new SEND initiatives can be implemented where necessary within school.

This year, we worked with our feeder partners to welcome **7** children and young people with special educational needs or disabilities and we supported **14** 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 1 complaint, which was dealt with following our schools' 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:

- Implementing the use of Teams to support students' welfare and home learning.
- Increased email and phone communication to students and parents to ensure that they felt supported throughout the school closure.
- Advice to staff around ensuring that students SEND needs were considered during the process of allocating centre assessed grades.
- Employment of additional staff to support the welfare of all of our vulnerable cohorts.
- SEND students are involved in a variety of extracurricular activities such as student council, chess club, debate team, various sports teams and the school show.

Further development

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

- Greater use of ICT to support SEND students both within school and during periods of extended absence from school.
- Rigorous evaluation of SEND data in comparison to non-SEND cohorts to ensure that any gaps in attainment are addressed effectively.
- Greater use of parental and student feedback to ensure that SEND provision meets the needs of all of our SEND students.
- Explore the potential for SEND champions within subjects to improve the quality of subject specific support and intervention.
- Focused support to ease the transition back into school following the school closure.
- Develop the use of SEND support groups to offer intervention specific to the relevant year group within school.

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 (2019)
- 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

