 



SEND INFORMATION REPORT

**Document Control**

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**1. The kind of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

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

We are committed to inclusive education and aim to provide personalised learning to meet the needs of individuals, developing personal progress.

**2. Identifying and assessing the needs of our pupils**

We will assess each pupil’s current skills and levels of attainment on entry and during their time with ourselves, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* 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

This may include progress in areas other than attainment, for example, social needs. The SENCo is responsible for coordinating all support for pupils with SEND to ensure that all pupils have access to an appropriate curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

**3. Consulting and involving pupils and parents**

We fully recognise the importance of close liaison between school and home in effectively providing support for a child’s education. Parents are able to access a ‘who’s who’ guide from the school website and can communicate with key staff in a variety of ways. Parents are welcome to contact the school at any time via email, phone and letter or in person. An annual EHCP review meeting also allows parents and students to discuss the student’s progress and to review the existing interventions that are in place.

**4. Seeking additional support**

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:

Headteacher - Mr Holding

Deputy Headteacher - Mrs Lewis

Special Educational Needs Coordinator (SENCO) – Mrs Lowe

**5. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**6. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will also conduct transition sessions which offers a detailed induction to support pupils in their new environment

**7. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

* **Maths**
* **English (Fluency, Phonics and Comprehension)**
* **Science**
* **Wellbeing**
* **Anger Management**
* **Social Skills**
* **Lego Therapy**
* **Sensory**

**8. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils’ needs are met:

* Allowing our pupils to access the same curriculum with the support of Quality First Teaching Strategies, grouping, 1:1 work, teaching style, content of the lesson, scaffolding etc.
* Adapting our resources and staffing as required
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Testing for access arrangements to support pupils within their exams

**9. Expertise and training of staff**

We have an ongoing programme of training and development available in our school for all staff. Our SENCo Louise Lowe holds the National Award for Special Educational Needs Coordination qualification. We have a team of 10 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in all interventions which we offer and how to cater for a variety of SEN needs

We use specialist staff for all interventions which we offer within our intervention rooms.

**10. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after two weeks
* Using pupil questionnaires
* Monitoring by the Head/SENCo
* Using provision maps to measure progress
* Holding annual reviews for pupils with statements of SEN or EHC plans

**11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At The Heights we have an inclusive approach for all our pupils and ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in all activities we offer at The Heights including outdoor education.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**12. Support for improving emotional and social development**

We have a very robust pastoral system beginning with form tutors who are responsive to any issues in the first instance and a strong PSHCE curriculum addressing the needs and questions of many of our young people.

We have access to outside professionals who are available for single or multiple sessions in a confidential environment and strong links with many external agencies including Brook, Lifeline and Engage.

**13. Working with other agencies**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We work closely with and have access to the following agencies to support your child's needs:

* Access to ISS and Educational Psychologist if appropriate
* Careers advice
* Specialist teachers
* Catch up programmes for Numeracy and Literacy
* Counselling services
* Pastoral Support
* Access to School Nurse
* Brook

**14. Complaints about SEND provision**

Any concerns about SEND provision in our school should be made to the Headteacher or SENCo in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**15. The local authority local offer**

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child and can be accessed at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)