

SEND INFORMATION REPORT

Archbishop Blanch High School September 2021



Archbishop Blanch
SCHOOL

At Archbishop Blanch Church of England High School we aim to follow these Christian Values in our lives together:

Community, Compassion, Forgiveness, Friendship, Thanksgiving, Trust

Our school vision statement:

As a Christian School, we strive for all to reach their full potential both academically and spiritually, making for a compassionate, forgiving, hardworking and trusting community. We aim to 'not love in word or talk, but in deed and in truth' (John 3:18), as we serve not only each other but the wider community through our service to charitable causes.

At Archbishop Blanch High School we value and are committed to working together with all members of our school community. We are an inclusive school where every pupil is valued and respected. We believe that every pupil has the right to expect the highest quality teaching and learning. By enabling pupils to make progress academically, socially and emotionally, we aim to develop confident, successful learners.

SEN contacts:

Mrs K Graham: Deputy Headteacher/ SENCo 0151 233 7373 or email to admin@blanch.org.uk
Mrs H Hurt: Assistant SENCo 0151 233 7373
Mrs C Madeloso: Head Teacher 0151 233 7373
SEND Governor: Mrs A Brooksbank (contact via school)

If you have a specific question about the Liverpool Local Offer please look at <http://www.liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

Alternatively, you may discuss any concerns about your child with their Progress Leader or SENCo.

1. What types of SEN and disability are provided for within the school?

The types of Special Educational Need we provide for in the school are:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none">• Speech, Language and Communication Difficulties• ASD including Autism and Asperger's Syndrome	<ul style="list-style-type: none">• Moderate Learning Difficulties (MLD)• Severe Learning Difficulties (SLD)• Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia	Anxiety Depression Self-harming Eating Disorders Attention Deficit Disorder(ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder Tourette's Syndrome	<ul style="list-style-type: none">• Visual Impairment (VI)• Hearing Impairment (HI)• Physical Disability (PD)

2. What are the procedures for identifying children with SEN and assessing their needs?

There is a variety of information used to determine if a pupil has additional needs; these include:

- primary transition information and key stage 2 data (when available)
- base line testing, Cognitive Ability Tests and other initial tests in year 7
- reading and spelling age tests
- parents/carers, application form information
- subject teacher referrals
- specialist colleagues, external agencies
- assessments and interim data
- parental/carers concerns

If it is thought a pupil requires further assessment we would:

- use a variety of assessment tests, as and if required
- consult with outside specialist agencies
- involve parents at all stages

3. What arrangements have been made for consulting parents of children with SEN and assessing their needs?

- We offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact the school and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.
- We invite specialist agencies into school for any child that requires support regarding a special educational need. . These specialists include Educational Psychologist, physiotherapist, school nurse, SENNIS, school Counsellor, SALT, School Family Support Services, CAMHS link worker and YPAS and the ADHD Foundation. We also work with Liverpool CAAT Team when appropriate.
- Annual Review Meetings of Education, Health and Care plans (EHC plans) are held each year with parents. For pupils who are leaving the school, we arrange for transition visits as necessary.
- Pupil profiles are shared with parents and comments/feedback invited prior to the final version and at reviews.

4. How do we involve pupils with SEN in their education?

- Pupils are encouraged to attend their annual review meetings and pupil – parents' meetings are held as frequently as necessary.
- Parents' evenings provide students with another opportunity to discuss their education.
- Pupils contribute to their own individual support plans and this has been encouraged wherever possible to enable our pupils to take ownership and responsibility for their own learning, and to engage with pupil voice.

5. How will we know if a pupil is making progress?

We monitor pupil progress closely throughout the academic year to ensure that teaching and interventions for students with SEN are effective and are having a positive impact on their progress. We welcome parents/carers, pupils and staff to be involved in reviewing the impact of interventions.

We follow the 'assess, plan, do, review' model set out in the SEN Code of Practice and seek to involve parent/carer and pupils in each step. Progress will be reviewed throughout the year to measure the impact of the provision.

The SENCo reports termly to the governors who monitor and review the work of the SEN department.

We will keep parents/guardians up to date about their child's progress through:

- Annual Review meetings for pupils with an EHCP.
- Parents evenings.
- Individual appointments to discuss specific issues with you about your child's progress.
- Termly reports home.

6 What are the arrangements for supporting children in moving between phases of education?

- During transition between primary and secondary school, the SENCo and Y7 Progress Leader hold interviews with parents, teachers and SENCOs of primary schools in order to discuss your child's needs and how best to support them as they move into secondary education.
- When appropriate, staff will attend year 6 EHCP review meetings.
- We have access to a wide range of specialist services that can support your child and, if appropriate, invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- The Local Authority has a designated day in July each year for KS2-3 transition which the SENCO attends; the purpose of this is to gather all relevant SEND information from primary schools, although this has not taken place for the past two years due to Covid restrictions.
- We hold a separate transition day for vulnerable students and/or those with additional needs who would benefit from additional visits and targeted support. This is held prior to the city-wide transition day and is through invitation only after consultation with primary school.
- A parent/carer information evening is held in year 9 to provide advice to students when choosing their options.
- A sixth form information evening is held during year 11 and advice is provided throughout the year to ensure that students make the right choices for their post 16 education.
- All students receive advice on careers and are encouraged to stay on at our Sixth Form if appropriate or to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. Students are offered support from an independent CEIAG advisor.

7 What is the approach for teaching children with SEN?

- In order to support all pupils, the curriculum is delivered in a variety of ways. Lessons within school are differentiated in order to support the needs of all pupils. All teachers are informed about a pupil's individual needs and will adapt their lessons to meet these. This will ensure that students can fully access the curriculum.
- To support pupils in the classroom, the school provides specialised equipment such as coloured overlays, pen grips and laptops etc.
- Small group and individual support is offered to children whom we feel would benefit from this.
- We closely monitor the progress pupils are making. Staff record progress using departmental tracking and through regular data drops to SIMS.
- Staff can express their concerns at any time if pupils are not making expected progress to their Head of Department, the SENCo or Progress Leader.
- Opportunities to share views and provide advice will be given to parents/carers relating to how their child's needs can be met in the form of parent meetings and annual reviews.
- Technology is used to support pupils where appropriate, with various literacy and numeracy software packages, the use of laptops, reading pens and various assisted communication technology.

8 How are adaptations made to the curriculum and learning environment for children with SEN?

- The Head teacher and Senior Leadership Team review the curriculum annually and work with departments to plan and implement a broad and balanced curriculum to meet the needs of all pupils. At Key Stage 4 and 5, Level 1 and Level 2 vocational courses are offered, dependent upon the cohort, to pupils who are more likely to succeed by completing a skills-based qualification. For some year groups, a Princes' Trust programme is offered depending on the needs of the cohort.
- Entry Level qualifications in English, maths and science are offered according to the needs of the individual either in lieu of or alongside GCSE qualifications as appropriate.
- To support pupils in the classroom, the school provides specialised equipment such as coloured overlays, coloured exercise books, reading pens, pen grips and laptops etc. We work closely with the Sensory Service to provide enlargements of texts as required. Powerpoints are presented on non-white backgrounds.
- A small number of students in KS3 will receive additional numeracy and literacy support in lieu of a modern foreign language if appropriate.
- Seating plans are adjusted to meet the needs of individual students; for example, those with a hearing impairment or to support other SEMH needs.
- In line with statutory guidance the school has a current Access Plan which is fully developed in these three aspects: Access to the Curriculum, Access to Information and Access to the Physical Environment.
- When your child is in year 9, if we think it is required and your child's normal way of working, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations. These arrangements will be 'rolled over' to sixth form if needs remain the same.

9 How are staff trained to support children with SEN?

- The SENCo attends Local Authority briefings in order to keep up to date with any legislative changes in SEN.
- The school arranges staff training with outside agencies including LA School Improvement Support Services and SENNIS and Sensory Services.
- Whole school SEN CPD is timetabled into the staff CPD calendar.
- Staff and teaching assistants attend relevant training offered through SENNIS and School improvement Liverpool, specialist schools and other specialist agencies such as the ADHD Foundation.
- The school receives support from a range of outside agencies.
- The Educational Psychologist meets each year with the SENCO to discuss priorities for assessment.
- We make referrals, with parent/carer consent, to many specialist services including the Child and Adolescent Mental Health Service (CAMHS) the Speech and Language Therapy Service (SALT) and Sensory Services.
- We have close links with our school physiotherapist who provides support and guidance to both students and staff.
- The SENCo has completed the National Award for Special Educational Needs Co-Ordination and the PATOSS Assessing for Access Arrangements Level 7 qualification.

10 How is the effectiveness of provision evaluated?

Provision is reviewed within school on a regular basis and in the following ways:

- The SENCo analyses the effectiveness of provision through a variety of means including data and pupil voice to ensure that only effective interventions are used.
- Parents are kept fully informed of any developments and are encouraged to complete written forms as part of the review process.
- The Senco, Progress Leaders and Department Heads use a variety of quality assurance procedures to evaluate provision and make adjustments accordingly.
- The SENCo has regular meetings with the SEN Governor to discuss and evaluate provision.
- Learning walks are held at a whole school and departmental level with a SEN focus.

11 How are children with SEN enabled to engage in social activities available to children in the wider community?

- Lunchtime and extra-curricular clubs are offered to all pupils. Many of our SEN pupils have been engaged in a variety of activities such as sports clubs, Christian Union, music, dance, STEM and homework clubs.
- All our pupils take part in supporting our community by raising funds for local and national charities.
- All students in the school are encouraged to take part in extracurricular activities. Reward and educational trips are open to all pupils and a pupil's specific needs can be discussed if they wish to join such a trip.

12 What support is available for improving emotional and social development?

- All children participate in PSHE lessons which cover a variety of social and emotional issues which are important in the development of their social understanding. Resources and topics are differentiated as required.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children/young people.
- E-safety and cyber-bullying is a part of PSHE and KS3 computer science lessons.
- All pupils participate in anti-bullying activities during the school year.
- If your child has any anxieties or concerns, our pastoral support team for each year group and our safeguarding officers are available to help your child.
- If a pupil finds unstructured time difficult, we have supervised break and lunch spaces students can access with a pass.
- We have an HLTA trained in the provision of social stories.
- We host a separate transition day for a small group of year 6 students with SEMH and/or C & I needs. This is held prior to the Liverpool transition day in order to reduce anxiety.

13. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and supporting their families?

- The school accesses specialist support from the Speech and Language Service, Educational Psychologist, CAMHS, School Nurse, Paediatricians, Physiotherapy and Sensory Services and the ADHD Foundation.
- The school receives support from the Educational Psychology Service with a designated number of sessions each academic year
- We make referrals, with your consent, to many specialist services including the Child and Adolescent Mental Health Service (CAMHS) and the Speech and Language Therapy Service (SALT).
- Meetings and the Early Help Assessment Tool (EHAT) take place to address any concerns regarding your child's education, health and well-being.
- We access specialist SLD support through SENNIS.
- We host LivPac coffee mornings to provide information for parents with children with a diagnosis of ASD or who are currently on the pathway for assessment.

14. What are the arrangements for the admission of pupils with SEND?

- Parents and pupils are invited to attend Open Evenings and mornings as advertised when the SENCo/assistant SENCo will be available to discuss provision within the school.
- The admission policy and procedure can be found on the school website.
- Students with an EHCP can request to have the school named in their plan, and the school will respond within the statutory timeframe after assessing whether the school can meet the pupil's needs.

15. What facilities are provided to help disabled students access the school?

- The school has two separate lifts which can only be accessed by provision of an electronic tag which is provided as required.
- LSAs support students in the movement around school and the carrying of and/or use of equipment as required.
- There are numerous disabled toilets located throughout the school.
- A hygiene/physiotherapy room is available for toileting and/or therapy purposes.
- The school's Accessibility Report can be found on the school's website.

16. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.
- In the first instance, parents are invited into school to discuss their concerns with the SENCO who will endeavour to resolve the problem at a school level. The Progress Leader may also be involved at this stage.
- The Code of Practice procedures are followed if the issue is not resolved.

The school has a complaints policy and parents who wish to pursue this are actively encouraged to do so. This can be found on the school's website.

This SEN Information Report will be updated annually. The next review will be due in September 2022.