



Special Educational Needs Information Report 2025

Blatchington Mill is a large, mainstream secondary school. We are an inclusive school and believe that our school should reflect the community in which it serves, ensuring that all young people and staff feel a sense of belonging and community.

All stakeholders work relentlessly towards developing a welcoming environment for all students, including those with Special Educational Need and Disabilities (SEND) and we strive to include all students in all aspects of school life.

We believe that:

- All students have an entitlement to a broad and balanced curriculum.
- All students should be encouraged, valued and accepted whatever their individual need.
- Every teacher is a teacher of special educational needs and should recognise diversity and adopt a proactive approach to ensuring student progress and belonging.
- The classroom teacher has primary responsibility for providing all students with access to the curriculum and should attempt to overcome potential barriers to learning.
- Effective provision around SEN students requires a 'team around the child' approach. We work collaboratively with students, parents and external professionals to support young people effectively and ensure that they thrive.
- A school's culture must embrace inclusion and diversity. All students must feel a sense of belonging and connection within their school community. A successful school is a school where every student thrives.

How do we identify and assess pupils with SEND?

Primary to Secondary Transition.

Our primary feeder schools are effective in identifying SEND and therefore some students join us with assessment and support in place or concerns raised. When a student first joins Blatchington Mill, important historic and current information is shared with pastoral and SEND staff. A range of other assessment information is used to help identify SEND and other needs, including appropriate screening and assessment tools (CATs, LUCID etc.) and formal and informal reporting from class teachers. Information from Primary Schools alongside our assessments and observations help us to shape a student's curriculum and both pastoral and learning support.

Early Identification of SEN need.

There are occasions whereby students develop a profile of need within secondary school.

In order to identify SEN needs quickly we have robust processes at assessing students and gaining insight from external professionals to help support them effectively

Please see the SEND Early Identification Flowcharts at the end of this document for clarity around these referral routes.

Where a parent/carer, student or external professional has a concern about a SEND, we always encourage in the first instance a conversation with relevant class teachers as they are often best placed to comment on student learning and any presenting needs. In conversation with the SEND team, strategies are put in place and monitored for effectiveness. Following this, if there is no improvement, all relevant staff in conjunction with the SENCo will gather further evidence and raise concerns with relevant professionals. The school records students with SEND on its SEND register which is updated and reviewed throughout the year.

Blatchington Mill will identify the needs of students by considering the needs of the whole student, which will include not just the special educational needs of the student but wider circumstances.

We will consider other factors that are not SEND that may impact on progress and attainment.

- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- A student's background and heritage

- Being in receipt of the Pupil Premium
- Being a looked after young person
- Being a child of a service man/woman
- Being a young carer.

Behaviour alone is no longer categorised as a special educational need. Any concerns relating to a student who has behavioural difficulties will be investigated in order to ascertain if there is an underlying SEND need.

The Triage System

We adopt a fortnightly triage system in school whereby all internal stakeholders attend to review any concerns around students. This system ensures that any possible SEN needs are considered as early as possible and that student planning receives the benefit of a range of expertise in considering how to support attainment, engagement and success. Parents are informed of discussions at triage and next steps for their young person.

Occupational Therapy

If school staff or parents identify concerns regarding a student's physical, developmental, or sensory skills, the concerns are discussed and feedback is gathered from relevant teachers. This information is then shared with parents/carers. With parental consent, a referral is submitted to Seaside View, who determine whether a full Occupational Therapy assessment is required.

If an assessment proceeds, the student will be observed in a range of settings and a report will be provided outlining recommendations. The student will then be added to the SEN register, and a pupil profile will be shared with staff. The school will implement the recommended strategies and review progress regularly, making adjustments as needed to ensure effective support.

Arrangements for supporting students with SEN that are looked after?

Students that are LAC will receive support and monitoring via the designated teacher. If there are SEN concerns then the SENCO will attend PEP meetings and review provision alongside the designated teacher and virtual school to ensure clear support for students.

We are aware of the impacts of multiple disadvantages and the impact of early development on student progress. We prioritise the referrals and support for LAC students.

What is our approach to teaching pupils with SEN?

In almost all cases, adaptive high quality teaching can meet the needs of the majority of students at all times. We work closely alongside curriculum leaders and colleagues responsible for the development of teachers to ensure that staff are appropriately trained and that accurate information and SEND strategies and resources are available. We work with parents and young

people in developing pupil profiles that are bespoke to each student on the sen register.

Pupil Profiles

Original drafts of these are developed using reports and all information received regarding SEN needs. These are then reviewed and developed with parents and students. These are reviewed regularly at parent evenings and we work with teachers to share best practice to enhance the efficacy of these. Teachers are able to access these via the SEN register and these are live documents so enable automatic update.

We take a neuroaffirmative approach in our use of language within these profiles.

Where we identify that a need for further provision may be necessary, this may include:

- Regular support from external specialist staff
- Specialist equipment, resources or assistive technology
- In class support from a teaching assistant
- A time limited group intervention with a support teacher/teaching assistant
- A time limited individual withdrawal with a support teacher/teaching assistant
- Support led by specialists from within the school or external services
- Referral to 'Myspace' of 'The Cloud' or Blatchington Mill's Alternative Provision offer.
- Referral to a key worker within the SEN team for leadership of student provision.
- Homework club support and other enrichment activities.
- Enhanced pastoral support including meet and greet and adjusted starts to the day.

We always prioritise students attendance to lessons and provision within the mainstream classroom with their peers, we are incredibly proud of ensuring equity for education through inclusion and involvement in the classroom.

How are all students with SEN enabled to engage in all activities?

The intention of all SEND provision at Blatchington Mill is to increase the independence of our students. Therefore, at each opportunity we ask ourselves 'What is the least amount of input required to enable the young person to fully engage and make progress?' We believe that it is only with this mind-set that we can truly support students to achieve their goals, develop strong peer relationships and access future careers. We believe that the aspirations for our students will be raised through increased focus on life outcomes including employment and greater independence. We work closely alongside parents/carers

and school staff to achieve this. The SEN team is involved in the development of extracurricular and super-curricular activities.

The assistant head leading on student development tracks the involvement of SEN K and E students within the full pastoral programme to ensure equity in access.

How do we adapt the curriculum and learning environment? How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN? How do we secure equipment and facilities to support pupils with SEN?

Guided by relevant legislation, we work in collaboration with the Local Authority to ensure that our school site and learning environments are adapted and accessible. This includes the use of lifts, ramps, disabled toilet facilities and other specialist equipment with the aim of promoting independence. We also have a dedicated physiotherapy space so students can access this provision onsite.

We make all efforts to ensure that reasonable adjustment is adhered to and that all students, staff and visitors have equal access. We work hard to respond to the needs of local young people and over this year we have increased the number of Intervention Rooms available across the school site. Spaces are located throughout the school to ensure an environment of inclusivity and access as opposed to dedicated units. Spaces are decorated and resources to the same high-level of mainstream classrooms, with additional resources and specialist equipment.

For autistic students we have a dedicated low sensory environment for them to access in school, this is supported by specialist staff and was developed in collaboration with students and specialist support.

Extra-curricular activities, school trips (including residential) and school events aim to include all students and if necessary are planned for with the advice and expertise of the SEND departments; parents/carers and students are always consulted about arrangements.

Our school development plan is focused on all our students accessing an ambitious and challenging curriculum whilst accessing highly effective academic support. While it is expected that most students follow a mainstream curriculum, provision is made for students who require a more adapted curriculum through a bespoke offer.

The school is funded for SEND via the Notional Budget which is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced and the responsibility for determining the amount of resource for SEND lies with the Governing Body who seek advice from the Headteacher, Business Manager and SENCo.

The vast majority of SEND funding in school is used to deploy teaching assistants who deliver in class support and specialist teaching assistants to deliver intervention and work alongside other professionals. Any additional funding is used to fund specialist resources/equipment and to meet ongoing training needs within the department.

The SENCo in consultation with the senior leadership team has responsibility for ensuring that resources are effectively used to meet our statutory duties and in determining the allocation of these resources. Curriculum departments are encouraged, through their own capitation allowances, to identify subject specific materials or resources for students with SEND to support adaptive teaching in the classroom.

We offer some resources for all class teachers in order to assist them with developing targeted resources for SEN students, these include Widgit Go, Twinkle and Google Read and Write. We continue to research up and coming technologies and software to improve the efficacy of our adaptations without increasing teacher workload.

In order to ensure that SEN students access the most appropriate support we offer opportunities for alternative qualifications at KS4. We offer an ASDAN qualification for some SEN students, in addition to this some of our students will access entry level qualification, this ensures that students have autonomy in their curriculum choices but are working at an appropriate level. All of these decisions are made collectively with subject leads, classroom teachers and parents.

Support for all SEN students in the classroom is routinely monitored through lesson observations, data scrutiny and student voice.

How do we assess and review student progress against agreed outcomes and monitor the effectiveness of provision?

The effectiveness of the support and interventions we put in place, and their impact on student progress is measured through assessment data, observation and discussions with parents/carers and wider staff. For some students, assessment may include professional assessment from an educational psychologist, specialist teacher or therapist who will discuss the outcomes of these with parents/carers and the student.

We are committed to ensuring that all students, including those with SEN, receive the support they need to thrive academically, socially, and emotionally. As part of our inclusive provision, we focus on providing timely, evidence-based interventions that are carefully tailored to individual learning needs. These may include targeted literacy and numeracy programmes, social skills development, ELSA sessions, or emotional wellbeing initiatives, delivered by skilled staff in small groups or on a one-to-one basis.

Our approach is proactive and responsive, ensuring that each student receives the right support at the right time. By fostering close collaboration between school

staff, families, and external specialists, we aim to create a coordinated and supportive environment that enables every student to achieve their full potential.

All teaching staff have a responsibility to monitor the effectiveness of their work and to review student progress; teaching assistants also feedback student progress to relevant staff and are monitored. Through our R&P process staff are encouraged to reflect on the progress of SEN students and undertake classroom based interventions to overcome barriers to progress. The SENCo, Deputy SENCo and TRC (SEN) work together to review these R&P sheets to ensure that SEN student progress is reviewed effectively and appropriate steps are taken to support these students.

Student progress is reviewed at Parents/carers evenings and during the Annual Review process. At the Annual Review, all stakeholder views are sought to establish what progress has been made against agreed objectives and outcomes and to evaluate the effectiveness of the provision. Adjustments to support are made and further outcomes are agreed for the coming year, this forms part of the Assess, plan, do, review cycle.

We believe that student voice is a fundamental part of SEN provision. We work with students to develop provision in both informal and formal situations.

The SENCo, Deputy SENCo and TRC (SEN focused) undertake data scrutinies throughout the year to ensure that SEN students are making progress. We undertake a range of actions around quality assurance and follow up to ensure that SEN students remain front and centre of classroom teacher planning.

For some EHCP students we have a bespoke assessment programme. This is for students with complex needs that are working at a level where they are making progress towards goals not aligned to the traditional GCSE path. Where this is the case progress is measured against EHCP targets and teachers own goal setting and assessment development. This project has been led by our TRC (SEN Focus) and enables us to report progress in a positive and individualised way.

As a department we report directly to the governing body through half-term reports. This is mainly the pastoral committees with recent invitations to report to the curriculum committee.

How do we support pupils moving between different phases of education and preparing for adulthood?

Blatchington Mill has a dedicated transition team that supports students moving to us, as well as those who are moving onto other provision. We believe that a carefully planned transition, with accurate information sharing is invaluable. We also understand that for some young people, transition can be particularly difficult and therefore a more personalised transition programme will be necessary.

In the past year, the transition team and SEND team have worked together to ensure that transition is successful by:

- Offered full-time education and transition support for year 11 students until the end of term
- Life Skills and Independent travel work
- Individual tours and extended visits
- Accompanied visits
- Multi-agency transition meetings
- Befriending Tea events
- Yr 6/7 Settling Evening with pre-bookable SEN appointments.
- Enhanced transition visits for students with anxiety and autism.
- Bespoke careers guidance interviews to help plan post-16 journeys.

Internal transition points.

We support students moving between KS3 and KS4 with enhanced support in choosing options and considering alternative pathways of learning. For EHCP students at this point their annual review will include a redraft of the EHCP in order to ensure that provision and outcomes are salient and ambitious for the student.

What expertise and training do our staff have to support pupils with SEN and how do we secure specialist expertise? How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

All teachers and teaching assistants undertake an induction with a focus on SEN systems, provision, best practice and on the needs of particular groups of students.

Whole-school INSET focusing on SEND is included on staff training days and during twilight sessions. The school year begins with an SEND Best Practice twilight where SEN team leaders support teachers in training them in supporting the most prevalent SEN needs. This is further supported by discussion around particular students and needs.

Over time, we have built up considerable expertise in areas of SEND and staff are actively encouraged to share this good practice internally and across the local area.

The SENCo attends local network meetings to keep up to date with local and national updates in SEND and pass this onto relevant colleagues and also inform staff about upcoming training opportunities.

The Deputy SENCo and Team Leaders are offered external training opportunities to build capacity within the department and enhance student provision.

Our TRC (Teaching Research Coach) SEN undertakes SEN specific training, more recently through the Ambition Institute, to receive updated information on adaptive practice that will be fed back to the teaching team.

All of these training opportunities feed into the strategic direction of the SEN team in continually developing and reflecting on our provision and the impact this has on student's futures.

Occasionally, specialist training is necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student and there is an expectation that staff who receive this training will cascade this to other colleagues.

Annually we hold SEN training whereby the BMS staff team shares best practice. This event is part of our development of a culture that celebrates high quality provision and adaptive working for our students.

Nature of support for improving emotional and social development?

All teachers now receive training on mental health provision in school and the need to adopt a kind and trauma informed approach. This is a growing area of demand at Blatchington Mill the pastoral and SEN team are investing increasing time in training and support for young people with EMHWB needs.

We access the support of a primary mental health worker and a social emotional mental health lead from BHISS. Upon consultation with the pastoral team referrals can be made to access this support through 1-2-1 sessions and group work.

In addition to this we also have the support of a school counsellor 2 days a week. Whilst support is responsive to need at any given time students can be referred by their year offices.

More recently we have benefited from increased capacity from low-intensity CBT therapists and are working to ensure early and impactful support for students.

We take part in a project with the YMCA called mental health champions and this allows us to gain valuable student voice in developing our provision in school.

We have recently trained 3 ELSAs (Emotional Literacy Support Assistants) to undertake direct student work and ensure that there is sufficient provision to support emotional literacy and wellbeing.

How is specialist expertise secured and funded?

We secure our specialist input from our BHISS (Brighton and Hove Inclusion Support Service) buy-back which is a school investment into the time of;

LSS (Literacy Support Service)

EP (Education Psychologist)

SALT (Speech and Language Therapists)

OT (Occupational Therapist)

In addition this provides us with support from the schools mental health team which provide;

FSW (Family Support Workers)

PMHW (Primary Mental Health Worker)

SEMH (Social, Emotional, Mental Healthworker)

LI-CBT Practitioners.

What support services are available to parents?

We have expertise in many areas of SEND within our school and work with parents and with a range of education, health and social care partners to improve the outcomes of our students. The following list is not exhaustive:

- CAMHS
- The School Nurse
- Speech and Language Therapists
- Occupational Therapy
- Physiotherapy
- Child Development and Disability Service
- Paediatricians and specialist nurses
- MASH (Multi-Agency Safeguarding Hub)
- Complex Needs Outreach Service- Hillside Special School
- AMAZE

Support or referrals to any of these services can be discussed with the SEND department.

How do we consult parents of pupils with SEN and involve them in their child's education?

We value and encourage parent/carer involvement and believe in working in partnership to secure the best possible outcomes for students.

Parents and carers are involved early in the transition process. We aim to ensure that parents/carers are aware of developments in SEND through our school website and headteacher emails.

Parents are invited to meet with the school SENCo on parents and family evenings and can request a meeting to the SENCo's fortnightly surgery. These take place every other Wednesday and can be booked in by emailing SBeach@blatchingtonmill.org.uk. Parents are advised to contact the year office in the first instance if their child is not on the SEN register so that they can access professional discussion through the triage system.

Parents are also invited to all annual reviews and are kept updated on SEN planning, risk assessments and changes to their child's provision.

As part of our Autism in School Project, parents have been invited in to in-school coffee mornings to feedback to the school and wider community on provision within school.

Arrangements for handling complaints about SEN provision.

All concerns should first be discussed with the school SENCo or Assistant Head in charge of SEN. We work productively with parents to support students and feel the best way forward is always a collaborative effort. If you feel that this is not possible then you are welcome to lodge a complaint following the complaints procedure available on the school website.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

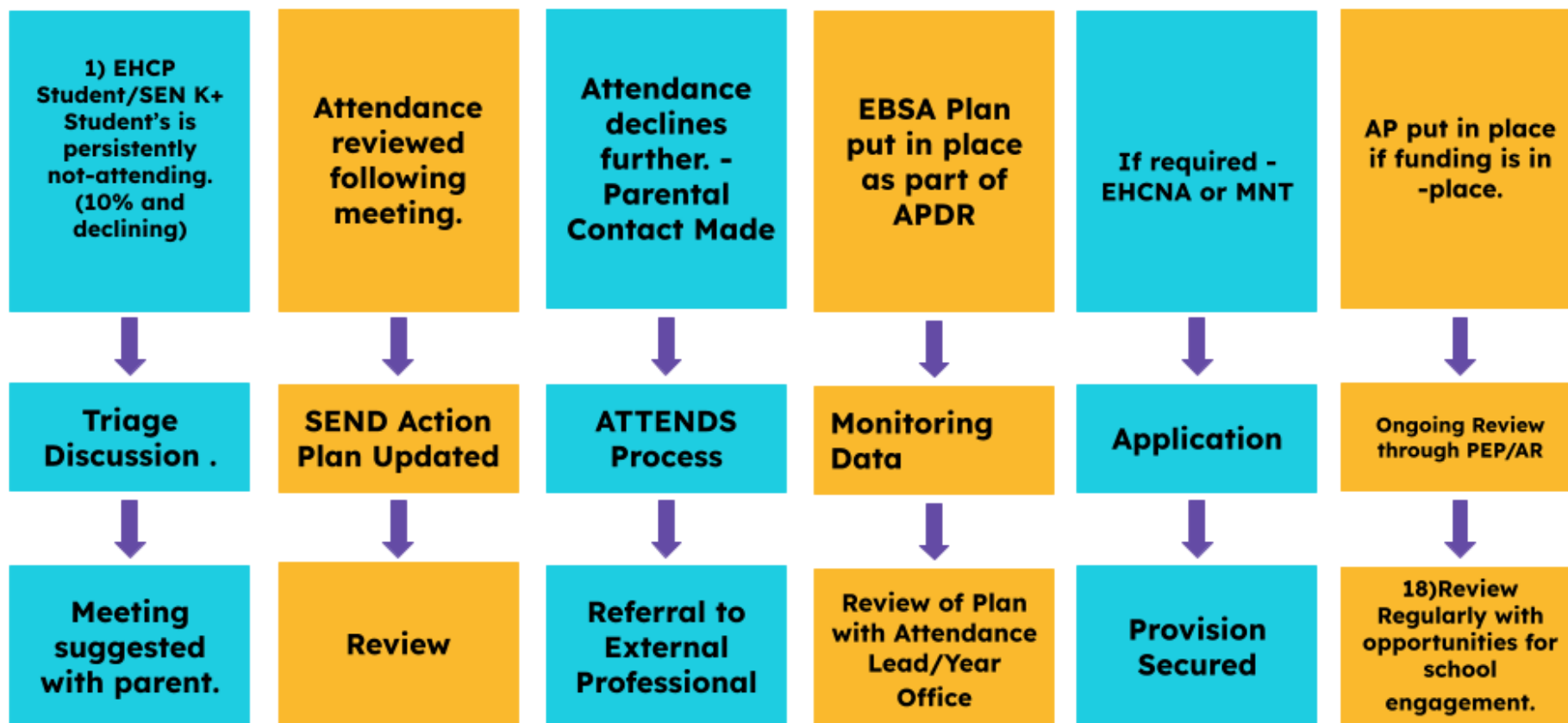
SENCO: Claire Harrington

Email CHarrington@blatchingtonmill.org.uk

Alternatively the year offices can support with any day to day or pastoral concerns.

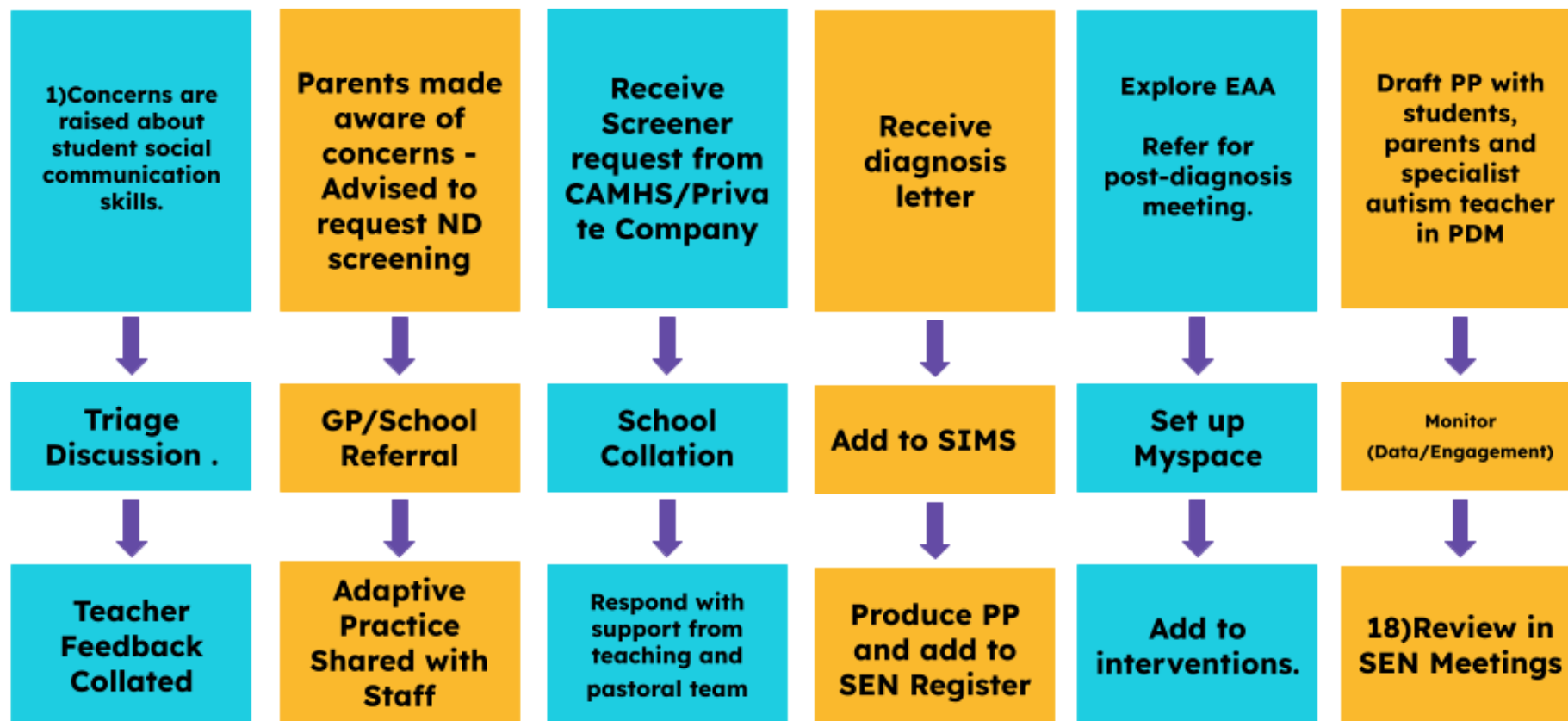


BMS EBSA (SENK+/EHCP) Flow Chart



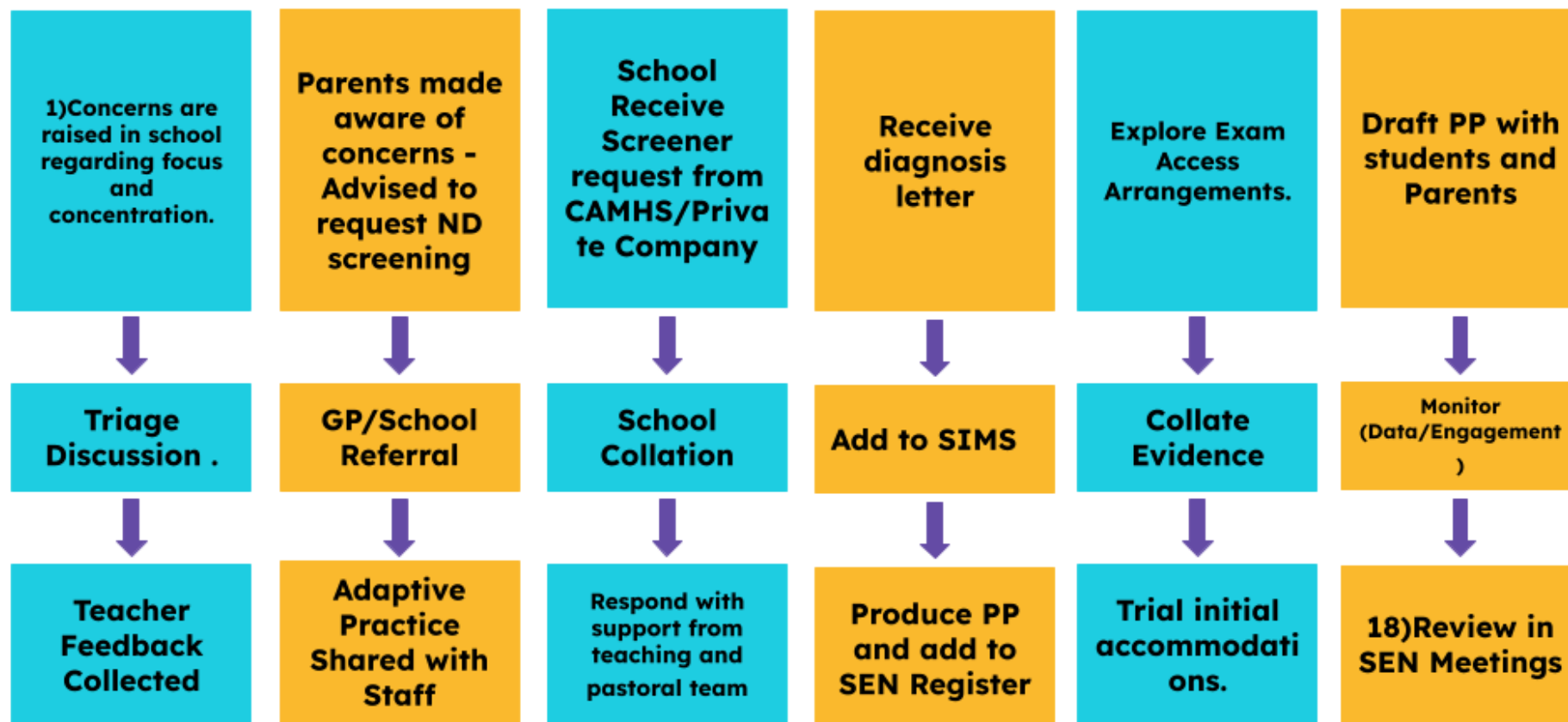


BMS Social Communication Flow Chart



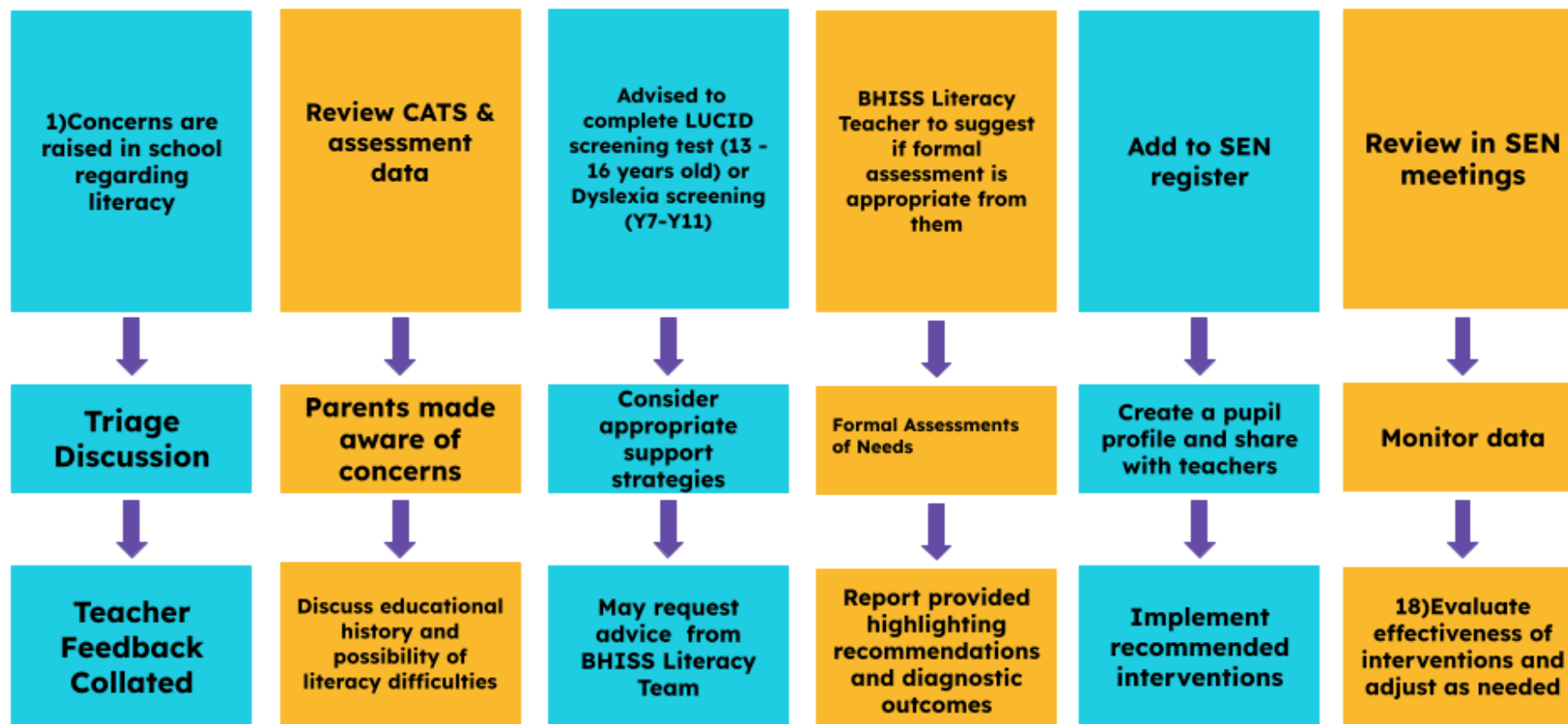


BMS Focus and Concentration Flow Chart





BMS Literacy Flow Chart





BMS Language Flow Chart

