



Special Educational Needs Information Report 2017

Blatchington Mill is a large, mainstream secondary school and Sixth Form. We are an inclusive school and believe that our school should reflect the community in which it serves. The whole school works 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 supportive approach to all students
- The classroom teacher has primary responsibility for providing all students with access to the curriculum and should attempt to overcome potential barriers to learning.
- Parents/carers have a valuable contribution to make towards their child's development and learning and that working in partnership benefits students

What types of SEND do we provide for?

The SEND Code of Practice states that a young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Students at Blatchington Mill have a broad range of special educational needs and disabilities across all four categories of needs. We have particular expertise in supporting students with complex physical, medical and learning needs and where multi-therapy input is necessary. Alongside this larger than average group of students, we support many students with more high incidence SEN, including literacy and language difficulties and autistic spectrum condition.

How do we identify and assess pupils with SEND?

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, Suffolk 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.

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

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.

What is our approach to teaching pupils with SEN?

In almost all cases, quality first 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.

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 'The Pier' or 'The Hive', which aims to provide targeted support for students with Social, Emotional and Mental Health needs
- Referral to 'Student Support' which provides coordinated support for students with more complex learning, physical and medical needs
- Homework club support and other enrichment 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 improve and grow. We work closely alongside parents/carers and school staff to achieve this.

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, improved accessibility to Blatch6 and Student Support, refit our physiotherapy space and opened a Sensory Room.

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 enhancing and enriching our curriculum offer to engage all students and ensure that each leaves with the necessary skills and qualifications to access appropriate post 16 provision. 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/INCo 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 quality first teaching.

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 termly 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.

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.

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.

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 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:

- Funding places on 'Bridging Courses'
- Offered full-time education and transition support for year 11 students until the end of term
- Work experience
- Life Skills and Independent travel work
- Individual tours and extended visits
- Accompanied visits
- Multi-agency transition meetings
- Befriending Tea events
- Informal coffee mornings for new parents of students with SEND
- Attendance at Junior/Primary School Annual Reviews

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 Marketplace event where teachers are invited to discuss the needs of their students with SEND specialists, teaching assistants and external professionals where resources and strategies for overcoming barriers to learning are widely shared.

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. Examples of this in the last term include training in Primary schools on identifying SEND in students with EAL and social story training for young people with communication and interaction needs.

The SENCos and INCo attend 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 SENCo is also a member of the LA SEND Steering Group and the LA SEND Panel.

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.

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:

- BHISS <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/brighton-hove-inclusion-support-service-bhiss>
- 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 through meetings, individual tours, and informal events such as coffee mornings. We aim to ensure that parents/carers are aware of developments in SEND and have this year hosted training on the EHCP conversion process and personal budgets as well as opportunities for parents to meet as a support group. Many of our parents/carers are active within the Local Authority and we support them to ensure that the voices of young people and parents are represented fully.

During this school year, a Parent Carer SEND Working Group has been established to ensure that parent/carer voice and participation is valued and concerns responded to. This is attended by the Head Teacher, SENCo and Governors and meets half termly with an agenda set by the group.

Who is our special educational needs co-coordinator (SENCO) and how can he/she be contacted? How do we handle complaints from parents of children with SEN about provision made at the school?

Daniel Reeves (PG Cert NASENCo) DReeves@blatchingtonmill.org.uk or 01273 221252

Jake Alexander – INCo

JAlexander@blatchingtonmill.org.uk

It is the aim of Blatchington Mill School to provide excellent support to all young people with SEND and to work in partnership with parents and carers. We deal with all concerns and resolve any complaints as quickly as possible in the best interests of a student. If any parent/carer has concerns about our provision, we encourage these to be shared as early as possible in person, via telephone or via email. Such issues will always be given thorough and prompt consideration. If the department is unable to resolve an issue to the satisfaction of those concerned or the parent/carer wishes to make a complaint regarding their child's provision, a meeting with a member of the Senior Leadership Team will be arranged.

Support for parents/carers is available through Amaze www.amazebrighton.org.uk

Where can the LA's local offer be found?

The Local Offer can be found at the following web address:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/blatchington-mill-school-and-sixth-form-college>

Our SEND Policy can be accessed via <http://www.blatchingtonmill.org.uk/sen-0#.Vz4MAeSFmh4>