



The Bishop of Hereford's Bluecoat School

A Vibrant Christian Learning Community

SEND Information Report 2018-19

School Mission Statement

The cornerstone of our policy and practice regarding our students with special educational needs is the school's mission statement to provide a broad and balanced Christian education of the highest quality for all our students. In so doing we aim to provide access to the full range of curricular and wider educational experiences for all students founded on an ethos, organisation and learning which have at their heart Christian principles

Introduction

Welcome to our SEND Information Report which is part of the Herefordshire Local Offer for learners with Special Educational Needs and Disability (SEND) which can be found at https://www.herefordshire.gov.uk/info/200228/local_offer. The Bishop of Hereford's Bluecoat School (BHBS) is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

High quality teaching

BHBS staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms (known as Wave one intervention). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. For example, in 2017-18 the CPD programme available to all staff included sessions on differentiation and meeting the needs of students with Education, Health and Care Plans.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents at least once per term. The school sets each student achievable yet challenging targets based upon FFT50 and have high expectations of progress. Curriculum Team Leaders, Form Tutors, House leaders and the SENCo regularly check on the progress of students and raise a concern if students are not making expected progress.

Identifying SEN

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015.)

Despite high quality teaching including appropriate in class intervention (wave one), some students are unable to make expected progress. This could be for a variety of reasons, one of which may be defined as a special educational need or disability. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCo. The SENCo will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to an external service if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

Most students with SEND are already diagnosed with a special educational need on transition from the primary phase and this information will have been passed on by their previous school. Such students will be placed on the SEND register, which is accessible to all staff in school, and will be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCo to share their concerns. The SENCo will then investigate further, as above, or provide advice.

Supporting SEND students

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention

sessions with a Learning Support Assistant, in-class support or referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for that student or a group of students. Current interventions include spelling interventions (such as Fresh Start phonics programme and Spelling Mastery), reading interventions (such as Accelerated Reading, Rapid Reader, IDL Numeracy and Literacy programme, Toe by Toe, Stride Ahead), Maths interventions (such as Numbershark and Abacus), writing and fine motor skills interventions, Social Skills interventions (Talkabout), Speech and Language Therapy support (in conjunction with SALT delivered by staff trained in ELKLAN), motor skills, memory skills and exam technique.

Interventions follow a monitoring cycle involving: assess-plan-do-review as recommended in the 2015 SEN Code of practice. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure ongoing improvement in their intervention programme.

Following a thorough assessment, some students receive technology support, such as the use of a laptop or tablet. Students who are allocated technology may also be provided with software, such as Dragon naturally speaking or Clicker 6, to support their progress. Parents/Carers of students with SEND will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCo, if they have a concern.

Education, Health and Care Plans

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition. As of this academic year (2018-19) this process has been completed for all students.

Students with SEN, who have Education, Health and Care Plans will receive a higher level of support than other students and such support is coordinated by the SENCo. Their Education, Health and Care Plan will be reviewed regularly, at

least once per year, with the parent/carer, student and appropriate outside agencies.

Working with outside agencies

Where a student with SEND is not making progress and staff feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support students, using appropriate resources and advice. External agencies we regularly work with include Local Authority The SEN Team, the Physical and Sensory Support Service (for students with HI, VI, PD), Child and Adolescent Mental Health Services (CAMHS), The Behaviour Support team, Pupil Referral units, Physiotherapy and Occupational Therapy Services. There is a range of organisations that offer support services for parents and children with SEN, contact details can be found at <https://www.wisherefordshire.org/>.

Parent and child involvement

At The Bishop of Hereford's Bluecoat School, students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENCo, Learning Support Assistants, their Form Tutor, their House leader, year mentor or any other member of staff with whom they feel comfortable to talk about their concerns. Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCo is always pleased to discuss any concerns involving SEND with parents and carers.

Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (The Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2015.)

The Bishop of Hereford's Bluecoat School is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to

enable them to participate in all school trips and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime clubs, homework club, music groups and choirs, sports clubs, library volunteers, social and charity events. SEN students have also participated in student panels for new members of staff, Year 6 transition support and local and regional sporting tournaments.

Transition

The Bishop of Hereford's Bluecoat School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at The Bishop of Hereford's Bluecoat School, the SENCo endeavours to visit all primary schools of students with an EHC plans coming to BHBS. They meet with the SENCo and Year 6 teachers to gain as much information as possible about these students. For other students with SEND, the SENCo at BHBS liaises with SENCos from feeder primary schools, who complete a summary sheet highlighting students on their SEN register. Primary schools pass on all relevant information, including SEND files at the end of year 6.

House leaders and Year Mentors also visit the feeder schools and will pass on any relevant information. Parents/Carers of students with SEND in primary schools whose child will be coming to BHBS are always welcome to contact the SENCo who will discuss your child's needs and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending BHBS, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at BHBS. Many students with SEND are invited in for extra transition sessions to introduce them to life at BHBS and to try to allay any anxieties as much as possible.

The Bishop of Hereford's Bluecoat School creates its Form Groups for Year 7 with great care and the Assistant Head Inclusion (Pastoral) places students with SEND in Form Groups in conjunction with the SENCo, using all the information they have available. For students with EHC plans, the SENCo will attend Year 6 EHC Plan Review meetings whenever possible to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers.

Parents/Carers of students with Education Health and Care Plan in Year 5 who are considering a placement at BHBS are very welcome to contact the SENCO at BHBS at any time to discuss their child's needs or arrange a meeting or visit to BHBS. For students leaving Year 11, the SENCo works with the Local Authority and our Careers Advisor to ensure that all students have thought

through their next steps. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with an Education, Health and Care Plan will have access to transition advice from Year 9 onwards.

Funding for SEN

The Local Authority funds the school in two ways to support their SEN provision. All Herefordshire schools receive their own SEN funding from the Local Authority according to a formula based on criteria including school size and levels of social deprivation. In addition, the Local Authority provides Top up funding for individual students according to a tariff system based on levels of need.

Anti-Bullying

The Bishop of Hereford's Bluecoat School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

Staff

Deputy Headteacher: Mr Jonathan Nicholas (Additional Educational needs): responsible for overseeing all students with AEN.

SENCo: Mr. Nick Vaughan Responsible for monitoring the progress of all students and interventions for students requiring any additional support, implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, providing support and training for all school staff on SEND needs and liaising with feeder schools. Contact details are available on the website directory.

ATLAS (Assessment, Technology, Learning and Support) team: Mrs Mary Scott, Mrs Sandra Cotterell; Responsible for conducting learning assessments under the direction of the SENCo.

Learning Support Assistants: Working with SEN students both in-class and on intervention programmes.

SEN Governor: