



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

SEND INFORMATION REPORT 2021

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for students with SEND. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for further information.

About The Bishops' Blue Coat High School

The Bishops' Blue Coat Church of England High School is an average size school in which the proportion of known to be eligible for free school meals is below the national average. Most are White British. The proportion with special educational needs and/or disabilities is below average. In April 2011 it became an Academy.

We provide for the following kinds of special educational needs and Disabilities (SEND)

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional health
- Sensory and/or Physical

We identify and assess students with SEND using the following methods:

- Pre-admission data/information from their previous school
- We gather information from relevant staff accompanied with relevant evidence.
- Highlighted students are discussed fortnightly at Key Stage Social Inclusion meetings- meetings are attended by the Social Inclusion team: SEND, Senior Year Leader and Pastoral Support Offer (PSO)
- Students can be screened internally for dyslexia and dyscalculia. Further assessments for ADHD, ASC, Speech and Language, medical etc are made via relevant external agencies.
- The SEND department also screens for access arrangements for examinations.

We evaluate the effectiveness of our SEND provision in the following ways:

- All students receive a termly Monitoring Report which documents progress made by the student.
- Review meetings for individual students
- Home school communication
- Data Analysis i.e. levels of progress per subject, subsequent targeted intervention.

- Exams analysis for GCSE where we compare predicted grades vs actual grades

Our arrangements for assessing and reviewing the progress of students with SEND are as follows:

- Pupils with an Education Health and Care Plan (EHCP) have an Annual Review meeting – feedback is collected from all relevant teaching staff re: progress made against EHCP Objectives, we record the students' views, parents/carers views and views of external agencies as appropriate.
- SEND students are assessed each term via a Monitoring Report and annually via an End of Year Report.

Our approach to teaching and supporting students with SEND includes:

A variety of approaches are used to teach and support our SEND students including Quality First Teaching and Multi-Sensory teaching and learning. More specifically:

- Student Support Centre provision (SEND base) for all year groups.
- For a small number of students at KS4, we may make appropriate adaptations to the curriculum or provide an alternative curriculum.
- Speech and Language intervention includes delivery of 1-1 SALT programmes and also a vocabulary enrichment/language development group run by our ELKLAN trained TA in liaison with our link Speech Therapist.
- We offer 1-1 and small group withdrawal sessions based around a variety of needs including attachment issues, speech and language needs, dyslexia, behaviour and mental health.
- Work takes place at KS3 and KS4 around emotional literacy,
- IDL Programme - a multi-sensory programme to support students with dyslexia
- After school support sessions for dyslexia and homework/coursework.

We adapt the curriculum for students with SEND in the following ways:

- Quality First Teaching – adapt teaching approaches. Teachers adapt their teaching approaches in the classroom which includes differentiation of lessons.
- Personalised timetables are provided for specific students as identified by Year Leader and SEND team.
- A modified curriculum- tailored to meet the needs of individual students.
- Extra time, a reader or an amanuensis (scribe) is provided in assessments/tests for students who have been tested and certified as meeting the examination board Access Arrangements criteria.
- Laptops or Chromebooks are provided as alternate methods of recording and scribes are sourced in examinations for some students with handwriting difficulties
- Practical help is provided to support students with SEND.
- Specialist resources and equipment are provided in each department for students with SEND.
- Additional adult support is provided for students who require a higher level of support in some lessons.

- Interventions are in place for identified students including additional extra literacy lessons, extra numeracy lessons, 1-1 support, and peer support/guided group work.
- Monitoring of the SEND students occurs via regular school-based monitoring, assessment for learning in lessons and review of work.

We enable students with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

ALL pupils are invited to take part in **ALL** whole school activities.

- Extended curriculum days throughout the school year. Students take part in activities such as off-site visits and enrichment activities.
- Residential visits in all Key Stages linked to various subjects of the curriculum.
- Day visits to various places in order to enhance the curriculum.
- Extra-curricular clubs – these take place both at lunch times and after school.

The following emotional, mental and social support is available to students with SEND:

- ELSA trained TA to provide 1-1 and small group support around emotional literacy.
- The Pastoral Team provide general pastoral support for students throughout all key stages.
- Speech and Language Team – Speech and language programmes.
- ‘Time out’ procedures for students. Time-out cards are provided for students to take themselves to nominated people/areas including the Pastoral team (based in the Pastoral Hub), the SEND base and the Sanctuary.

SEND Co-ordinator (SENDCO) at Bishops’ is Mrs Sarah Greenhalgh

Listed below are the names of staff members possessing expertise related to SEND	
Name: Ms Helen Burton Job role: Assistant SENDCO/ELSA/SEND BASE Expertise: Physical/ Medical	Name: Mrs Jane Graham Job role: Specialist TA (ELKLAN) Expertise: Speech and language
Specialist SEND Teaching Assistants: Miss. R. Chadburn Mr. H. Ebbrell Mrs. H. Feeney Mrs. K. Hawthorne Mrs. C. Jones Mrs. C. Joinson Miss. A. Walton-Annis Miss. T. Mazurek	Other SEND staff: Miss. B. Lee (SEND Admin)

In addition, we use the services of the following specialists:

- Educational Psychologist
- Speech and Language Therapy (SALT)

- Sensory Impaired Service (Hearing and Visual Impairment)
- Paediatricians
- Autistic pathway
- Behaviour pathway
- Information, Advise and Support Service (IASS)
- School health
- CAMHS
- Medical Needs Team
- Young People's Services
- Social Care
- REFLECT: Children's Bereavement Services
- Safeguarding Children in Education

We currently possess the following equipment and facilities to assist our students with SEND:

- The Bishops' High School campus is fully adapted for wheelchair access
- Hoists in two toilet areas
- Hygiene room, which is fully modified with a Closimat toilet, shower and changing facilities.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

- The first point of contact for any students is the form teacher. The form teacher usually stays with the student for the duration of their time at Bishops'.
- A member of the SEND team available at each parents evening.
- The SENDCO will meet with parents for the Annual Reviews each year.

Our arrangements regarding complaints from parents of students with SEND are as follows:

Please refer to the School Complaints Procedure

We work with the following bodies to ensure the best provision for our students with SEND:

- Cheshire West and Chester SEND advisor
- CAMHS- Child and Adolescent Mental Health Services
- Family support workers
- Young People's services
- Sensory impaired teams

Parents of the children with SEND may find the following support services and agencies helpful, in addition to the school's offering.

- Brain injury Rehabilitation and Development Charity (B.I.R.D)
- Brain injury Rehabilitation Trust
- Cheshire & Warrington Carers Centre
- Cheshire Autism Practical Support (CHAPS)

- Cheshire Centre for Independent Living
- Children with Disabilities Team
- CYGNET Parenting Course
- Early Support Access Team (ESAT)
- Early Years Specialist Support
- Edge Inclusion Partners – Independent Support
- Education Welfare Service – Chester and Ellesmere Port Team
- Homestart West Cheshire
- Information Advice and Support Service (formerly Parent Partnership Service and Family Information Service).
- Integrated Access and Referral Team (i-ART)
- Local Safeguarding Children Board (LSCB)
- National Autistic Society Cheshire West and Chester Branch
- Special Educational Needs (SEND) Team – Children and Young Peoples Services
- Autism Service – Specialist School Support (Education)n
- Specialist Support – Sensory Team
- Team Around the Family (TAF) – Information For Parent Carers and Children
- Young People’s services (YPS) Chester

Our transitional arrangements for students with SEND include:

- Initial meetings with prospective parents/carers at open morning/evenings
- Pastoral Support Officer and year 7 liaise with the feeder primary schools to gather relevant information on SEND.
- Phased transition morning during the summer term for identified young people.
- Whole school transition day in July
- SEND management team attend the interview day to meet with parents and students as necessary.

Cheshire West and Chester’s local offer, can be found using the following link:

<https://livewell.cheshirewestandchester.gov.uk>