

Balshaw's Church of England High School

SEN Information Report 2024-2025

Welcome to our report for students with Special Educational Needs (SEN). At Balshaw's we value all members of our school community and we aim to achieve maximum inclusion for all students (including those with special educational needs and disabilities) whilst ensuring all their individual needs are met.

Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or/and physical needs

Who is the SENDCO and how do I contact them?

- The SEND co-ordinator is Mrs M Rogerson. Tel: 01772 421009 email: m.rogerson@balshaws.org.uk

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

It is very important that SEN is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- Close liaison with our feeder Junior Schools
- Whole school tracking system for early identification of children who are under performing and who require additional support
- Analysis of CAT score data
- Identification by the class teacher through observation of behaviour or emotional difficulties
- Baseline assessments at the start of Year 7
- Concerns raised by a parent
- Medical issues identified by a health professional or external agency. If you have any concerns as a parent; you should initially speak to your child's class teacher or the Curriculum Leader
- If you continue to be concerned that your child is not making progress you may wish to speak the special educational need/disabilities co-ordinator (SENDCo), Mrs Marie Rogerson, or your child's Head of House

How does the school make provision for students with special educational needs whether or not students have EHC plans and how does the school evaluate the effectiveness of its provision for such students?

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of a high quality, personalised teaching.

In accordance with the Code of Practice (2015) we engage in a four-stage process as outlined below

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1. **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the class teachers and assessments
2. **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided in order to help the student overcome these barriers.
3. **Do** – providing the support, extra assistance for learning or learning aids as set out in the plan.
4. **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made.

Assessment and evaluation of provision for young people with SEND

The provision for students with SEND is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Assessment and tracking
- Evaluation and targets set prior to intervention
- A staged Intervention Programme
- Regular assessment and update of SEN Support Register
- Termly assessment and update of Pupil Passport
- ILP Reviews

Your child's progress will be continually monitored by his/her class teachers.

His/her progress will be reviewed formally with their teachers and SENDCo every term through student progress reports/Parents' Evenings.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review.

The SENDCo will also check your child is making good progress in any group intervention they are part of.

Regular book scrutiny and lesson observations will be carried out by the members Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible.

Arrangements and adjustments for Examinations

Appropriate arrangements and adjustments are made for those students who have an identified need. Our SENDCo is an SpLD teacher who is qualified to assess for access arrangements and students are tested at the end of Key Stage 3/start of Key Stage 4. Examples of exam concessions are:

- Scribe/ Word Processor
- Reader/Computer Reader
- Extra time
- Exemption from participation
- Rest breaks

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Arrangements for reviews of EHC plans.

- Annual reviews take place for those students who have EHC plans, these are always student centred
- All agencies are invited to attend and to make contributions during the review
- Written advice is requested from all parties
- Termly ILP reviews.
- Additional 1:1 meetings with the SENDCo, as required
- Provision mapping is used to effectively plan provision
- The SENDCo can be contacted to discuss your child's support at any point in the school year.

Arrangements in place for children with other SEN needs

Arrangements for those children with other SEN needs are made including:

- SENDCo available to discuss and review a student's educational needs
- 1:1 meetings with the SENDCo, as required
- Termly review of Pupil Passports
- Regular review of ILPs

How will the school staff support my child?

Teachers provide differentiated learning opportunities for all the students within the school and provide materials and resources appropriate to the student's interests and abilities. This ensures that all students have full access to the school curriculum. All students who require additional or specific support/strategies have a personalised Pupil Passport.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Specifically, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards the learners and a positive and sensitive attitude is shown towards students at all times.

Additional classroom support

The Christian ethos of the school is one of inclusion, and each child at Balshaw's is valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways including:

Teaching assistants work in classes to support students' learning, or in small groups, or 1:1 as required with students with additional needs. There is a nurture group in years 7-9 (and in English, Maths and Science at KS4) in which students receive additional literacy and numeracy support. We are fortunate to have a higher than average number of support staff at our school (13 level 3 Teaching Assistants).

As well as in class support, we also withdraw students for specific targeted literacy support. Mrs Rogerson, our SENDCo/specialist SpLD teacher, is able, through diagnostic testing to provide structured literacy support programmes.

How will the curriculum be matched to my child's needs?

Provision to facilitate access to the curriculum

A range of facilities are used to enable students to access all areas of the curriculum including:

- Every student with identified needs has their own Pupil Passport with strategies to enable them to make progress in key areas
- The use of interactive anti-glare whiteboards with touch screen in every classroom facilitates access to a range of learning activities for all
- Support from outside agencies including specialist teachers or health care professional who visit school regularly
- The school currently employs a specialist ASD teacher each week, and H.I/V.I teachers provide support for students with identified needs
- School also take advice from the school's educational psychologist (LEA)
- The curriculum may be adapted to fit the needs of individual children and this decision will be made based on the individual needs of the child.

How is the decision made about the type of support and how much support my child will receive?

SEN provision map

An SEN provision map is in place and is reviewed and updated termly by the SENDCo to make adjustments such as the allocation of 1:1 support or inclusion in intervention groups as the need arises. Monitoring and assessment of students' progress informs the level of provision required.

How will my child be included in activities outside the classroom including school trips?

The school provides a range of provision including:

- Lunchtime and after school activities are on offer for all students
- Sporting, music, arts and curriculum clubs are offered at lunchtime and after school

Inclusion

All clubs are inclusive by:

- Making adjustments so that students with any SEN including disability can attend
- Including extra members of staff or 1:1 support within the club, if necessary, or on a trip
- Provide equipment that enables all students to take part

Pastoral Care

- At Balshaw's we have a strong Christian ethos and the school community is very important to students, parents and staff
- All students will be in house teams throughout the school and support each other; House teams events develop our 'school family'
- We have good relationships with our families and we aim to resolve any issues with friendships quickly and professionally
- Balshaw's prides itself on the outstanding behaviour of its students and actively rewards kindness and consideration of others. Visitors to our school regularly comment upon the behaviour of our students towards one another and particular towards those who have additional needs or disabilities

- The Head of House will be responsible for the pastoral care of each child throughout their time at Balshaw's. Siblings are placed in the same House to enable strong links between school and home to be established

What support will there be for my child's overall well-being?

Managing and administering the safe keeping of medicines

Parents are asked to refer to the School's Website to view the Medical Policy for School.

Care Plans

Care plans are put in place for those students who require them. They are devised in conjunction with parents and health professionals including school nurses. All relevant staff are made aware of the content of care plans for individual children. Any required training specified in the care plan takes place for some members of staff and sometimes all staff. Students with serious medical conditions also have a Medical Passport.

Medical emergencies

Teaching and support staff, including lunchtime assistants, have first aid training.

Staff training for particular needs

Staff are trained as appropriate for particular needs including:

- Nut allergy
- Management of HI or VI students
- Moving and handling
- Specific training is undertaken, as required e.g. EpiPen, diabetes, epilepsy

What specialist services and expertise are available at or accessed by the school?

If a student displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help identify the provision required. This may include:

- SEND Trade (formerly IDSS)/SEND Support
- Educational Psychologist
- SENDo
- Speech and Language Therapy service
- Specialist teachers e.g. HI and VI
- Play therapists

The SENDCo is a specialist SpLD teacher who is qualified to assess students who may be Dyslexic and provide specialist teaching.

What training have the staff supporting SEND had or what training are they having?

- All teachers and TAs have regular CPD on specific learning needs
- All teachers and TAs have had training from the ADHD Foundation
- All our TAs have had training in speech, language and communication
- Some support staff have specialist knowledge and training in autism, speech, language and communication

On-going support and development for staff

All school staff are provided with opportunities for their development. This includes:

- TA training development
- Weekly TA meetings with the SENDCo
- INSET in-service training days and SEN CPD sessions throughout the year
- Training opportunities are identified for support staff who are working with children with particular needs.
- Training focuses on strategies to support different children's needs and how to use TAs effectively
- SEN Toolkits and Strategy sheets are available electronically for staff
- SEN Student Spotlight provides opportunities for staff to share strategies which work for individual students
- Access to the National College training hub for all teachers and TAs.

How accessible is the school both indoors and outdoors?

Accessibility of the school environment

We are a very welcoming school with friendly staff who have a very good understanding of the students in our care and form close relationships with parents.

- Designated disabled parking space in school car park
- A lift from ground floor to first floor
- A disabled toilet
- Access ramp at one side entrance

Accessibility of information

Information is disseminated to parents in a variety of ways including:

- Via the school website
- School policies are available to view via the school website as well as hard copies on request
- Curriculum information is available on the school website
- Letters via Synergy
- Information on our twitter feed
- Termly review of Student Passports

How are equipment and facilities to support children and young people with special educational needs secured?

Accessibility of provision

Every care is taken to ensure that all students have equal access to all provision. This includes:

- All resources are appropriate to the age and ability of the students
- Appropriate resources and equipment are provided for those children who have specific needs

Specialist equipment

Specialist equipment is purchased and provided for those children who have been identified as needing provision including:

- Resources to alleviate visual stress including overlays, reading rulers and coloured paper
- Pencil grips for Dyspraxia
- Laptops for students who have poor fine motor skills which significantly impacts their handwriting
- Appropriate equipment to relieve stress or anxiety eg. Stress balls or time out cards
- Use of buff paper in examinations for students with Dyslexia
- Specialist equipment as recommended by specialist teachers.

How can parents communicate with staff at Balshaw's?

Informing parents about roles and responsibilities

The school ensures that parents are aware of the roles and responsibilities of particular staff

- Roles and responsibilities of all staff are identified on the school website and in the school prospectus

Communication with key staff

At Balshaw's, we have an 'open door' policy and encourage parents to contact us, either in person, by phone, email or letter, to discuss any concerns about their child.

- School telephone number and Head teacher's email address are on every school newsletter and can also be accessed via the website
- SENDCo's email address can be accessed by the school website
- Regular parental questionnaires
- Our SEN Governor can be contacted via the school office
- Parents may also contact the non-teaching members of the SEN/Pastoral team

Updates for parents

Parents are updated on their children's progress and the provision provided by the school in a variety of ways including:

- Parents' Evening
- Interim reports
- End of year report
- Curriculum evening for Year 9 students
- Informal Coffee and Cake evening for parents of Year 7
- Open Evening is an opportunity to meet all teachers and SEN staff
- Transition days are organised by the SENDCo in liaison with junior schools
- Additional transition meetings for parents of SEN students to discuss the needs of their child and the provision to be put in place
- Year 7 parents of students with SEN are invited into school at the end of the first half term to discuss their child's provision

Parental feedback

This is sought formally, via parental questionnaires, but we also welcome conversations about things parents have enjoyed or constructive comments on any issues.

How will Balshaw's consult with my child and how will they be involved in their education?

Opportunities for Student Voice

There are active School Councils (upper and lower) which influences areas of school life such as the action plan and the use of resources. The students at Balshaw's are extremely considerate and thoughtful to students with special educational need and this is often reflected in their decisions.

Students' views are also sought through:

- Eco Council
- English Council
- Target setting for personal performance including reviews and ILPs
- Annual student questionnaires
- Pupil Passports created in collaboration with students

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition

We fully support the children's transition to our school in a variety of ways including:

- An individually tailored transition programme to become familiar with staff and peers before joining our school
- Detailed liaison between staff and parents
- Familiarisation programme with new staff
- Transition meetings with the primary schools
- Invitation of SENDCo to any EHC reviews
- Extra visits to the school if deemed appropriate including participation in our main feeder day
- Additional 'Welcome Pack' sent to children identified as SEN, if deemed appropriate
- Individual files including all relevant documentation forwarded to Balshaw's from our feeder primary schools
- Year 10 Runshaw Sampling Day
- Transition meetings with colleges

Where will I find information on where the Local Authority's Local Offer is published?

The local offer can be found at:

<http://lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Balshaw's part of the local offer can be accessed on the school website, under SEN.

Who can I contact for further information?

Headteacher: Mr Steven Haycocks s.haycocks@balshaws.org.uk

SENDCo: Mrs M Rogerson m.rogerson@balshaws.org.uk

SEND Governor: Mrs R Bird c/o the School Office 01772 421009

APPROVED BY THE GOVERNING BODY – Summer Term 2023