



¹Educational Diversity SEND Information Report

Type of school	Pupil Referral Unit
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Educational Diversity is a multi-site child referral unit providing education for children who are unable to attend mainstream school due to their social, emotional, mental health or medical difficulties. Many of the children are amongst the most vulnerable young people in Blackpool and those without an Education, Health and Care Plan are at the SEND Support stage of the SEN Code of Practice (2014). Our highly motivated staff look to prepare our children for the demands and opportunities of the 21st century by offering an individual, personalised curriculum and lifelong set of values. Our ethos of the 4 Cs (Commitment, Control, Challenge, Confidence) underpins all our work. A child's placement with the service is as a result of a permanent exclusion, an agreed managed move or through a dual register arrangement. We work with our children to assist their return to mainstream education. We are passionate about ensuring a child's primary Special Educational Needs are identified.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties.
- Cognition and Learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate Learning Difficulties

Educational Diversity is one service operating out of three centres across Blackpool. These are:

Chrysalis and Respite Provision: The Willows, Clifton Ave

KS2/KS3/KS4, KS2 Chrysalis and Vocational provision: Pegasus, Bathurst Avenue (also incorporating our home tuition register)

¹Review date September 2023

Home and Hospital provision: Athena, Whitegate Drive

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in Educational Diversity about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENDCO, Gemma Hartley, and her team of SEN Leads (qualified SENDCOs) in each centre.</p> <p>Lead Teachers, Senior Teacher, Teachers, Behaviour Managers, SEN Leads</p> <p>Head Teacher, Mrs Victoria O'Farrell</p> <p>SEND Management Committee Representative</p>	<ul style="list-style-type: none"> ● Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. ● Ensuring that you are: <ul style="list-style-type: none"> ● involved in supporting your child's learning ● kept informed about the support your child is getting ● involved in reviewing how they are doing ● part of planning ahead for them. ● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology , Advisory Teachers. ● Provide specialist support for teachers and support staff in the school so they can help your child (and other children with SEN in the school) achieve the best possible progress in school. ● Writing Individual Learning Plans (ILPs) for individual children based on their needs and strategies necessary to help them progress. <ul style="list-style-type: none"> ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary. ● Ensuring that all staff working with your child in school are supported to deliver the plan from the ILP for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. ● Ensuring that outstanding teaching is present in all classrooms at all times. <ul style="list-style-type: none"> ● The day to day management of all aspects of the school; this includes the support for children with SEND and the management of all staff who contribute to children's learning. ● She will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. <ul style="list-style-type: none"> ● She must make sure that the Management Committee is kept up to date about any issues in the school relating to SEN. ● Making sure that the necessary support is made for any child who attends the school who has SEND.

HOW DO YOU IDENTIFY PUPILS WITH SEN AND ASSESS THEIR NEEDS?

As Educational Diversity is a Pupil Referral Unit the children attending the school need support above and beyond their peers of the same age. For this reason all children are placed on the SEN Register at SEN Support (K), unless they have an Education, Health and Care Plan (EHCP). On entry to Educational Diversity all students complete a thorough induction process including a meeting with the Lead Teacher and completion of a battery of assessments such as:

- **Cognitive Ability Testing (CAT)**
- **Assessment of reading comprehension (New Group Reading Test)**
- **Pupil Attitudes to Self and School (PASS)**
- **Dyslexia Screener**
- **Progress testing in English, Maths and Science (KS2/3)**
- **BKSB assessment (KS4)**
- **Other assessments as determined by the SENDCo**

All relevant staff are informed of the results of the assessments and the needs of each child and the SENDCo team is informed of any further investigation of need that may be required.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. Whilst we acknowledge that all of our children face challenges in attending mainstream provisions, we actively investigate the possibility of underlying difficulties. Educational Diversity operates around a high staff:child ratio, and all children have access to a key worker/project worker. Support may also be provided by the class teacher and their key worker/project worker or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority Advisory services (inclusion Team) with advisory teachers for each special educational need.**
- **Staff who visit from outside agencies such as The Speech Bubble (Speech and Language Therapy Service)**
- **There is also close liaison between the vast number of family support services in Blackpool, the Youth Offending Team who may provide support when necessary and Health Services.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this Educational Diversity?	Class teacher input via excellent targeted classroom teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all children in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. 	All children in school should be getting this as a part of outstanding classroom practice when needed.
	Specific group work with targeted group of children. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. If there are concerns, the SENDCO will be notified. • A Specialist Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEND Code of Practice called SEND Support, which means they have been identified by the class teacher as needing some extra support in school.</p>

	<p>Individual support</p>	<ul style="list-style-type: none"> ● Your child will have been identified by the class teacher/SENDCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups. ● You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ● You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help Educational Diversity and yourself understand your child's particular needs better and be able to support them better in school. ● The specialist professional will work with your child, yourself and the teacher to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group ○ A group or individual work with outside professionals. ● Educational Diversity may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through outstanding teaching and learning and intervention groups.</p>
	<p>Specified Individual support documented through an Education, Health and Care Plan.</p>	<ul style="list-style-type: none"> ● Educational Diversity (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Blackpool Local Offer. ● After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> ● Severe, complex and lifelong ● Need a significant amount of intensive

		<p>they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the SEND Support stage.</p> <ul style="list-style-type: none"> • After the reports have all been submitted the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need a significant amount of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask Educational Diversity to continue with the support at the SEND Support stage and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • If appropriate, the Education, Health and Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used. It will also identify additional strategies needed. It will also have long and short term goals for your child. • Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>support in order for them to progress.</p> <ul style="list-style-type: none"> • May need an alternative placement in a Special School.
<p>How can I let Educational Diversity know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Teacher, Lead Teacher in the centre or Behaviour Manager in the centre. • The concerns may need referring to the SENDCO if your child is still not making progress. • If you continue to feel that your child is still not making progress you should speak to the Head Teacher, Victoria O'Farrell, in line with the complaints procedure. 		
<p>How will Educational Diversity keep me informed of my child's progress, along with any concerns</p>	<ul style="list-style-type: none"> • Educational Diversity holds regular, multi-agency reviews where your child's progress will be reviewed and any concerns discussed. Parent Consultation Days are held each term. • Regular liaison between us and yourselves is maintained through telephone calls, letters, interim and annual reports. • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO. 		

	<ul style="list-style-type: none"> ● If your child is then identified as not making sufficient progress we will set up a meeting to discuss this with you in more detail. ● Every child has an Individual Learning Plan (ILP), which is reviewed with parents/carers 3 times per year.
How is extra support allocated to children?	<ul style="list-style-type: none"> ● The school budget, received from Blackpool LA, includes funds to support children with SEN. ● The Head Teacher decides on the budget for Special Educational Needs in consultation with the Management Committee, on the basis of needs in the school. ● The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ● All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEND in Educational Diversity?	<ul style="list-style-type: none"> ● School support assistants ● Sports Coaches ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● Speech and Language Therapy ● School Nurse ● Child and Adolescent Mental Health Services and YouTherapy ● Occupational Therapy ● Post-16 Careers Adviser & team of Engagement Coaches ● SEN Officers (if a child has an EHC Plan)
How are the teachers in school supported to work with children with an SEND and what training do they have?	<p>The SENDCO's job is to support the teachers in planning for children with SEND. All of the SENDCo team are qualified SENDCOs with a large number of years experience between them.</p> <ul style="list-style-type: none"> ● The school has Communication Friendly Status ● The school has a Nurturing Schools Award ● Educational Diversity holds regular training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information & training on SEND issues such as ASD, dyslexia etc.

	<ul style="list-style-type: none"> ● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Speech and Language Therapy Service.
<p>How will we measure the progress of your child?</p>	<ul style="list-style-type: none"> ● Your child's progress is continually monitored by their teachers and our Leadership Team. ● Each child completes induction assessments which provide a valuable baseline of their abilities. ● Around the time of each Consultation Day, parents are given a written report which includes grades for effort and attainment. ● The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. ● The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in. ● We follow the graduated approach as set out in the SEN Code of Practice. This is a four part cycle of assess, plan, do, review
<p>What support do we have for you as a parent of child with an SEND?</p>	<ul style="list-style-type: none"> ● We would like you to talk to your child's teachers, key workers and other relevant staff regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. ● The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. ● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
<p>How have we made Educational Diversity accessible to children with SEND?</p>	<ul style="list-style-type: none"> ● We ensure that equipment used is accessible to all children regardless of their needs. ● Key words and literacy resources are used across the school to support learning, in-line with our 'Communication Friendly' status. ● We provide adaptations to the curriculum based on each child's individual needs. Some students are more suited to a vocational curriculum and the SENDCo meets with Lead Teachers regularly to discuss the correct pathways for children. ● We ensure that we have equipment available such as word processor, task plans and coloured overlays ● Visual timetables are available in every classroom and can be made for individuals where necessary ● We differentiate our teaching methods to include giving extra processing time, reading instructions aloud and pre-teaching key vocabulary. Visual instructions are also given alongside verbal instructions.

	<ul style="list-style-type: none"> ● Every class has a link SSA that is with them all day. ● Gemma Hartley is qualified to undertake educational assessments and will therefore assess students for support in their examinations.
How we evaluate the effectiveness of SEN provision	<ul style="list-style-type: none"> ● Reviewing pupils' individual progress towards their targets every term ● Reviewing the impact of interventions every half term ● Using pupil questionnaires ● Monitoring by the SENDCo ● Using ILPs termly to measure progress ● Holding annual reviews for pupils with EHC plans
How will we support your child when they are leaving this school in Year 11, OR making a transition back into mainstream?	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> ● If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Your child's ILP will be shared at this time. ○ We will make sure that all records about your child are passed on as soon as possible. ○ Your child will be assigned a key worker that will support their transition to their new school or their return to mainstream. ● When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. ● In Year 11 <ul style="list-style-type: none"> ○ All children will meet with Viv Counsell-Thomas, our Careers Adviser, or one of our Engagement Coaches who will liaise with Post-16 providers to ensure strategies and key knowledge about individual children is shared. ○ If your child has an EHC Plan, their transition will also be supported by Blackpool's SEND Team. ○ The SENDCO, Careers Adviser and Engagement Coach will support your child in finding a college or work placement. ○ If necessary, the SENDCO or Engagement Coach will arrange visits to new schools/colleges for your child. ○ A thorough transition plan will be put in place where necessary. ○ Viv Counsell-Thomas is an experienced SENDCo that monitors the transition of all Year 11 children.

WHO CAN I CONTACT TO GET SUPPORT?

The Local Authority's (LA's) Local Offer can be found here:

<https://www.fyidirectory.co.uk/blackpool-local-offer>

You will find links to numerous support services through this site.

NHS

www.nhs.uk

Family Lives

<https://www.familylives.org.uk/advice/your-family/special-educational-needs/>

Sense

<https://www.sense.org.uk/get-support/support-for-children/send/>

ADHD Foundation

<https://adhdfoundation.org.uk/parents/>

Young Minds

<https://www.youngminds.org.uk/parent/a-z-guide/adhd/>

CHADD

<https://chadd.org/for-parents/overview/>

UK ADHD Partnership

<https://www.ukadhd.com/support-groups.htm>

National Autistic Society

<https://www.autism.org.uk/what-we-do/support-in-the-community/family-support>

Child Autism

<https://www.childautism.org.uk/>

Ambitious About Autism

<https://www.ambitiousaboutautism.org.uk/information-about-autism/early-years/support-for-families>

Mentally Healthy Schools

<https://www.mentallyhealthyschools.org.uk/resources/supporting-children-with-anxiety-tools-for-parents/>

Child Mind Institute

<https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/>

The Anxious Child

https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf

NSPCC

www.nspcc.org.uk

