

SEND Information Report - The Blandford School SEND Information Report 2019/20

Staff:

Assistant Head for Progress, Guidance and Welfare - Penny White

SENDCo - Kirsty Cowley

Assistant to the SENDCo - Jo Powell (left in Autumn term)

SEND administrator – Stacey Stevens

Academic Learning Mentor – Claire White

Supervisory Teaching Assistant (TA) – Sue Keogh (retired in Autumn term)

5 Year TAs

4 General TAs

6 Faculty TAs

Academic Study Room – Beth Waghorn

First Aid Lead – Stephen Collins

Student Support Worker – Kirsty Radford

Information on the School

The Blandford School (TBS) is a mainstream comprehensive secondary school. We have 8 feeder primaries in our local catchment area in a rural location. We have good links with the feeder primaries. The SENDCo has a meeting with all the Primary SENDCOs each term and then additional meetings prior to year 6 transitioning to The Blandford School. Where appropriate the SENDCo will attend meetings held at the Primary Schools to support the Primaries and parents/carers plan the future transition to the Secondary school and answer any questions that they have. Good links have been made with the Primary Schools to ensure that the young people and their families feel supported. We know how important a successful transition to the Secondary provision is and work hard with all involved to make it as positive and exciting as possible.

In addition to the link we have made for those joining us we have also made good links with post 16 provisions. We link with the colleges, other educational provisions and work with Ansbury Careers Service to ensure students have placements once they conclude their GCSE studies, should they not decide to remain in our Sixth Form.

Our SEND faculty (staff information above) is staffed by motivated and passionate team members. The Learning Support area is multifunctional and includes Learning Support classes, Lunch Lounge (safe haven), Mentoring (academic and pastoral) and homework clubs. We know how important it can be for young people to have a safe place with key adults around and the Learning Support area aims to do this.

The TBS Inclusion Policy can be found on the school website along with all other relevant policies and helpful links.

Categories of need:

C&L – Cognition and Learning

HI/VI – Hearing Impaired/Vision Impaired

SEMH – Social Emotional Mental Health

Sp and L/ASC- Speech and Language/ Autistic Spectrum Condition

PD – Physical Disability

Context of the school including key SEND statistics, for example the % of pupils with SEND, % of pupils with an EHCP

14% of pupils are identified as having SEND, which is in line with the national average of 14.6% (DFE, July 2018). 138 pupils out of 998 pupils are identified as having SEND. 24 pupils have an EHCP, which is 2.4% and broadly in line with the national average of 2.9%. Four requests for statutory assessments were made during the year. 27% of pupils are pupil premium. There are 50 pupils identified as SEND and pupil premium.

Year Group	C&L	HI/ VI	SEMH	Sp & L /ASC	PD	Total SEND	SEND %	Cohort
7	12	1	1	7		27	14%	199
8	13		2	9	1	25	13%	192
9	14	1	6	7		28	15%	181
10	9	1	3	8	1	22	14%	154
11	7		13	3	1	24	16%	152
12			8	1		9	13%	71
13			2	1		3	6%	49
Total	59	3	37	36	3	138	14%	998

Year 7 to 11

As a school we refer to students as being on a flight path, from year 7 to year 11, rather than focusing on Key Stage 3 and 4. This enable us to focus on how students learn and the skills they need as they progress towards their GCSE exams.

We continue to see year 7, 8 and 9 as the priority from an intervention view point. This fits in with the flight path approach as we need to give early support if students are to succeed in their exams. To ensure positive outcomes for our students we need to maximize the support as soon as they join us, not just when they are undertaking their GCSEs. We assess students across all subjects on a regular basis and staff are able to highlight concerns to the SENDCo for further consideration. Interventions for Maths, Literacy and Speech and Language are regularly used in school.

Impact analysis shows that those students who study Learning Support (LS) and Literacy and Thinking Skills (LTS) make broadly more progress across their whole school curriculum but not specifically in English. This is something we have been focusing on and looking at those underpinning skills, including spelling, reading and comprehension. Our focus in these subjects are the core underlying skills students need and to have the time to facilitate practice and improvement upon these skills.

Learning support can also be taken as an option at KS 4. This enables students to access additional English and Maths support as well as supported time for course work, revision and additional studies.

GCSE results

Clearly the pandemic had a significant impact upon our 'normal way of working' and the cancelling of exams meant the work undertaken with this was sadly cut short. We do hope, however, that the skills learnt will be of use as they move onto their post 16 studies.

A particular focus with this cohort was supporting students who struggled with anxiety. We had planned support sessions, for both students and parent/carers, but these were unfortunately not able to run due to the lock down. We did, however, remain in contact with key students during this period so they could be supported remotely.

Please see table below for GCSE data – Exam figures

SEND summary

Procedures for ensuring the access arrangements are applied for and put in place are thorough. Access Arrangements are focused on removing barriers and leveling the playing field for SEND students. We have become well versed in what arrangements are available and what works for different students dependent upon the needs. The Special Educational Needs Support Service (SENSS) is responsible for our Access Arrangements assessments. They have identified us as a centre of good practice and often refer other schools to communicate with us where support is needed.

Due to the focused support students receive, we get to know the individuals well and through packages and interventions we are able to facilitate support for individuals in different ways. The difficulty with any intervention is the impact upon their options/subjects. Throughout the flight path decisions are made and consequences identified and discussed with the students and their parents/carers are had. It is clear that success can prevail if the right decisions are made and support, both academic and emotional/nurture, is in place. All the students were able to move forward from their KS4 studies and secure an appropriate progression route post 16, regardless of the issues faced due to lock down.

EAL students continue to receive support where needed. We implemented a high level of support to a student from a military family who moved to the area. We have TAs who have experience in working with EAL students. Our students from the Traveller Community are well settled at TBS. They are all resident in the local areas. We do not currently have anyone requiring support.

This year has presented challenges like no other year. Whilst on lock down we had to find new ways of working to maintain the support students, and their families, needed. Remote working, whilst tricky, was undertaken with enthusiasm and the SEND team worked hard to maintain both academic and pastoral support where needed. As a school students were supported with technology, where it was needed, and creating a new learning platform, using Microsoft Office 365 Teams. This new way of working will prove beneficial as we move forward with Teams being utilised for communication with students, support and the setting of work.

Communication with young people and their families is key. We endeavour to keep communication channels open and ensure parents/carers feel able to contact staff should they require information or support. For a young person to succeed it requires a team approach and for home and school to work together.

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Exam figures – 3 year trend data

The SEND count increased from 2016 to 2017 due to a review in our SEND groupings. These figures are clearly difficult to compare as the number of students and types of needs are not necessarily comparable. In 2018 there was one EHCP student who had additional difficulties in Year 11 that impacted their final GCSE outcome. They did however successfully embark upon a post 16 course.

Progress	2017	2018	2019 –	2020*
SEND Count	36	29	24	18
All SEND P8	-0.62	-0.33	-0.72	-0.45
SEND Support P8	-0.62	-0.30	-0.74	-0.34
EHCP/statement P8	-0.49	-0.78	-0.45	-0.8
Non-SEND P8	-0.27	0.38	0.06	0.62
All SEND P8 English	-0.39	-0.36	-0.9	-0.64
All SEND P8 Maths	-0.62	-0.46	-0.56	-0.01
SEND Support P8 English	-0.35	-0.33	-1.06	-0.49
SEND Support P8 Maths	-0.58	-0.43	-0.59	0.12
EHCP/statement P8 English	-0.71	-0.93	0.78	-1.14
EHCP/statement P8 Maths	-0.84	-1.09	-0.19	-0.44
Non-SEND English P8	-0.37	0.00	0.06	0.2
Non-SEND Maths P8	-0.27	0.09	0.38	0.61
Gap between all SEND and non-SEND P8	-0.35	-0.71	-1.38	-1.02

*2019 validated data comparison (4matrix)

	Count	2018 School P8	2017 Dorset P8	2017 SW P8	2017 SN avg P8	2017 National
School Support P8	28	-0.30	-0.34	-0.54	-0.58	-0.43
EHCP/Statement P8	1	-0.78	-0.90	-1.10	-1.13	-1.04
All SEND P8	29	-0.33	-0.45			-0.59
Non-SEND P8	116	+0.38	+0.13	-0.03	-0.04	+0.07
Gap		-0.71	-0.58			-0.66

TBS SEND provision and arrangements.

HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP?

At TBS students are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school setting.
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent.
- Concerns raised by a teacher e.g. if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Use of tools for standardised assessment.
- Students with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

HOW WE CONSULT AND SUPPORT PARENTS OF OUR STUDENTS?

- Once a student is identified as potentially requiring additional support we would initiate contact with the young person and their parents/carers.
- Discussions with the young person are had.
- Meetings and reviews can be held to ensure support is identified, discussed and agreed.
- Communication is very important, this may be via meeting, telephone and/or email.

HOW WE SUPPORT OUR YOUNG PEOPLE?

- Our SENDCo oversees the progress of any student identified as having SEND.
- There may be a TA (Teaching Assistant) or Academic Learning Mentor working with students either individually or as part of a group. The content of this support is explained to parents when support begins, as part of a young person's bespoke programme of learning and is reviewed and updated during termly learning conversations.
- The SENDCo can meet with parents formally (this could be part of a parents' evening or separately), in order to discuss the young person's progress and the support that they are receiving.
- Students with support packages will have a Learning Profile to identify the outcomes the intervention is working towards and supporting; these will be reviewed termly.

- Students with a Statement/EHCP will have an Annual Review for all those who are involved in supporting the young person. A person centered approach is used to enable the student to be central to this.

WHAT SUPPORT WILL THERE BE FOR A STUDENT'S OVERALL WELL BEING?

- We are an inclusive school that views a student's social, emotional and mental health to be as important as their academic progress.
- The school currently has members of staff trained as ELSA (Emotional Literacy Support Assistant). Referrals can be made for this style of support through the SENDCo.
- We are lucky enough to have a Student Support Worker who can support students with issues affecting their emotional wellbeing.
- We have a dedicated team of first aid trained staff and a lead first aider who can support students with medical needs, medication etc.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCo.
- Close work and communication with a range of external agencies with personalized programs.
- Dedicated program to support Children In Care (CIC). Termly meetings/reviews are held to complete Personal Education Plans (PEP) and ensure that needs are met. There is a designated teacher for Looked After Children and Governors oversee procedures are in place.
- Variety of ways in which students can report difficulties, such as bullying. We have a strong team of trained peer mentors and anti-bullying ambassadors.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a student has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an attendance policy, this can be found on the school website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded, reported and addressed.
- The school is also able to support families in making contact with other agencies who can provide appropriate support. The school is led by Dorset Council as to policies and procedures surrounding issues in reference to poor attendance and attendance levels.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy; this can be found on the school website.
- Four of the five blocks in the school are accessible by wheelchair. Ramps are provided near stepped areas and disabled parking bays are available out the front of reception.

- Accessible toilet facilities are available both by the main reception and in the PE area. There is a disabled changing facility in the PE area.

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH THE STUDENT'S NEEDS?

- The long term curriculum plans are available to parents on the school website.
- All learning activities within class are planned and differentiated at an appropriate level, so that all students are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set for the class, however, on occasions this might be individually differentiated.
- The class teacher, alongside the SENDCo, will discuss a student's needs and what support will be appropriate.
- Students with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. base ten, coloured overlays.
- The SENDCo regularly reports to the Head teacher and Governors regularly to inform them about the progress of young people with SEND and how resources are being used. Information provided will never name individual students in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or Local Authority (LA) information.
- The governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW DO WE KNOW IF THIS HAS HAD AN IMPACT?

- The young person is assessed and monitored to check they are making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- We review student outcomes in their Learning Profile and ensuring that they are being met.
- Verbal feedback is collected from the student, parent and the teacher to build a wider picture.
- Through students moving off the SEND Register when they have made sufficient progress.

HOW DOES THE SCHOOL KNOW HOW WELL STUDENTS ARE DOING?

- As a school we track and analyse the students' progress in learning against national expectations and age related expectations on a termly basis.

- The class teacher continually assesses each student and notes areas where they are improving and where further support is needed. As a school, we track student progress from entry to leaving using a variety of different methods. This is reported to parents via progress checks, parents' evenings, reports and Learning Profiles (where appropriate).
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example standardised assessments, such as Single Word Reading/Spelling.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body (see previous information).

HOW WILL STUDENTS BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for additional consideration to be made depending upon the child's individual needs and this is discussed with the parents where appropriate
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- There is a variety of lunchtime and after school clubs listed on our Website. We aim for these to be as inclusive as possible. Some children like to use the Lunch Lounge (safe haven) during break and lunch times. Each child's needs will be considered on an individual basis.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We have Transition Programmes that can be put in place to support students prior and during transition to TBS.
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If students have complex needs a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting students with SEND.
- We have a Learning Support area that can facilitate students who need additional support or consideration, e.g. package timetables, mentoring, academic support.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: GPs, school nurse, Child and Adolescent Mental Health Service (CAMHS), clinical psychologist, pediatricians, speech and language therapists, occupational and physiotherapists, locality teams, social workers; educational psychologists and specialist advisory teachers.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

Numerous types of training are undertaken, including:

- Effective use of a TA in the classroom
- Ways to Support Literacy Issues and Dyslexia in the Classroom
- ASD and Anxiety
- CAMHS Emotional Wellbeing course
- Attachment needs
- Behaviour Management
- ELSA
- Communication
- Inferential Comprehension Course
- Attachment
- Literacy Intervention Framework
- Numeracy Intervention – Success@arithmetic
- Learn to Move, Move to Learn
- The school also operates an internal training programme for support staff.
- Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a weekly basis.

WHAT ARRANGEMENTS ARE IN PLACE FOR HANDLING COMPLAINTS REGARDING SEND PROVISION?

We always respond to concerns raised. There is a complaints policy on the School website should this be required.