



**Blatchington  
Mill School**  
Involvement, Achievement & Care

## **Special Educational Needs Information Report - updated June 2024**

Blatchington Mill is a large, mainstream secondary school. We are an inclusive school and believe that our school should reflect the community in which it serves. The whole school works relentlessly towards developing a welcoming environment for all students, including those with Special Educational Need and Disabilities (SEND) and we strive to include all students in all aspects of school life.

We believe that:

- All students have an entitlement to a broad and balanced curriculum
- All students should be encouraged, valued and accepted whatever their individual need
- Every teacher is a teacher of special educational needs and should recognise diversity and adopt a supportive approach to all students
- The classroom teacher has primary responsibility for providing all students with access to the curriculum and should attempt to overcome potential barriers to learning.
- Parents/carers have a valuable contribution to make towards their child's development and learning and that working in partnership benefits students

### **How do we identify and assess pupils with SEND?**

Our primary feeder schools are effective in identifying SEND and therefore some students join us with assessment and support in place or concerns raised. When a student first joins Blatchington Mill, important historic and current information is shared with pastoral and SEND staff. A range of other assessment information is used to help identify SEND and other needs, including appropriate screening and assessment tools (CATs, LUCID etc.) and formal and informal reporting from class teachers. Information from Primary Schools alongside our assessments and observations help us to shape a student's curriculum and both pastoral and learning support.

Where a parent/carer, student or external professional has a concern about a SEND, we always encourage in the first instance a conversation with relevant class teachers as they are often best placed to comment on student learning and any presenting needs. In conversation with the SEND team, strategies are put in place and monitored for effectiveness. Following this, if there is no improvement, all relevant staff in conjunction with the SENCo will gather further evidence and raise concerns with relevant professionals. The school records students with SEND on its SEND register which is updated and reviewed throughout the year.

Blatchington Mill will identify the needs of students by considering the needs of the whole student, which will include not just the special educational needs of the student but wider circumstances.

We will consider other factors that are not SEND that may impact on progress and attainment.

- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium
- Being a looked after young person
- Being a child of a service man/woman
- Being a young carer.

Behaviour alone is no longer categorised as a special educational need. Any concerns relating to a student who has behavioural difficulties will be investigated in order to ascertain if there is an underlying SEND.

### **Arrangements for supporting students with SEN that are looked after?**

Students that are LAC will receive support and monitoring via the designated teacher. If there are SEN concerns then the SENCO will attend PEP meetings and review provision alongside the designated teacher and virtual school to ensure clear support for students.

We are aware of the impacts of multiple disadvantages and the impact of early development on student progress. We prioritise the referrals and support for LAC students.

### **What is our approach to teaching pupils with SEN?**

In almost all cases, adaptive high quality teaching can meet the needs of the majority of students at all times. We work closely alongside curriculum leaders and colleagues responsible for the development of teachers to ensure that staff are appropriately trained and that accurate information and SEND strategies and resources are

available. We work with parents and young people in developing pupil profiles that are bespoke to each student with SEN.

Where we identify that a need for further provision may be necessary, this may include:

- Regular support from external specialist staff
- Specialist equipment, resources or assistive technology
- In class support from a teaching assistant
- A time limited group intervention with a support teacher/teaching assistant
- A time limited individual withdrawal with a support teacher/teaching assistant
- Support led by specialists from within the school or external services
- Referral to 'Myspace' of 'The Cloud' or Blatchingotn Mill's Alternative Provision offer.
- Referral to a key worker within the SEN team for leadership of student provision.
- Homework club support and other enrichment activities.
- Enhanced pastoral support including meet and greet and adjusted starts to the day.

We always prioritise students attendance to lessons and provision within the mainstream classroom with their peers, we are incredibly proud of ensuring equity for education through inclusion and involvement in the classroom.

### **How are all students with SEN enabled to engage in all activities?**

The intention of all SEND provision at Blatchington Mill is to increase the independence of our students. Therefore, at each opportunity we ask ourselves 'What is the least amount of input required to enable the young person to fully engage and make progress?' We believe that it is only with this mind-set that we can truly support students to achieve their goals, develop strong peer relationships and access future careers. We believe that the aspirations for our students will be raised through increased focus on life outcomes including employment and greater independence. We work closely alongside parents/carers and school staff to achieve this. The SEN team is involved in the development of extracurricular and super-curricular activities.

### **How do we adapt the curriculum and learning environment? How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN? How do we secure equipment and facilities to support pupils with SEN?**

Guided by relevant legislation, we work in collaboration with the Local Authority to ensure that our school site and learning environments are adapted and accessible. This includes the use of lifts, ramps, disabled toilet facilities and other specialist equipment

with the aim of promoting independence. We also have a dedicated physiotherapy space so students can access this provision onsite.

We make all efforts to ensure that reasonable adjustment is adhered to and that all students, staff and visitors have equal access. We work hard to respond to the needs of local young people and over this year we have increased the number of Intervention Rooms available across the school site. Spaces are located throughout the school to ensure an environment of inclusivity and access as opposed to dedicated units. Spaces are decorated and resources to the same high-level of mainstream classrooms, with additional resources and specialist equipment.

For autistic students we have a dedicated low sensory environment for them to access in school, this is supported by specialist staff and was developed in collaboration with students and specialist support.

Extra-curricular activities, school trips (including residential) and school events aim to include all students and if necessary are planned for with the advice and expertise of the SEND departments; parents/carers and students are always consulted about arrangements.

Our school development plan is focused on all our students accessing an ambitious and challenging curriculum whilst accessing highly effective academic support. While it is expected that most students follow a mainstream curriculum, provision is made for students who require a more adapted curriculum through a bespoke offer.

The school is funded for SEND via the Notional Budget which is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced and the responsibility for determining the amount of resource for SEND lies with the Governing Body who seek advice from the Headteacher, Business Manager and SENCo.

The vast majority of SEND funding in school is used to deploy teaching assistants who deliver in class support and specialist teaching assistants to deliver intervention and work alongside other professionals. Any additional funding is used to fund specialist resources/equipment and to meet ongoing training needs within the department.

The SENCo in consultation with the senior leadership team has responsibility for ensuring that resources are effectively used to meet our statutory duties and in determining the allocation of these resources. Curriculum departments are encouraged, through their own capitation allowances, to identify subject specific materials or resources for students with SEND to support adaptive teaching in the classroom.

Support for all SEN students in the classroom is routinely monitored through lesson observations, data scrutiny and students voice.

### **How do we assess and review student progress against agreed outcomes and monitor the effectiveness of provision?**

The effectiveness of the support and interventions we put in place, and their impact on student progress is measured through assessment data, observation and discussions with parents/carers and wider staff. For some students, assessment may include professional assessment from an educational psychologist, specialist teacher or therapist who will discuss the outcomes of these with parents/carers and the student.

All teaching staff have a responsibility to monitor the effectiveness of their work and to review student progress; teaching assistants also feedback student progress to relevant staff and are monitored.

Student progress is reviewed at Parents/carers evenings and during the Annual Review process. At the Annual Review, all stakeholder views are sought to establish what progress has been made against agreed objectives and outcomes and to evaluate the effectiveness of the provision. Adjustments to support are made and further outcomes are agreed for the coming year, this forms part of the Assess, plan, do, review cycle.

We believe that student voice ce is a fundamental part of SEN provision. We work with students to develop provision in both informal and formal situations.

### **How do we support pupils moving between different phases of education and preparing for adulthood?**

Blatchington Mill has a dedicated transition team that supports students moving to us, as well as those who are moving onto other provision. We believe that a carefully planned transition, with accurate information sharing is invaluable. We also understand that for some young people, transition can be particularly difficult and therefore a more personalised transition programme will be necessary.

In the past year, the transition team and SEND team have worked together to ensure that transition is successful by:

- Offered full-time education and transition support for year 11 students until the end of term
- Life Skills and Independent travel work
- Individual tours and extended visits
- Accompanied visits
- Multi-agency transition meetings
- Befriending Tea events
- Yr 6/7 Settling Evening with pre-bookable SEN appointments.
- ENhanced transition visits for students with anxiety and autism.
- Bespoke careers guidance interviews to help plan post-16 journeys.

### **What expertise and training do our staff have to support pupils with SEN and how do we secure specialist expertise? How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

All teachers and teaching assistants undertake an induction with a focus on SEN systems, provision, best practice and on the needs of particular groups of students.

Whole-school INSET focusing on SEND is included on staff training days and during twilight sessions. The school year begins with an SEND Best Practice twilight where SEN team leaders support teachers in training them in supporting the most prevalent SEN needs. This is further supported by discussion around particular students and needs.

Over time, we have built up considerable expertise in areas of SEND and staff are actively encouraged to share this good practice internally and across the local area. Examples of this include leading on the autistic voices project with the BHISS and our albion in the community SEN football tournament.

The SENCo attends local network meetings to keep up to date with local and national updates in SEND and pass this onto relevant colleagues and also inform staff about upcoming training opportunities.

Occasionally, specialist training is necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student and there is an expectation that staff who receive this training will cascade this to other colleagues.

### **Nature of support for improving emotional and social development?**

All teachers now receive training on mental health provision in school and the need to adopt a kind and trauma informed approach. This is a growing area of demand at Blatchington Mill the pastoral and SEN team are investing increasing time in training and support for young people with EMHWB needs.

We access the support of a primary mental health worker and a social emotional mental health lead from BHISS. Upon consultation with the pastoral team referrals can be made to access this support through 1-2-1 sessions and group work.

In addition to this we also have the support of a school counsellor 2 days a week. Whilst support is responsive to need at any given time students can be referred by their year offices.

More recently we have benefited from increased capacity from low-intensity CBT therapists and are working to ensure early and impactful support for students.

We take part in a project with the YMCA called mental health champions and this allows us to gain valuable student voice in developing our provision in school.

### **How is specialist expertise secured and funded?**

We secure our specialist input from our BHISS (Brighton and Hove Inclusion Support Service) buy-back which is a school investment into the time of;

LSS (Literacy Support Service)

EP (Education Psychologist)

SALT (Speech and Language Therapists)

OT (Occupational Therapist)

In addition this provides is with support form the schools mental health team which provide;

FSW (Family Support Workers)

PMHW

SEMH

### **What support services are available to parents?**

We have expertise in many areas of SEND within our school and work with parents and with a range of education, health and social care partners to improve the outcomes of our students. The following list is not exhaustive:

- CAMHS
- The School Nurse
- Speech and Language Therapists
- Occupational Therapy
- Physiotherapy
- Child Development and Disability Service
- Paediatricians and specialist nurses
- MASH (Multi-Agency Safeguarding Hub)
- Complex Needs Outreach Service- Hillside Special School
- AMAZE

Support or referrals to any of these services can be discussed with the SEND department.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

We value and encourage parent/carer involvement and believe in working in partnership to secure the best possible outcomes for students.

Parents and carers are involved early in the transition process. We aim to ensure that parents/carers are aware of developments in SEND through our school website and school twitter account.

Parents are invited to meet with the school SENCo on parents and family evenings and can request a meeting to the SENCo's fortnightly surgery.

Parents are also invited to all annual reviews and are kept updated on SEN planning, risk assessments and changes to their child's provision.

#### **Arrangements for handling complaints about SEN provision.**

**All concerns should first be discussed with the school SENCo or Assistant Head in charge of SEN. We work productively with parents to support students and feel the best way forward is always a collaborative effort. If you feel that this is not possible then you are welcome to lodge a complaint following the complaints procedure available on the school website.**

#### **Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?**

SENCO: Claire Harrington

Email [CHarrington@blatchingtonmill.org.uk](mailto:CHarrington@blatchingtonmill.org.uk)

Alternatively the year offices can support with any day to day or pastoral concerns.