

BLACKPOOL FC SCHOOL  
SEND INFORMATION REPORT





## **Blackpool FC School**

Whole school SEND Lead- Gemma Trickett

SENDSCO – Gemma Trickett

Welcome to Blackpool FC School SEND information report. All schools have a duty to publish information on their website about the implementation of the policy for children with Special Educational Needs or Disabilities (SEND)

At Blackpool FC school, we ensure that we tailor all of our learning opportunities to meet the needs of all of our students by providing a nurturing and happy environment where all students are encouraged to achieve both academically and emotionally to their fullest potential. The school creates individual and innovative learning programmes that are as unique as each student and designed to inspire and re-engage each young person. The school takes an holistic approach to meeting each student's individual education, personal development and well-being needs.

Within this report, you will find information about the provision that we offer at Blackpool FC school to support pupils with SEND.



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| <p>What types of SEN do we provide for?</p>   | <p>Blackpool FC School is an alternative provision for Key Stage 4 students (14-16) designated to meet the needs of pupils who are struggling in a mainstream environment due to either behavioral or SEMH needs.</p> <p>If a student enrolls at BFC School with previously identified SEND, the school would follow the targets from the previous setting for the first half term, while the class teachers and SENCO assesses the achievement and skills of the student</p>   |
| <p>How do we identify and assess pupils with SEN?</p>   | <p><i>(Mainstream schools only)</i></p>   |
| <p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p> | <p>Gemma Trickett – Headteacher can be contacted via school email : <a href="mailto:gemma.trickett@bfct.co.uk">gemma.trickett@bfct.co.uk</a> or by phoning the school on 01253 348691</p>   |
| <p>What is our approach to teaching pupils with SEN?</p>  | <p>The pupils are taught in small groups of about 6 pupils with one teacher and a support teacher when needed. We use person centered approaches to teaching, so all work is differentiated and modified to meet pupil's needs. We use a range of strategies to meet children's communication and sensory needs where appropriate.</p> <p>In our school students follow a life skills curriculum which supports them in developing confidence and independence by developing their functional skills in real situations.</p> <p>All pupils are taught key National curriculum subjects, Math and English but with greater focus on personal development, emotional well-being and resilience.</p> |



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| <p>How do we adapt the curriculum and learning environment?</p>  | <p>The curriculum at Blackpool FC School consists of Key stage 4 curriculum which includes aspects of Key stage 3 and elements of key stage 2 programs of study due to large gaps in education, especially in Math. There is an increased focus on functionality and work related learning at this stage but pupils receive a broad and balanced curriculum offer.</p> <p>We provide a total communication learning environment to enable pupils to have every opportunity to communicate and understand. This will include visual prompts, objects of reference, photographs, and careful scaffolding to ensure all students can access the curriculum.</p>  |
| <p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p> | <p>The school has links with other alternative provision providers and mainstream schools which enables some interschool sports competitions and competitive leagues.</p>   |
| <p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>       | <p>A transition meeting is held with parents prior to a student starting with us. This meeting is held at the referring school with both the parent and student in attendance to discuss their targets and aspirations for their move to BFC School. These are formulated into their pupil profile which is shared with both parents and staff.</p> <p>There is a parent evening every term which enables a short meeting to discuss progress or concerns. Parents are invited to contribute to the annual reviews in written format and through their attendance at the meeting. Ultimately the school operates an open-door policy which enables parents to come into to share any concerns or to telephone staff.</p> <p>Termly we use questionnaires to gather parent's views and collate their responses to the annual review and end of year reports where appropriate. Any pupils requiring specific behavior plan will have with shared with them to develop a consistent approach but also to provide consent for the interventions planned.</p> |
| <p>How do we consult pupils with SEN and involve them in their education?</p>                          | <p>All students take part in a termly questionnaire where their views and suggestions are noted and acted upon.</p>   |



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| <p>How do we assess and review pupils' progress towards their outcomes?</p> | <p>The school uses a variety of assessment processes as relevant to their key stage. These are documented in our assessment policy.</p> <p>We review progress daily in lessons which informs our planning, Students review their learning each lesson through a wide range of techniques including self-assessment and peer assessment.</p> <p>The student profile targets are usually as a result of school and parental agreement on the areas they perceive that the child needs work on in relation to personal development, social and emotional aspects. Students will also be involved in these targets through a 1-1 meeting with the pastoral manager.</p> <p>There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p> |
| <p>How do we support pupils preparing for adulthood?</p>                    | <p>All students throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organisation, learning to be independent of full adult attention, moving around independently and much more.</p> <p>Throughout key stage 4 students have many opportunities to try out work related learning such as; construction, catering and sports related careers</p> <p>If they are interested in these options, they can move into our further education pathways here on site or progress on to a local college with the support of school staff.</p> <p>In KS5 students have the opportunity attend the Blackpool FC School College. Here they follow a BTEC Sports course including a life skills curriculum to gain vital skills for their future lives.</p>  |



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| <p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p> | <p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. We support pupils with behavior management plans if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on nurture and communication as many situations arise out of frustration at not being able to speak or express feeling. The school provides specific work in the curriculum or bespoke 1:1 sessions for students who need the extra support.</p>  |
| <p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>            | <p>At BFC school we have a skilled workforce that consist of a range of professional, teachers, who have a vast range in teaching in different provisions and settings. Due to the varying levels of expertise the school provides an in-house training programme to ensure that all staff have basic skills in the aspects of meeting SEN that are universal across the school.</p> <p>There are trained safeguarding officers on site to ensure that pupils are effectively protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe.</p> <p>Teachers constantly keep updated on all new relevant statutory guidance and work to enhance their knowledge, skills and practice through our weekly briefings.</p> |
| <p><b>How will we secure specialist expertise?</b></p>   | <p>Some specialist expertise is provided through commissioned services ie therapy and school nurses. The Senior leaders also bring others in to supplement the skill base across the school when needed. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.</p>   |
| <p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>              | <p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils.</p>   |



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| <p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p> | <p>The school is well supported by the referring school through a wide range of communication methods. Information is sought by the referring school prior to any reviews and meetings are held termly if required. The headteacher liaises with the referring school SENCO when any matters arise to ensure a joined-up support package is available for the student and parents.</p>  |
| <p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>   | <p>The school evaluates its own effectiveness, and this is monitored through a variety of processes. The head teacher reports on all aspects of the school to trustees and the CEO meets regularly with the headteacher for updates on the school improvement plan including SEND provision.</p> <p>The school also links in with the head teacher at the referring school to update on a half termly basis any changes in provision and updates on progress.</p> <p>The school is subject to an Ofsted Inspection every 3 years with the next one being due in 2025.</p> <p>The school's effectiveness in the annual review process for statements and EHC plans are monitored by the headteacher.</p> |
| <p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>            | <p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or the head teacher. A parent might also contact a trustee if a concern is more formal. The then the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.</p>  |
| <p><b>Who can young people and parents contact if they have concerns?</b></p>  | <p>Pupils may raise a concern with their class teacher or a teacher with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to the headteacher. They can of course take their concern directly to the board of trustees using our complaints policy which can be found on the school website.</p>  |



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| <p>What support services are available to parents?</p>                         | <p>The school will listen to parents concerns and provide a sign posting service making referrals if required ie early help referrals to support parent to access the disability service.<br/>For children with more complex needs a meeting will be held with the school SENCO to ensure that the school has the most up to date Health Care Plan so appropriate provision can be put in place</p> |
| <p>Where can the LA's local offer be found? How have we contributed to it?</p> | <p>The LA's local offer is to be found on the Blackpool council website and the schools' local offer can be found on the school website</p> <p><a href="http://www.blackpoolsendlocaloffer.co.uk">www.blackpoolsendlocaloffer.co.uk</a></p> <p><a href="#">Blackpool FC School - BFCCT</a></p>  |