



# Blaise High School

## **SEN Information Report**

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# **Blaise High School**

## **SEN Information Report**

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Special Educational Needs Coordinator

This report was reviewed and updated on: 12 January 2026

This report was approved by the School Governing Body on: 29 January 2026

\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO

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### **Headteacher:**

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### **SEN link governor:**

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Nicole Cerullo in the first instance. Please contact them on [cerullon@blaisehighschool.co.uk](mailto:cerullon@blaisehighschool.co.uk)

Bristol's SEND [Local Offer](#)

# SEN Information Report

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## 1. School Context

Blaise High School is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools’ graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction) and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with speech, language and communication needs. We have been able to designate spaces within the school for pupils to access at social times to support their sensory and/or emotional regulation. During lessons we have a significant program of planned support which takes place both in the classroom with Teaching Assistants, and outside of the classroom via our Mountain Rescue Team. These are planned and timetabled for students. Blaise High School also has a resource provision for pupils with moderate learning difficulties. This resource provision is commissioned by the local authority. Admissions to the resource provision is separate from the main school. The resource provision is for pupils with an Education Health Care Plan whose primary area of need is identified as moderate learning difficulties.

For more information about the resource provision, please read the provision statement which can be found here ([Provision statement](#))

## **2. Whole-school approach to inclusive mainstream offer**

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our universal provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. There is a whole school approach to reading in lessons to build confidence and fluency. All pupils on the SEN register have a pupil passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support. There is a weekly SEN update that the SEN team uses to develop staff understanding and keep them informed of relevant information.

## **3. Identifying pupils with SEN and assessing their needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our universal provision or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

On entry, we assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for any pupil scoring below a standardised score of 90 in their reading assessment.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the Head of Year so that appropriate observations and assessments can be undertaken.

#### 4. Our approach to teaching pupils with SEN within the classroom

At Blaise High School, our mission for children with SEND is the same as our aspiration for all students: that they will climb their own personal mountains to the very best universities or careers of their choosing. We believe that inclusion means all students having the same access to high quality education and we have the same high expectations for children with SEND, because this is their right. Students with SEND study the same curriculum as all students: it is never narrowed because this would amount to lowering our expectations of them. Our approach to teaching benefits all learners, but especially those with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es).

We support all children, including those with SEND by using high quality teaching strategies;

- **Explicit instruction** - our staff teach using direct instruction. Lessons are planned with a teacher-led 'I do' phase, in which students are told the information they need to know. Students are never asked to 'discover' knowledge for themselves, because we know this is a slower route, more likely to lead to misconceptions and poorer mastery levels, and particularly detrimental to the learning of those with SEND.
- **Cognitive and metacognitive strategies** - we take practical steps to manage cognitive load for all students. Classrooms are disruption free. This means that students are able to concentrate on learning free from distraction. The consistency of our routines in lessons means children know what to expect: routines become habits, reducing cognitive load and providing reassuring predictability. Instructions are given using consistent language across the school. Staff are trained in Wait Time so that thinking time is built into questioning. We also support students to recognise their own learning: our use of mini white boards, turn and talk, call and response and cold-call questioning and feedback from teachers means students know whether they have been successful or unsuccessful.
- **Scaffolding** - our "I We You" lesson structure means lessons are inherently scaffolded. Learning is broken into small steps with frequent opportunities to check understanding during the I Do. The We Do phase means students are guided as they start to practise. Teachers use Turn and Talk, Call and Response, Cold-Calling and mini whiteboards to support participation so that students become proficient in answering questions. During the You Do phase we provide success criteria, clear steps, and sentence starters, key words, or writing frames where appropriate.
- **Flexible grouping** - all our groups change after each end of unit assessment, so that students are in the group that is right for them. We also identify learners who need the most support with their English and Maths and provide intervention through our Thinking Reading, Read, write, Inc and Maths and English Direct Instruction programmes. Students are first assessed on Year 6 transition day so that those in need of the most support can be swiftly identified and supported to make rapid gains in these areas.
- **Using technology** - all classrooms are equipped with visualisers, so that staff can live model work in exactly the way that students will do it. Those students who benefit from use of a laptop in lessons are provided with one and supported to use it effectively.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil

passports are reviewed termly by the SENCO. The pupil passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

## **5. Adaptations to the curriculum for pupils with SEN**

At Blaise High School we prioritise high quality teaching. The focus on high challenge and high support through the high quality inclusive teaching means that pupils are encouraged to engage with the resources that are made available, and the modelling that takes place through the teaching. Where appropriate, pupils can have access to a laptop to be able to use accessibility tools. Some pupils receive intervention support so that pupils accessing the laptop have the skills to use it effectively and efficiently.

In addition, At Blaise High School we make the following adaptations to ensure all students' needs are met:

- Differentiate our curriculum and to ensure it is accessible for all students
- Use recommended aids, such visual timetables, larger font, ergonomics, printed resources and supportive seating
- Providing additional scaffolding, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

## **6. Targeted interventions.**

At Blaise High School, we have the following interventions:

Direct Instruction (for pupils whose reading scaled score is below 90, and where it is identified that they cannot yet decode, so that they can build their decoding skills and improve their reading).

Read, Write, Inc

Homework Club

Pet therapy

Mountain Rescue support

Speech and Language support

Social skills development

Physiotherapy

Emotional Literacy Support

Hydrotherapy

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome.

Where the intervention is not having impact as expected, changes will be made to the intervention.

## **7. Specialist interventions**

At Blaise High School, we work in partnership with a range of external agencies and they support with the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Students are identified for specialist interventions via Annual Reviews, via analysis of assessments and via teacher observations and referrals.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

## **8. Partnership working and pupils' access to external (incl. specialist) agencies**

We work closely with a range of specialist services including:

- ASDOT
- CAMHS
- Education Psychology
- School Health Nursing Team
- Social Care
- Sensory Support
- S.H.I.P.S
- The Speech Clinic
- NHS Occupational Therapy
- NHS Physiotherapy
- Bristol Hospital Education Service
- ICAN
- Action for Children
- Be Safe
- IncluED
- Brook
- Travel Training

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention.

Recommendations from other professionals enhance the offer provided within the school's graduated approach.

## **9. Adaptations to the learning environment**

We have one sensory room available within the school. This is located centrally and is used on a proactive and reactive basis. Students within our Resource Base can request to use the Sensory Room and staff will direct students where appropriate.

We have one physiotherapy room. Students with identified needs are timetabled to use this space.

We have one disabled bathroom which houses a toilet, a hoist and a shower. Students with IHPs or relevant EHCPs are supported to access this facility.

We have a lift that is accessible to all students so that all floors of the school can be accessed by all students.

There are adjustable 'rise and fall' tables in the classrooms which ensure that all students can access a suitable height of table and practical spaces, such as our catering room, are similarly accessible.

## **10. Adapted curriculum pathways**

All children in our mainstream school access an appropriately adapted and scaffolded curriculum and access the full broad, balanced curriculum.

**Students in our Resource Base** follow an adapted curriculum pathway which is detailed on our website in the '[Resource Base Information Booklet](#)'.

## **11. Assessing and reviewing pupils' progress**

All leaders are responsible for the progress of all pupils by ensuring all students receive high quality inclusive teaching which reduces the need for individual adaptations.

All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

We assess and review the progress of all pupils at least three times per year. Progress from KS2 is analysed as well as progress from the previous assessment point. Raising Standards leads work with the SENCO to make decisions on actions following assessment windows. In some cases other colleagues will be involved depending on the individual circumstances. For example, decision making may also involve pastoral staff (Heads of Year, Mountain Rescue, Attendance).

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed as outlined below:

- All students with SEN – after each assessment window (three times per year)
- EHCPs at the Annual Review in addition to the above
- Specific interventions – after six weeks in addition to the above

## **12. Consulting and involving pupils and parents**

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. These include Academic Review events, Options events, KS4 information evenings and numerous drop in opportunities. In addition to the activities aimed at all parents, Blaise High school also runs SEND coffee mornings. These coffee mornings are an opportunity to ask the school any questions. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

### **12a. Supporting pupils moving between phases / transition**

A comprehensive program supports pupil transitions. For KS2 to KS3 visits are made in person to all of our feeder primary schools. A member of the Senior Team holds an open forum for all parents of Y6 children, our Head of Y7 meets with all Y6 students, and the SENCO meets with teachers and parents of specifically identified students with SEN. Pre-admission visits are arranged for the students and parents during the summer term, and two additional days to visit are offered during the summer holidays.

In year admissions are coordinated with the SENCO where a child has SEN. Students visit the school prior to their start date for an induction. We administer assessments to confirm that the needs reported are still accurate, and we ensure that appropriate support is in place for a student with SEN immediately when they come onto our roll. The nature of this support varies depending on needs. Examples of support include and are not limited to: having a 'buddy' to support them socially, having a tour of the school and being introduced to key staff, watching a range of induction videos to show the consistent routines that are used in lessons, being placed into a class with an additional adult, sharing strategies for staff to utilise via a pupil passport.

For transition to post 16 education, all students receive independent advice. Students with SEN are prioritised to receive this at an earlier date than other students.

### **12b. Preparation for adulthood**

Pupils with special educational needs receive enhanced careers support. Visits to post-16 colleges as well as access to careers events will be arranged to support pupils with SEND to make informed choices.

### **13. Training for staff**

Our SENCO 's are experienced teachers who have completed the NPQSENCO qualification as a minimum. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through intellectual preparation sessions and department professional development sessions with a focus on a specific need or on specific students. There is also a team of TAs who receive regular training on relevant topics or needs.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained as Emotional Literacy Support Assistants. We also have two members of staff who are Team Teach trained with a particular focus on de-escalation.

We commission additional support from a Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the SENCO to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

### **14. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals twice per year
- Tracking outcomes in assessments three times per year relative to KS2 data and previous assessments (mainstream)
- Ongoing assessment using Evidence for Learning, using baseline data to measure progress (Resource Base)
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs and end of unit rewards experiences. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, the school production, the Duke of Edinburgh award, Ten Tors and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

## **16. Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum
- Access to calm lunchtime clubs that are supervised by our emotional literacy support assistants
- Support for students through our Mountain Rescue provision
- Support for families through our family support worker

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the Student Leadership Team as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

## **17. Pupils with disabilities**

The admission arrangements for disabled pupils are the same as for all students. No disability is a barrier to success at Blaise High School. All of the school is accessible via flat, level surfaces and a lift. Rise and fall tables are in all relevant classrooms to ensure wheelchair use is never a barrier to success. Outside of the teaching rooms we have wheelchair accessible picnic benches, we have a physiotherapy room and a full time physiotherapist, and we have a fully accessible bathroom that includes a hoist and a shower. Staff are trained in intimate care for all instances where this is required.

[Accessibility plan.](#)

## **18. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **19. Contact details of support services for parents of pupils with SEN**

### SENDIASS Service

SEND and You, your local SENDIASS service, (formerly known as Supportive Parents) - we provide Information, Advice and Support around Special Educational Needs and Disabilities. Our service covers Bristol, North Somerset and South Gloucestershire.

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

<https://www.sendandyou.org.uk/contact-us/>

Bristol's SEND Local Offer