



**Blanche Nevile School**

*Key: Blue = updated since last year's report*

## **SEND Information Report 2025 – 2026**

### **Our school's approach to supporting pupils with SEND**

#### **Admissions**

Blanche Nevile School is a pan London provision, taking pupils from the Greater London area. The pupil first and foremost is identified as deaf or hard of hearing, and able to be supported and developed in a bilingual and bicultural education.

Blanche Nevile has an Early Years provision in addition to primary and secondary schools. Pupils may join the school without an Education, Health and Care Plan (EHCP) on an assessment basis. The school works with the Local Authorities (LA) and families to co-produce EHCPs.

We are able to provide a curriculum planned, modified and delivered by qualified Teachers of Deaf Children and Young People within a language rich environment where English and BSL are given equal status, and high expectations are held for the pupil to develop communication and language skills in both languages.

If a pupil has needs in addition to their deafness, such as an associated speech and language or global delay, or other secondary diagnoses, they may be assessed as suitably placed with additional support.

We are able to meet the needs of a wide range of learners through our different pathways. We offer mainstream integration opportunities through our partnerships with our co-located partner schools.

Blanche Nevile offers the 'Best of Both Worlds'; providing the expertise and safe environment of a special school in addition to the opportunity to develop confidence at playing and learning alongside hearing peers.

Our highly skilled Teachers of the Deaf work as part of a multi-disciplinary team with Communication Support Workers, Learning Support Assistants, Nursery Nurses, Speech and Language Therapists and a wellbeing team.

## **Aims:**

- Develop fluency of language (English and/or British Sign Language)
- Develop proficiency in Literacy (written English)
- Ensure high expectations of each pupil to enable them to reach their potential in all areas of their development
- Develop a positive self-image and identity
- Develop emotional understanding, resilience, and awareness
- Develop social communication skills with deaf and hearing peers and adults
- Celebrate and value all successes

## **Our specialist provision includes:**

- A bilingual and bi-cultural education model
- Qualified Teachers of Deaf Children and Young People who are also subject specialists
- A range of support staff skilled in working with deaf pupils with various SEND
- On-site Communication Support Workers
- Staff who use British Sign Language
- An adapted curriculum designed to meet the needs of deaf children
- A child-centred communication rich environment
- Provision of Assistive Listening Devices
- Acoustically treated classrooms for an optimum listening environment
- Classroom layout and lighting suited to the needs of deaf children
- Close links with NHS audiology/ENT departments
- Close links with a range of external agencies and voluntary organisations for deaf children
- Deaf and hearing role models
- A Home School Liaison Officer **and a SEND Lead, both** supporting families and liaising with external professionals
- A large safeguarding team

## **Catering for different kinds of SEND**

### **Communication and interaction**

- On site specialist SaLT support
- Daily audiology checks
- Whole staff training on meeting the language and communication needs of pupils
- Links with the local NHS Trust for advice and input on language and communication needs additional to those related to deafness
- Shape Coding to support language and literacy development
- Access to Visual Phonics to aid deaf children in visually identifying phonemes in words
- Specialist rooms equipped to support Speech and Language therapy
- Support, guidance and training sessions offered to parents/carers
- Free BSL tuition for pupils and parents/carers and mainstream colleagues.

### **Cognition and learning**

- The school aims to monitor the progress of all pupils to aid the earliest possible identification of additional SEND
- Teachers have responsibility for assessing and reporting on progress and informing SLT of any changes in behaviour, academic developments and causes of concern
- Teachers will assess, plan and deliver an adapted curriculum
- Modified timetable including BSL and Deaf Studies
- Teaching paced and chunked to meet the needs of SEN learners
- Different accreditation pathways
- Different learning pathways; to include mainstream integration if appropriate

### **Social, emotional and mental health**

- On site Mental Health Workers and therapists
- School has a supportive behaviour ethos which promotes positive reinforcement of good behaviour and works closely with families to support any behavioural issues.
- Trauma Informed Practice
- Deaf Awareness, enrichment activities, sport and Personal and Social Health Education support pupils' social and emotional wellbeing
- The school works closely with outside agencies including Deaf CAMHS, social Care and Early Help agencies

- A multi-disciplinary team (MDT) meets fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with Early Help and Child Protection Plans

### Sensory and/or physical needs

- If a pupil has an additional health or medical need, we will discuss with parents/ carers and create a Health Care Plan and arrange for the administration of prescribed medications where necessary. Relevant staff have training in the administration of controlled medications
- The school works alongside outside agencies such as Physiotherapists / Occupational Therapists
- The school has an accessible toilet as well as child-sized toilets and standard toilet facilities
- Inclusion activities with our partner schools
- Provision of a range of clubs and extracurricular activities during the school day

We have a robust system of reviewing our provision each term drawing on evidence of pupil need, progress and abilities.

### Key staff and expertise

- As a special school, rather than working through a SENCo, all of our teachers are specialists in SEN and are experienced at planning and resourcing their lessons to meet the needs of their learners. **We also have a full time SEND Lead who supports families and liaises with external professionals.**

The Headteacher holds overall responsibility for SEN provision, in lieu of a SENCo.

Name of staff member	Areas of expertise	Level of qualification (e.g. BA (Hons), MA)
Jo Davey	Autism Education Trust (AET); Former Ofsted Inspector; Deaf Education experience	BA (Hons), PGCE, MA (Inclusive Education), NPQH (Distinction)
Kathryn McCarthy	Deaf Education – Primary	BA, PGCE, MA, QToD
Laila Doobeh	Deaf Education – Secondary	BA, PGCE, MA, QToD, NPQSL
Abi Oakham	<b>SEND Lead</b>	BSC, MA

We are fortunate to have a team of specialist Speech and Language Therapists based at both departments. Therapists and school nursing are provided to us through Whittington Health.

Within our Early Years and Primary departments, each class is led by either a Qualified Teacher of the Deaf or a Trainee Teacher of the Deaf.

**Within our secondary departments, most subjects are taught by subject-specialist Qualified Teachers of the Deaf, with the expectation that some teachers will undertake their mandatory Teacher of the Deaf qualification as soon as possible.**

*Occasionally, as with all schools, we will utilise agency staff. Teachers will not be in the school for longer than three years without undertaking their mandatory Teacher of the Deaf qualification.*

### **Equipment and facilities**

Pupils are supported on each site by **Teachers of the Deaf and Communication Support Workers** who can assist pupils in managing their audiological equipment. **The school SEND Lead works alongside** pastoral teams to support pupils and families in setting up hospital appointments and liaising with hospital teams about procedures, appointments and technology. **The SEND Lead oversees audiology across the whole school. External support is also provided by the Ewing Foundation.**

Specialist equipment to access the curriculum is identified and planned for on an individual basis. Many of our children and young people benefit from access to **assistive** listening devices.

Lifts improve access to facilities on different levels.

### **Identifying and assessing pupils with SEND**

Blanche Nevile assesses pupils as part of their admissions process. This assessment would take the form of observations, visits, speech and language assessments and tasks.

Where there is a concern that a pupil has an as yet unidentified additional need, we will work alongside specialists and therapists from CAMHS, Deaf CAMHS, Educational Psychology and other professionals to ensure the need is recognised and met.

#### **This includes looking at:**

- Teacher's assessment and pupil experience

- Information on pupil progress, attainment, and behaviour
- Individual pupil development in comparison to their peers
- The views and experience of parents/carers
- The child's own views
- Advice from external support services

Pupils' attainment is assessed again within 6 weeks of entry to our school and their progress is monitored and assessed termly.

Pupils are further assessed formatively and summatively as part of lessons, for statutory assessments and as part of the annual review process.

### **Communicating progress and consulting with parents:**

- We meet regularly with parents and carers to talk about their child's progress towards targets. Annual Reviews take place so that we can discuss and review expectations and outcomes with parents/carers
- **At Secondary, we host events such as Parents' evening and Options mornings to communicate progress.**
- An end of year progress report is shared with parents/carers
- We communicate with Primary parents/carers regularly through home-school books, via Seesaw and with all parents/carers by texts/telephone or email.
- Parents/carers receive half termly newsletters to explain the teaching and learning that has taken place that term. This is also available on our school website. At primary, families also received half-termly 'Topic Letters' which details the planned learning for each half term
- As many of our pupils reside outside of Haringey, the role of the Home School Liaison Officer is vital to build our relationship with families and carers, and go support them in their relationships with external professionals
- British Sign Language classes are offered to all parents/ **carers**, to better enable them to be involved in their children's lives and education
- Blanche Nevile holds topic-specific Coffee Mornings, Open Days and Transition Events
- Parents are contacted for their views as part of the Annual Review process, and at other points in the year as part of the school's quality assurance measures

### **Pupils**

It is important to gain the views of our children and young people, and their views are gathered through School Council, Pupil Voice opportunities and prior to and during annual reviews. **Involving key stakeholders**

Blanche Nevile works with key stakeholders within Haringey including the local authority, SEND Power and the Co-Production Executive

We work with a range of working parties and consortiums including the Children's Hearing Services Working Groups (CHSWG), the Sign Bilingual Consortium and the North London Consortium (NLC). We are also members of the Haringey Special Heads working party

The Senior Leadership have close working relationships with the leadership teams of our mainstream partner schools, and the partnerships extend to every level of our staff teams

SLT work regularly with the LA Support Services including Education Welfare and Social Care - not only for Haringey but for all the local authorities of our pupils

We have excellent working relationships with a range of deaf specific charities and non-profit organisations including Sign Health, Remark! and the National Deaf Children's Society (NDCS)

### **Transition support**

At every stage of their journey into and out of our schools, families are supported. This may take the form of help completing paperwork, applying for transport, attending tribunals and beginning BSL classes.

Our safeguarding team will have safeguarding handovers with previous and future schools.

#### ***Transition into Early Years or Primary***

Children have a gradual start, often increasing their time spent in school over several weeks; this enables carers to gradually withdraw their support.

Pupils may be visited at their previous provision, and our Home School Liaison Officer and Speech and Language Therapist can visit the family in the home.

#### ***Transition into Secondary***

Potential pupils are invited to Open Mornings and Transition Days. Parents and Carers are welcome to tour the school and events are held with feeder schools.

#### ***Transition into Post-16***

Pupils receive careers guidance and careers lessons. They are supported to attend a range of potential post-16 provisions and share their views.

Parents and students are invited to a series of careers events as part of preparing the young people to make choices as to courses and colleges, and to ensure that everyone has been consulted.

## Supporting emotional and social development

As a school for the deaf, we are aware of the prevalence of mental health issues amongst deaf young people and adults – supporting our learners’ emotional and social development is at the heart of everything we do.

Our provision here includes:

- A pastoral team for each student
- A robust anti-bullying policy and procedures
- Emotional literacy development
- A focus on healthy relationships as part of our PSD/PSHE curriculums
- Deaf Studies lessons and celebrations to contribute to pride in deaf identity
- Deaf role models
- A range of workshops from external providers
- A trauma informed approach to every interaction
- A restorative justices focus to behaviour management
- Support from Speech and Language at understanding and repairing interactions

## Local Offer

The Children and Families Act requires every local council in England to publish a detailed directory of what help there is in their area for children and young people with special educational needs - this is called the ‘Local Offer’. More than simply a directory of services, the Local Offer is a resource to help children, young people and their families plan their child's support needs.

<https://www.haringey.gov.uk/children-and-families/local-offer>

## Named contacts

If you have any queries or concerns about the school’s SEND provision, you can use the contact details below:

Name of individual	Email address	Phone number
<b>Jo Davey</b> Interim Headteacher Deputy Designated Safeguarding Lead	<a href="mailto:Head@blanchenevile.org.uk">Head@blanchenevile.org.uk</a>	020 8442 2750
<b>School Admin Team</b>	Primary: <a href="mailto:Primary@blanchenevile.org.uk">Primary@blanchenevile.org.uk</a> Secondary: <a href="mailto:admin@blanchenevile.org.uk">admin@blanchenevile.org.uk</a>	Primary: 020 8347 3760 Secondary: 020 8442 2750

## **SEN Mediation**

Parents can refer to Haringey's mediation service as needed. Any other party must have parents' permission to contact the Mediation Service.

Tel: 020 8441 1355 or 0800 064 4488

Web: <https://www.globalmediation.co.uk/>

## **Handling complaints**

In the first instance, any complaints about our SEND provision can be directed to the Headteacher: [head@blanchenevile.org.uk](mailto:head@blanchenevile.org.uk)

Please see our Complaints Policy for more information.