

## SEND Information Report – 2023-2024

This information report gives an overview of SEND provision at Bullers Wood School for Girls and provides links to key sites and further reports that link to SEND. This report is in line with our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. It aligns with the school's SEND Policy, which outlines details of the following: rationale, aims, and objectives of SEND provision; identification, provision, and support strategies for students with SEND; key stakeholders and their roles within SEND provision; training, information, complaints, admissions, transition, and access arrangements.

### Key Contacts

**Headteacher:** Simon Hardwick

**SEND Governor:** Peter Selby and Julia Robinson

**SENDCo:** Yeliz Salih

Bromley Brough Local Offer: <https://www.bromley.gov.uk/LocalOffer>



### What are the main additional needs at Bullers Wood School for Girls?

At Bullers Wood School for Girls we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014).

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and Physical Difficulty

Our highest area of need is Cognition and Learning with a high number of students being diagnosed with specific learning difficulties. As per the national trend, we are noting increasing numbers of students who, at some point during their time at Buller's Wood School for Girls, are experiencing Social, Emotional and Mental Health (SEMH) concerns.

As SEND identification is fluid and not always static, as of September 2023, Bullers Wood School for Girls have 29 students with Educational, Health Care Plans (EHCP) and 138 students identified as SEN Support (K).

At Buller's Wood School for Girls, 9.5% of the school are classified with SEND in comparison to the National Average of 17.3%.

**How are additional needs identified at Bullers Wood School for Girls?**

There are a range of methods on how potential additional needs are investigated and determined. Teachers and Pastoral staff can communicate with the SENDCo through an online referral form or through Heads of Year and Curriculum Leaders with follow up actions being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns. If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff.

Individual SEND folders will also be passed onto the SEND Department. As an educational setting, we cannot diagnose neurological conditions, physical medical needs, or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations after a full assess plan do review. The following agencies can be referred to: Community Paediatrician, Bromley Y/CAMHS, the Hearing Support Service, The Vision Support Service and Speech and Language Service.

As part of the investigation process into whether a student has additional needs, the SENDCo, in collaboration with the LSA, Head of Year and Curriculum Leaders, will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents, and social interactions. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication with classroom teachers is crucial. The SEND Team share all key findings whether from internal or specialist external reports to students' teachers via students' electronic records, the SEND Register and email communication.

**What provision can Buller's Wood School for Girls offer to students with SEND?**

Intervention and provision at the School falls into the three differing waves – universal, group and 1:1. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response.

The School follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, SEND students attend all timetabled lessons. Our training and expectations from classroom teachers ensure that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning Policy are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND.



There are a range of set timed interventions which are delivered by the Learning Coaches (LSA), as well as external professionals. Interventions that are offered across the school include ELSA (Emotional Literacy), Counselling, Social Stories, Social Communication Groups, Zones of Regulation, Draw and Talk, Speech and Language groups, Homework Club, literacy, and numeracy. Whether a child is identified as SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.



The Inclusion Support Advisory Team provides a pre-statutory professionals' service, free of charge, to Special Educational Needs Co-ordinators (SENCOs) and inclusion leaders in mainstream primary and secondary schools to support the inclusion of Bromley children and young people with special educational needs and/or disabilities (SEND)

<https://bromleyeducationmatters.uk>

### School Therapy Dog

Research has demonstrated that therapy dogs properly managed in the school setting can not only make a measurable difference in terms of gaining various skills such as reading enhancement, but also in contributing critically to emotional and relational development. Schools are finding that the presence of a therapy dog can decrease anxiety and enable children to work through different issues.

### Additional Support in Bromley Borough

If a student is continuing to have significant difficulties, further external expertise may be requested, including, with parental consultation, contacting the Local Authority ISAT team (Inclusion Support Advisory Team) for their advice on support and intervention.

Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement (PRA) will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. This funding is used to provide specialist support additional to the school's regular provision.

For those with the highest level of need it may be appropriate to request an Education Health & Care Plan (EHCP) needs assessment from the Local Authority (LA). Further details about this process is explained in the LA's Local Offer. Students who are identified with SEND are added to SEND register which can be accessed by all members of staff.

### Parent Quote:

*'We have recently been granted an EHCP for our daughter that I was impressed at, but I have to say the schools' ideas and strategies are another level. I have had countless meetings with different professionals since my daughter started experiencing her struggles, many of whom are involved in her education, and I can honestly say that none have impressed me as much as the schools SENDCo. We feel excited that things could improve so drastically for our daughter, and she is in a more positive mood than she has been in in a long time.'*

## How are students with SEND assessed, with regards to their provision and how is further provision determined?

As previously mentioned, the assess, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation, and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

*'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'*

SEN Code of Practice 2014

As part of the tiered and inclusive approach that is set out in the Special Educational Needs Code of Practice (2014), Bullers Wood School focuses on 'High Quality Teaching'. Students with a disability are provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All students have targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as parents' evenings. This means that all systems and forms of support are driven towards supporting good or better progress in all lessons.

The following strategies are implemented in order to deliver 'Quality First Teaching':

- Lessons are fully differentiated to allow all students to make progress.
- Teachers are provided with a SEND handbook in which key strategies to support various learning needs are recommended.
- Pupil Passports are being created for each EHCP, PRA or targeted SEND students and provided to classroom teachers. The Pupil Passport informs teachers of a student's specific needs and provides supportive strategies to enable students to access learning during lesson time.
- Ongoing training is provided for teaching staff in key areas such as differentiation, progress, pace, challenge, and updates on SEND practice and policy.
  - Our Learning Support Assistants also work closely with teachers and students they are assigned to.
  - We also use and share outside agency advice and provide specialised resources.

Several subject departments, including English, Mathematics and Science, set students in classes according to their current ability. Classes where a higher level of support is required may be smaller in size and may receive support from additional staff members such as a Learning Support Assistant. When a Learning Support Assistant is attached to a class, they will regularly liaise with the subject teacher to plan the support and review the progress students are making towards their outcomes.



## The provision for SEND students at transition.

Year 7 Induction at Bullers Wood School for Girls works in collaboration with feeder schools and the local authority to ensure that any relevant SEND information is communicated and acted upon. In ensuring a smooth transition to secondary school for SEND students we:

- Attend Year 5/6 transition reviews.
- Offer SEND students in Year 6 an opportunity to attend an induction event at school in addition to the Year 6 Taster Day
- Meet with our feeder schools' SENCOs to facilitate transfer of information.

Regarding transition through the key stages SEND students will receive:

- Careers guidance 1-1s with our Careers Advisor
- Support in Year 9 in choosing their options.
- Support with applications to Sixth Forms in Year 11
- The main aim of the plan is to set high aspirations, ensuring a wide range of options and supporting the student to achieve the best possible outcomes in further education or employment. If, at any time, a student transfers to a new school or college, we liaise closely with staff at the new school and provide them with all necessary information, including student files, to ensure the appropriate arrangements can be made to make the transition process as smooth as possible.



## How does Bullers Wood School for Girls School work with families of students with Special Educational Needs and Disabilities?

Bullers Wood creates a number of opportunities for parents of children with SEND to become engaged in the education and development of their children. These include:

- Opportunities for parents to meet the SENCO at transition meetings.
- SENCO attends Year 7 Information Evening to discuss the provision used to support students.
- Annual Review Meetings for students with EHCPs
- Parents are invited to contribute information to their child's Pupil Passport document as they are created and reviewed.

## **What training do staff undertake at Bullers Wood School for Girls to support students with SEND?**

CPD and staff commitment to upskilling is incredibly strong at the school led by all staff. Teaching staff are regularly updated during briefings and twilight training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND).

Identification and accountability are the pillars in our approach to SEND support. Our SEND Team offer bespoke support for classroom teachers on the main additional needs in the school and then subsequently individual support strategies for students Individual Learning Plans. This ensures quality teaching for all students. Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. Sharing of good practice at all levels is promoted. The Educational Psychologists, Speech Therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

## **How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?**

We actively encourage Education with Character with students experiencing and taking part in events in and outside their local community. This includes trips, team events, charity work and student leadership. We always look to remove a perceived barrier that might deny any individual access to an activity. Each student with a disability is treated as an individual. The SEND Department are pro-active in making 'reasonable adjustments' for students to ensure that they have access to the whole curriculum including extra-curricular activities and school trips. The following provision has been put in place for students with SEND and continues to be put in place this year:

- LSA support is provided for students who need extra support on trips and during after school clubs
- Information about students' needs is always shared with the members of staff organising any trips or running any after school clubs so they are aware of any difficulties.
- The extra-curricular activities list is monitored to ensure that students with additional needs take part in clubs and events. Students who have not joined an extra-curricular club are encouraged to attend one.

Extra-curricular activities are inclusive and take account of students' needs.

## **Exam Access Arrangements**

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of assessments and examinations. This might include additional time, rest breaks or the use of a word processor. The SENDCo will inform parents/carers about eligibility and applications for these arrangements. The SENDCo works with Mrs Ting the Access Arrangements Coordinator as well as the Exams Officer following the JCQ guidelines.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

## **What other agencies and professionals do we work with to meet the needs of students with Special Educational Needs and Disabilities?**

Bullers Wood School for Girls works with several other agencies who come into school on a more regular basis. We have an assigned Educational Psychologist, Bromley Wellbeing Counsellor and Speech and Language Therapist. These colleagues provide more specialised support and work in tandem with our SEND team.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include:

- Bromley Child and Adolescent Mental Health Teams
  - Bromley Children's Project
  - Bromley Complex Needs Department/ISAT
  - Bromley Core Panel Referral Service
  - Bromley Educational Psychology Service
  - Bromley Home Tuition Service
  - Bromley ISAT - <https://bromleyeducationmatters.uk>
  - Bromley Parent Voice - <http://www.bromleyparentvoice.org.uk/>
  - Bromley Respite provisions
  - Bromley SEND Advisor
  - Bromley Specialist Disability Team
  - School counsellor
  - Occupational and Physiotherapy Teams
  - Social Communication Team - Bromley Gateway
  - Advisory Teachers for Visual Impairment and Hearing Impairment
- The Phoenix Centre and private clinicians in the area

## **Where can I find more information concerning Bromley's local offer and local organisations who provide support for young people with special educational needs?**

### **Bromley Education Matters:**

<https://bromleyeducationmatters.uk>

### **The Information, Advice and Support Service (IASS - formerly Parent Partnership) Support Service**

[https://www.bromley.gov.uk/info/8/special\\_educational\\_needs/64/information\\_advice\\_and\\_support\\_service\\_iass](https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass)

Email: [iass@bromley.gov.uk](mailto:iass@bromley.gov.uk) Tel: 01689 881024

Blenheim Children and Family Centre, Blenheim Road, Orpington, BR6 9BH

### **ACE Education Advice & Training**

ACE Education continues the work of The Advisory Centre for Education <http://www.ace-ed.org.uk/>

### **Bromley Children Project**

[https://www.bromley.gov.uk/info/200071/parental\\_support/769/bromley\\_children\\_project](https://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project)

Central Library, High Street, Bromley, BR1 1EX

Email: [bcpadmin@bromley.gov.uk](mailto:bcpadmin@bromley.gov.uk) Tel: 020 8461 7259

**Bromley Mencap**

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

Rutland House, 44 Masons Hill, Bromley BR2 9JG

Tel: 020 8466 0790

<http://www.bromleywellbeingcyp.org/>

Tel: 0203 770 8848

E-mail: [info@bromleyy.org](mailto:info@bromleyy.org)

Secure NHS email: [BROMH.bromleyy@nhs.net](mailto:BROMH.bromleyy@nhs.net)

**Dyslexia Association of Bexley Bromley Greenwich and Lewisham**

<http://dyslexiawise.co.uk/> Email:

[info@dyslexiawise.co.uk](mailto:info@dyslexiawise.co.uk)

**Bromley Parent Voice (BPV)**

Website: [www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk)

Email: [info@bromleyparentvoice.org.uk](mailto:info@bromleyparentvoice.org.uk)

Telephone or Text: 07803 287838

**Where is Information on where the local authority's local offer published?**

Bromley Local Authority's Local Offer can be viewed here: <https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

**Arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.**

Please see the school's Complaints Policy for more information regarding making a complaint.

Links with other school policies and documents

This policy links to the following school policies and documents:

Admissions Policy

Complaints Policy

Behaviour Policy

Disability Equality Scheme and Accessibility Plan

Equalities Policy

Examinations Policy

Safeguarding and Child Protection Policy

Teaching and Learning Policy