



Supporting Students with SEND

The Nest at Bullers Wood School for Girls

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A parent/carers' guide to our school approach

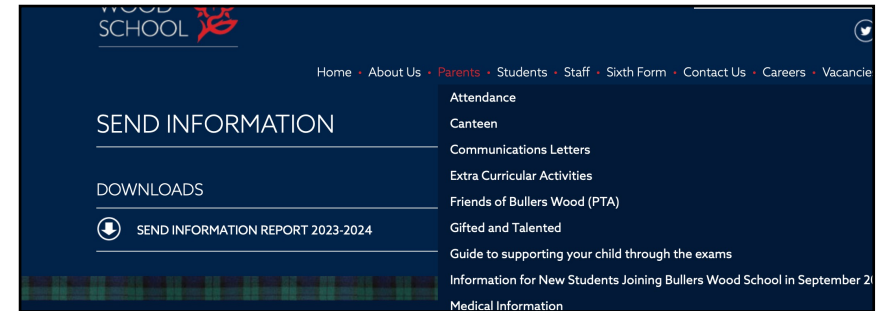
**'Every teacher is a teacher of special educational needs' SEN
Code of Practice 2015**

I think my child has SEND needs?

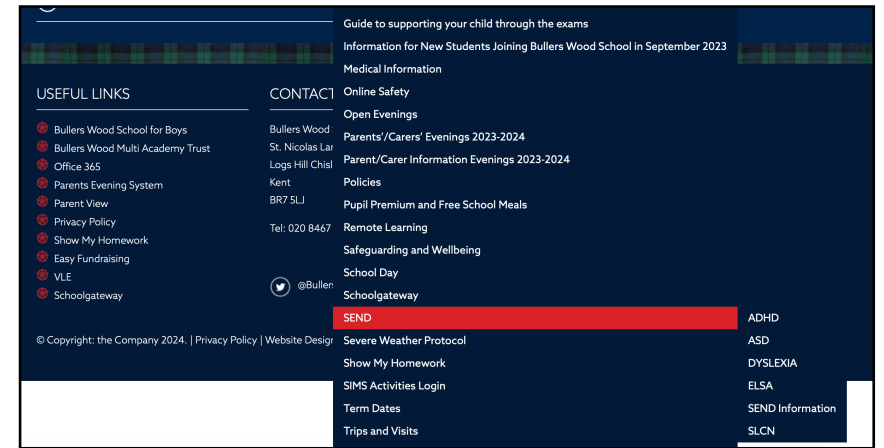
- If you are concerned that your child or young person may have special educational needs (SEN) or disabilities then please fill out the referral on our SEND section on our school website. Please send all referrals and concerns to Send@bwsgirls.org
- Many children will have special educational needs at some time during their education. For most of them this will be a short-term need that can be met through the expertise and resources of their school, or with advice and support from outside professionals.
- If the school has identified that your child or young person has, or believes that your child or young person could have, special educational needs or disabilities they will assess them and put in place support to meet their needs. This is known as SEN Support following the Assess, Plan, Do, Review Cycle.
- If your child is doing well at this level of support they may not need to go to the next level.
- Very few children will have needs that are long-term or a disability or medical condition that significantly affects their learning. Where they may have a request for a formal Education Health and Care (EHC) assessment can be made or applying for a formal diagnosis for a particular learning difficulty.



1.



2.



3.

ADHD Initial Checklist

If you decide to use the checklist below to see if it appears to "fit" the student, remember you are not making a diagnosis but simply trying to determine if it would be useful to refer the student onto professionals who are in a position to make an identification of ADHD and suggest appropriate responses (which may include medication). Ideally, the checklist should be completed collaboratively by two or more staff.

Once you have completed the Checklist, please send referral to send@bwsgirls.org

Student	Date	Staff

Has this been discussed with the student: Yes NO

The student...	always	often	rarely	never

The graduated approach is a four-step cycle, aiming to understand an individual's needs to allow support to be put in place and ensure progress. It is also known as SEN support

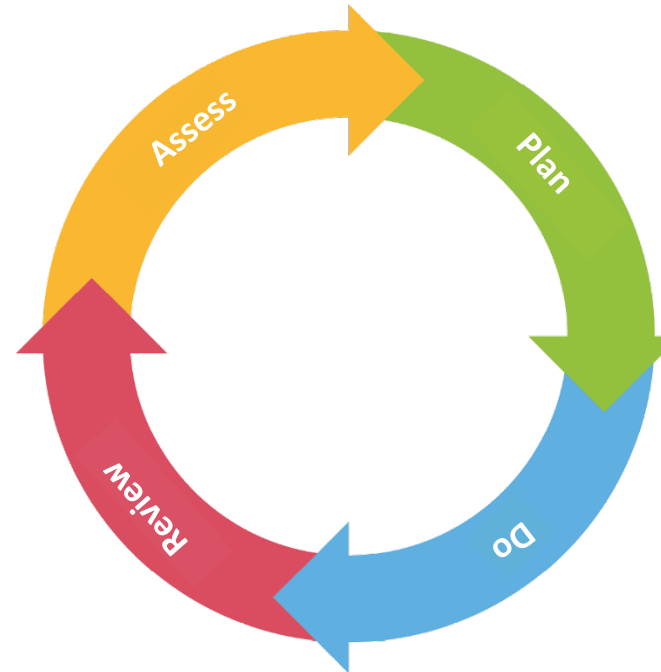
The Graduated Approach

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development. Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date. Check back against observations and planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place. Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre. Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo. Continue with observations to see how the child responds to the support.

Whole School SEND Provision Map

Area of Difficulty	Wave 1 All pupils (where appropriate)	Wave 2 Targeted support	Wave 3 Specialist Support
Cognition and Learning	<ul style="list-style-type: none"> -High quality teaching from outstanding teachers -Differentiated curriculum planning, activities, delivery and outcomes (task / support / outcome) -Individual academic target setting (RAP) -Visual aids and modelling -Writing frames and scaffolding to support independent learning -Access to word processor / alternative means of recording -Peer support through mixed ability groupings -Pupil progress reports and reviews -Support from additional staff in class -Homework support -EHCPs reviewed to monitor outcomes -DASH 	<ul style="list-style-type: none"> -Support from the SEND Team (1:1, small group or in class) -Time limited interventions – catching up/ booster sessions (e.g. handwriting, reading, maths, Touch typing) -Vocabulary and Language Group -Morph Mastery/Reading intervention -Sensory Room - Talk for Work - ELSA -The Nest H/W club 	<ul style="list-style-type: none"> -Support from the SEND Team -Educational Psychologist -SALT Specialist Support

Area of Difficulty	Wave 1 All pupils (where appropriate)	Wave 2 Targeted support	Wave 3 Specialist Support
Communication and Interaction	Differentiated curriculum delivery – e.g simplified language, Presentation design, use of language and teaching of vocabulary, appropriate questioning techniques, instructions broken down Stepped instructions Planned opportunities for pair work Mixed ability groupings Teaching and learning strategies that support different learning styles (multi-sensory) Visuals support (symbol) and visual timetables Visuals aids/ modelling etc. Use of vocabulary and terminology displays. Support from additional staff in class EHCPs reviewed to monitor outcomes. After school’s clubs	-Support from the SEND Team (1:1, group or in class support) -Social Skills (1:1, group) -Social Stories -Elsa -Draw & Talk/ Talk for Work -Vocabulary and Language Group/reading intervention -SALT Advice and targeted group support -Mentoring (1:1, group or in class support) -Sensory Room - zones of regulation -The Nest H/W club	-Support from the SEND Team -SALT Specialist Support -Community Paediatrics

Area of Difficulty	Wave 1 All pupils (where appropriate)	Wave 2 Targeted support	Wave 3 Specialist Support
Social, emotional, and mental health	<p>Whole school/class rules and reward systems</p> <p>Whole School behaviour policy</p> <p>Whole School rewards system</p> <p>reward card</p> <p>Mentoring sessions</p> <p>Personalised support plan</p> <p>Opportunity to attend range of after school clubs</p> <p>Pastoral Team</p> <p>Wellbeing Curriculum</p> <p>Form Tutor</p> <p>After school clubs</p> <p>Whole school and Year Group assemblies</p>	<p>-Support from the SEND Team (1:1, group or in class support)</p> <p>-Drawing and Talking/Talk for Work</p> <p>-Counselling</p> <p>-Mentoring</p> <p>-Send room exit card</p> <p>-Sensory Room</p> <p>-ELSA</p> <p>- zones of Regulation</p> <p>-Social Skills</p> <p>-The Nest H/W club</p>	<p>-Support from Pastoral Team</p> <p>-Bromley Y</p> <p>-Behaviour Intervention/ Support Service (BTA)</p> <p>-Community Paediatrics</p> <p>-School counsellor</p>

Area of Difficulty	Wave 1 All pupils (where appropriate)	Wave 2 Targeted support	Wave 3 Specialist Support
Sensory and Physical	<ul style="list-style-type: none"> -Staff aware of implications of sensory/physical needs -Differentiated curriculum planning and delivery, e.g. -Adjusting activities during P.E. lessons, displaying work on different coloured backgrounds, adapting learning environment (including sensory support) -Flexible teaching and seating arrangements to meet needs -Availability of resources e.g. pencil grips, writing slopes, sloped cushions -Accessibility plan in place – building -Differentiated curriculum planning and delivery including design of presentations and worksheets. 	<ul style="list-style-type: none"> -Support from the SEND Team (1:1, small group, or in class) -Bromley Nursing Service -Health Visiting Service -Sensory Room -Individualised timetables -ELSA -The Nest H/W club 	<ul style="list-style-type: none"> -Support from Inclusion Team - Occupational Therapy Service -Physiotherapy Service Sensory Services (e.g. Vision or Hearing Impairment Team) -Community Paediatrics