

Bullers Wood SEND Information Report October 2021

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

In writing this report, the school has given due consideration to the guidance contained in 6.81 of the Special Educational Needs and Disability Code of Practice 2014.

What types of Special Educational Needs and Disabilities do we cater for?

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

There are four categories of SEND: Cognition and Learning, Communication and learning, Social Emotional and Mental health and Physical and Sensory. Students can experience need across more than one category depending on their condition. The most common conditions at Bullers Wood School are ADHD, ASD and dyslexia; the number of students with SEMH needs has markedly increased over the last year or so. We have students with Education, Health and Care Plans (EHCPs) who receive SEND Top Up Funding from the LA and other students who require SEND Support; all students who have recognised SEND are placed on our Additional Needs Register which is constantly updated.

Support provisions for students with SEND are co-ordinated by the SEND department based on the top floor of Bullers Wood House.

'There are girls with different types of needs at Bullers Wood. I know that in my year group some girls have dyslexia, some have ADHD or some have speech and language difficulties like me'. A student in Year 11

'I go to Bullers Wood and I have an EHCP for ADHD.' A student in Year 9

How do we identify special educational needs?

We recognise the importance of early identification and aim to identify students' special needs as early as possible. Students are assessed on entry, building on information from their previous setting. As part of this process the needs of the whole student will be considered, not just the special educational needs of the student. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

In order to identify that a student has a special educational need the following may be used:

- Information passed on from the previous setting
- Concerns from a parent/carer
- Concerns from the student
- Subject teachers' assessment
- Information from any of the support services such as the Education Psychology Service
- Base line assessments such as CATS
- KS2 SATs results
- In-house testing and assessment such as for spelling, reading and numeracy conducted by our Specialist SEND Teacher
- Student tracking
- Information from subject teachers

Bullers Wood takes any concerns raised by a parent extremely seriously and these are always compared to our own assessments and information on how the student is developing. We also recognise that that other factors may influence a student's progress and attainment, but do not necessarily mean that a student has a special educational need. These might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a student to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a CLA or an adopted child
- Being a child of Service personnel

Our SENDCO, subject teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bullers Wood will further identify pupils with a special educational need.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model outlined in the Code of Practice (2014). The triggers for intervention are always underpinned by evidence.

Some students may be identified as having barriers to learning or additional needs which do not require SEND support. In line with the Code of Practice (2014), students identified as needing SEND Support are students who need provision which is additional to and different from the provision usually put in place for the majority of students.

What is our approach to teaching students with Special Educational Needs and Disabilities and how do we adapt the curriculum and learning environment for students with special educational needs?

'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 also 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.

Teachers are extremely skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual students' needs and learning styles. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

The SEND department provides teachers with information about students' needs and suggests strategies to use to support lesson planning. 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.

Students with an EHC Plan may receive individual support, depending on the severity of the need. Some students receive support in lessons from Learning Support Assistants across a range of subjects, according to their needs. Learning Support Assistants are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Although, the majority of our students have a full timetable, there are a small number of students with higher level needs who need and receive a flexible approach to timetabling. These particular students are accommodated in the SEND Department and taught accordingly.

Through effective provision mapping, students with SEN should be able to fully access the relevant year group or key stage curriculum and make progress. However, where needed, reasonable adaptations to the curriculum and learning environment will be made. In a small number of cases, such as for a student with an EHC plan, this may mean a reduction in the number of subjects being studied. We take students' SEND into account when they choose their GCSE options and have a flexible approach with some students' choices.

'My teachers give me handouts which helps me because I can listen and make notes instead of having to write everything down'. A dyslexic student in Year 11

*'I send teachers advice about how to adapt their teaching and which strategies to use'. **Speech and Language Therapist***

How is progress monitored and supported?

All Subject Leaders and teachers are responsible for monitoring progress and putting in place additional interventions to support good or better progress for all students. The progress of all students with SEND is monitored by the Assistant Head or Deputy Head in charge of each key stage and by the SENDCO once every term. In addition to this, the SENCO will ask subject teachers for feedback on students' progress in preparation for regular meetings with parents. Where a student's progress is becoming a cause for concern, the SENDCO will initiate a further co-ordinated set of actions, as part of the 'Assess-Plan-Do-Review' process that is set out in the Special Educational Needs and Disabilities Code of Practice (2014). This may include targeted interventions to close gaps in attainment and progress and may also include a further meeting with the student and their parents/carers. Staff in the department will assess all Key Stage 3 students for literacy difficulties at the beginning of each year. They will also retest any students who have had interventions to show the progress the student has made.

Additional support for learning and activities that are available to students with Special Educational Needs

*'In Year 7 and 8 I had speech therapy and now have it again for my GCSEs. The Speech and Language Therapist pre-teaches us new word which helps me understand and remember them' **A student in Year 11.***

SEND Support refers to provision that is put in place for a student on the SEND register, which is additional to and different from the support provided to other students. SEND Support is flexible and is planned and adapted to meet an individual student's needs. From October 2021 to July 2022 any of the following interventions might be put being put in place for SEND Support:

- Support from a Learning Support Assistant in lessons
- Support from Learning Support Assistants in the SEND Department
- A 6 week reading intervention from a Specialist Teacher planned to improve a particular skill or subject area.
- One to one mentoring
- Paired Reading
- A reduced timetable
- Speech and Language sessions delivered by a qualified Speech and Language Therapist at the school
- Access Arrangements for exams.
- Learning Support Assistant support on a school trips.
- Break and lunchtime Nurture Group.

- Small group lessons on study skills
- Assessment or advice from an Educational Psychologist
- Use of a reading / scanner pen

Each intervention has an entry criteria to ensure that appropriate interventions are put in place. The most effective support is seen as an intervention which lasts a specific amount of time e.g. 6 weeks and students are then able to apply their newly learnt skills to their learning across the curriculum.

'I go to the lunchtime group in the SEND department and play board games with other students. They are very friendly. I have made some friends with other girls in Year 7'. A student in Year 7



How will equipment and facilities to support students with SEN be secured?

The school follows the guidance provided by Bromley LA in their Banded Funding Guide. This means that the school provides equipment and facilities through its own budget, PRA or EHCP funding. Additionally, some students will be provided with additional support through Catch-Up funding.

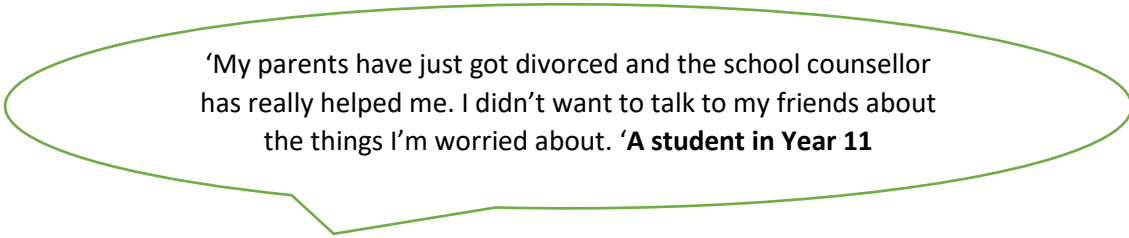
'My husband and I met with the EP and are supporting the school in applying for an EHC Needs Assessment to help our daughter and purchase software.' A parent.

What support is provided for students' social and emotional development?

Daily pastoral care is provided by each student's tutor and their respective Head of Year. The school aims to prepare students for life in an increasingly complex and demanding society. As a school we address the needs of the whole child. This includes ensuring the spiritual, moral, social and cultural development of all students as well as the academic, and involves all members of the school community. The Personal Development Programme plays an important part in guiding students through difficulties with social and emotional development.

If a student needs extra help concerns might be raised by parents/carers, a member of staff or the student themselves. This may be because of an unexpected change in behaviour, emotionally based school avoidance, fall in academic progress or if a student seeks support. Concerns are passed to the Head of Year who will investigate the concerns. Parents/Carers will always be involved. Support may include mentoring or a referral to the school counsellor. After meeting with parents the SENDCO or Head of Year may complete a referral to our Bromley Wellbeing school counsellor or another agency depending on the needs of the student.

The school's Director of Safeguarding and Child Protection is the Deputy principal, Mrs Anderson and staff will always contact her if they are concerned about a student's wellbeing and safety



'My parents have just got divorced and the school counsellor has really helped me. I didn't want to talk to my friends about the things I'm worried about. **'A student in Year 11**

How do we evaluate the effectiveness of our provisions for students with Special Educational Needs and Disabilities?

Student progress is at the heart of evaluating the effectiveness of any provision. Individual provisions and interventions have their own progress and impact measures, depending on what the aim of the provision/intervention is. Typically, any provision or intervention will be evaluated for any individual student within a term depending in the test used, as part of the 'Assess-Plan-Do-Review' process that is set out in the Special Educational Needs and Disabilities Code of Practice (2014). The SENCO will always spend time planning interventions and use effective evidenced based interventions. We use a range of assessments to monitor students' progress in interventions.

If a student has an intervention in school which is delivered by an outside agency, such as a speech and language therapist, the speech and language therapist will assess, plan, do and review and provide a report which measures the student's outcomes.

Learning Support Assistant in-class support is evaluated and they record the progress targeted students make towards their outcomes. Comments are made every lesson which provide detailed feedback about students' progress.

How does the school decide whether a student needs an EHC Plan?

Usually students who need an EHC Plan already have one in place before they come to secondary school. Bromley LA also have systems which enable schools to apply for extra funding without needing a statutory assessment. However, there are occasions when the school needs to apply for an EHC Plan for a student. In determining whether an EHC Plan is needed the SENCO works with parents, the LA

Educational Psychologist (attached to the school) and Advisory Teachers, and follows Bromley's Banded Funded Guidance. **Parents are also able to apply for an EHC Needs Assessment themselves. Once this is completed (with the support of the school), the LA will decide whether to take this forward to a full assessment for an EHCP; following this the application and evidence form the assessment goes to an SEND Panel who make the final decision.**

How we do enable students with Special Educational Needs and Disabilities to engage in activities that are available to all students?

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 disabled 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.
- Some students with difficulties may find it hard remembering to attend a club or be nervous on the first session. To support this the SEND staff will often collect targeted students from registration or send reminders to aid their memory.
- When school or extra-curricular activities take place off site, the school minibus is used to transport students who have physical difficulties and who may be unable to walk to the venue.
- Extra-curricular activities are inclusive and take account of students' needs.

'It was really good that Miss Y went to Thorpe Park with me. It meant that when I became anxious I could speak to her. The trip was fun!' **A**

student in Year 10

How do we promote student voice for young people with Special Educational Needs and Disabilities?

Student voice is a priority within our school, starting with regular opportunities to share views and voice concerns within the tutor group. For students with SEND or who have issues or concerns, 'student voice' is embedded in all systems throughout the school. Students with SEND are regularly asked for feedback about their support and we plan their support taking their views into consideration. The SENDCO has an open door policy and always makes time for students, parents and staff. We also run informal nurture groups at lunchtimes.

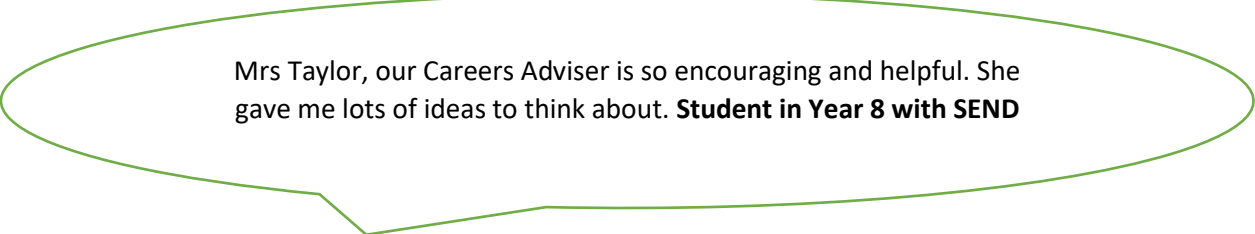
How do we work in partnership with parents/carers?

We know that where teachers and parents work together, the effect on the achievement of the children and young people is considerable. Close contact between the school and parents is essential. For this reason we attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us. We support parents/carers by having regular contact and provide opportunities to meet with staff in the SEND Department on a regular basis. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that the views of parents and the students are taken into account when planning interventions and support and we will then formally notify parents when it is decided that a student will receive SEND

support. The SENDCO welcomes contact through email in the first instance and then a follow up call or meeting can be arranged from there if appropriate.

What do we do to support transition to next phases of education and preparation for adulthood?

The SENDCO works very closely with the Co-ordinator of Careers to ensure that students with SEN are equipped to manage the challenges in the next phase of their life and are thinking about the next phases of their education from Year 8. Students with SEND take part in both group and individual careers sessions. If a student has an EHC Plan, our SENDCO attends transition review meetings in Year 6 and dedicated support will be provided to assist with selecting Key Stage 4 options subjects. This support is extended to a number of other students who may have more complex SEND. In Year 11, students are given every opportunity to make informed decisions about the next stage in their education or their introduction to training or employment, and parents of students with SEND are invited to join the individual careers sessions. 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.



Mrs Taylor, our Careers Adviser is so encouraging and helpful. She gave me lots of ideas to think about. **Student in Year 8 with SEND**

What are the expertise of staff and what training is provided to staff?

The SENDCO, MS Shaw, is a qualified teacher with extensive experience in special educational needs. She holds the following qualifications: M.A. M.Ed.

Whole staff training has been difficult over the two lockdowns; however SEND staff trained extensively online related to a variety of areas relating to SEND:

- ASD
- ADHD
- Dyslexia
- Social Emotional and Mental Health
- Anxiety
- Self-Harming
- Emotionally Based School Avoidance
- Adoption

Students are supported by a team of experienced Learning Support Assistants who have expertise and training in a range of areas. Where it is identified that there is a training need for an individual or group of staff, this will be provided as required. Where expertise does not exist within the school, we will work with external partners and agencies as required, such as the Educational Psychologists service and Speech and Language Therapists, to increase expertise to the standard required. All staff also have access to regularly updated advisory materials in all areas of special educational needs and disabilities which are linked to the SEND register. Teachers and support staff are also regularly briefed on the individual needs of students and strategies to support these needs. In addition, staff can at any time and when the need arises seek the advice of the SENDCO especially where a student's needs may be more complex. The department offers additional support to Newly Qualified Teachers and Trainee Teachers by providing one-to-one appointments with the SENDCO.

What other bodies and agencies do we work with?

The SEND Department work with a range of external professionals and agencies and these may change each year depending on the students' needs. The SENDCO believes that working collectively with other professionals means children and their families receive maximum benefit. From October 2021 we are working with: LA Educational Psychologists, medical professionals in Child and Adolescent Mental Health Services (CAMHS), Community Paediatricians and Advisory Teachers for Visual Impairment and Hearing Impairment, Speech and Language therapists and Specialist Teachers including those from the LA and Case Officers, The Phoenix Centre and private clinicians in the area.

Who can I contact for further information?

SENCO, Ms Belinda Shaw

bshaw@bwsgirls.org

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

What are the contact details of support services for the parents of students with SEND?**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

Email: 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

Central Library, High Street, Bromley, BR1 1EX

Email: 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

Bromley Wellbeing Service for Children

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

Tel: 0203 770 8848

E-mail: info@bromleyy.org

Secure NHS email: BROMH.bromleyy@nhs.net

Dyslexia Association of Bexley Bromley Greenwich and Lewisham

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

Email: info@dyslexiawise.co.uk

Bromley Parent Voice (BPV)

Website: www.bromleyparentvoice.org.uk

Email: 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>