

Bullers Wood SEND Information Report 2022-2023



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.

Who should I contact to discuss concerns or the needs of my child at Bullers Wood School for Girls?

- Your child's form tutor
- The SENCo – Mrs Shaw send@bwsgirls.org
- SEND admin – send@bwsgirls.org
- Access Arrangements Mrs A Ting ating@bwsgirls.org

How do we identify Special Educational Needs at Bullers Wood School for Girls?

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 – see the SEND referral form on the school website and at the end of this document
- 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 referrals raised by a parent 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

Students who are referred to the SENCO will then be reviewed using the Graduated Approach. 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.

Our SENCO, 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.

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.

The progress of students with SEND is systematically reviewed in termly assessments by subject teachers and the SENCO. This is then used to review the provision of support and decide upon future interventions to support students.

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.

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 SENCO will inform parents/carers about eligibility and applications for these arrangements. The SENCO works with Mrs Ting the Access Arrangements Coordinator as well as the Exams Officer.

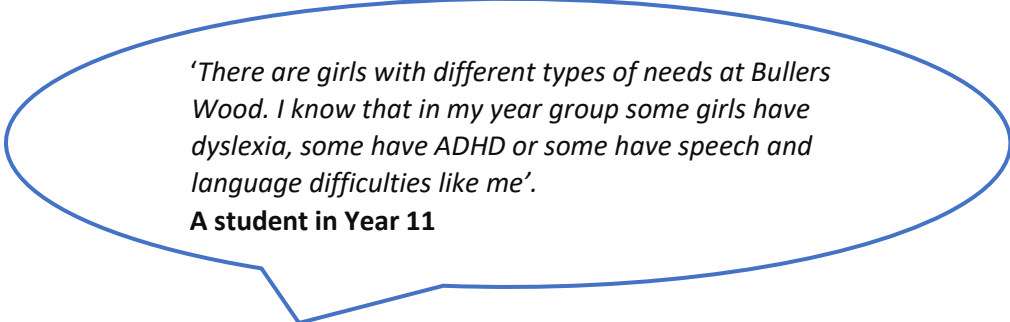
What types of Special Educational Needs and Disabilities do we cater for?

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 - (Autistic Spectrum Condition ASC/Social Communications Difficulties SCD, Speech, Language and Communication Needs SLCN).
- Communication and Learning - (Specific Learning Difficulties SpLD, Mild Learning Difficulties MLD)
- Social Emotional and Mental Health - including ADHD, , anxiety, depression, ODD, Attachment Disorder, OCD, eating disorders, PTSD, personality disorders, those under CAMHs or receiving therapy
- Physical and Sensory - Visual Impairment, Hearing Impairment, Physical Disability

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. 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.



'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'.

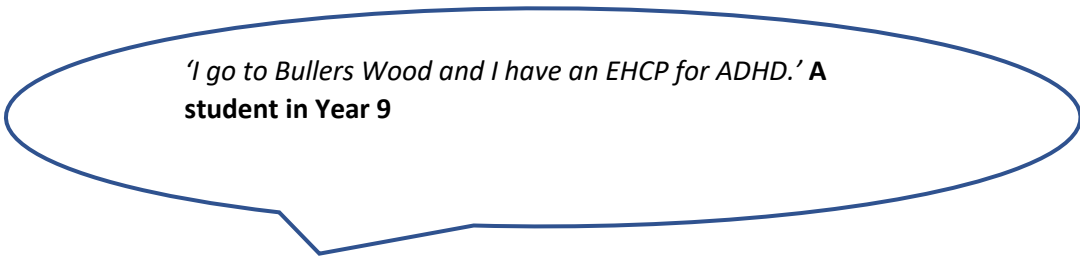
A student in Year 11

English as an Additional Language (EAL)

Where students enter Bullers Wood School for Girls with English as a second language we look to:

- Provide an induction process with our EAL Specialist Ms Anderson which includes testing their level of proficiency in English (a requirement by the Department for Education)
- Find another speaker of the heritage language within the school community
- Provide a 'buddy' within the new form tutor group
- Plan and provide for any expert support beyond the classroom
- Facilitate the study and completion of a GCSE and A' level in their heritage language.

Some of the students receive interventions with our EAL specialist.



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

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.

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.

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.

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

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. 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
- Small group lessons on study skills
- Lunchtime Nurture Group
- Quiet area at break or lunchtime



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

With regard to 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 expertise do staff have and what training is provided to staff?

- The SENCO, MS Shaw, is a qualified teacher holds the following qualifications: M.A. M.Ed.
- The Dyslexia specialist – Mrs D Newman has provided support for teaching staff this year regarding teaching students with dyslexia and helped create a Dyslexia passport
- The Learning Support Assistants are supported regularly in reviewing their practices using national guidelines for those working with SEND students

Teaching staff regularly receive professional development opportunities during which teaching and specialist staff share good practice.

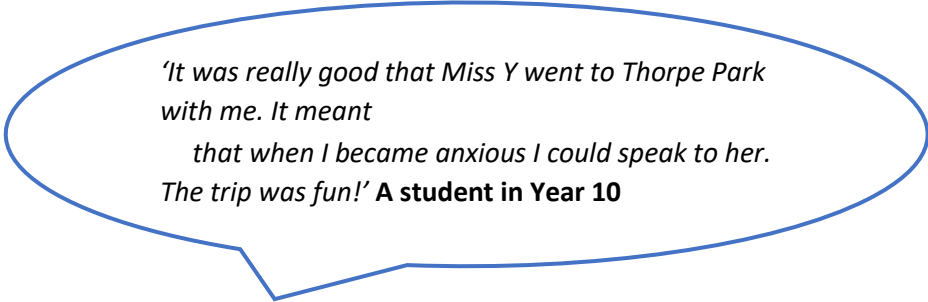
All staff have access to advice and information on meeting a wide range of specific needs via centralised guidance for each SEN need.

The school is part of the Bromley Schools Collegiate and as such our trainee staff have access to regular CPD.

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 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.
- 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**

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
 - Bromley Parent Voice - www.bromleyparentvoice.org.uk
 - Bromley Respite provisions
 - Bromley SEND Advisor
 - Bromley Specialist Disability Team,
 - Bromley Wellbeing (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?

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

<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>

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

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