

# **SEND INFORMATION REPORT 2018-19**

## **How does the school know when a pupil has learning difficulties or special educational needs?**

'A student is identified as having SEN when he/she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age.' (SEND Code of Practice 2014)

- Transfer of data from Primary school (collected by the SENDCo throughout the summer term)
- In-house assessment on entry and then throughout school career (Assessments include: Cognitive Ability Test data, reading age tests, spelling age tests, mathematics competency tests)
- Referral to external agency for assessment by SENDCO (this could include: Educational Psychologist, CAMHS or Speech and Language Therapist)
- Investigation of underachievement
- Observations in response to staff concerns
- Parental concerns
- Student concerns

## **How is the curriculum matched to pupil's needs?**

- Teachers take account of pupils' needs using assessment for learning techniques
- Differentiation (teachers are required to differentiate and schemes of work account for this)
- Alternative curriculum pathways (Entry Level accreditation, extra Maths and English, 1-to-1 literacy and other schemes)
- Phonics interventions (Ruth Miskin).
- Literacy interventions (Hackney Lit & Sound Training)
- Small group withdrawal literacy intervention (Precision teaching / toe by toe / Lifeboat)
- Small group withdrawal Numeracy classes with a specialist Maths Instructor or HLTA.
- SEND homework club.

## **How does the school know whether pupils are making progress?**

- Assessment data (collected 3 times per year)
- Feedback from parents
- Feedback from students
- Feedback from subject teachers
- Feedback from LSAs
- Analysis of ROL (Raise online)

## **How are parents/carers informed about how their child is doing?**

- Via the school Learning Journal
- Meetings with SENDCO/Inclusion team members
- Parents' Evenings
- Regular contact such as phone calls, emails and letters

## **What arrangements does the school make to support pupils transferring from another school?**

### **Primary to Secondary education:**

- Attendance at Person Centred Reviews.
- Extra visits to Bower Park at different times of the day to see the Learning Support Department and the school in action.
- Bower Park LSA visits Junior Schools when invited.
- Information disseminated to teachers in September.
- Heavily supported first two weeks in the first term.

### **In the transition from Key Stage 3 to 4 and GCSE Option Choices:**

- Specialist careers interviews.
- Review meetings over a period of time to consider support arrangements and option choices.
- Longer decision making period re option choices.
- Personalised curriculum.

### **On the transition to Post 16 education:**

- Specialist careers interviews.
- Specific annual review meeting to set appropriate outcome and provision.
- Liaison between SENDCO and the equivalent member of staff at Post 16 provider.
- Induction days.

**Preparation for Adulthood:**

- Personal Health and Social Education (PHSE).
- Work experience.
- Life skills.

**How is support organized for pupils with identified special educational needs?**

- In class learning support provided by LSAs
- Differentiated teaching and learning
- Paired reading
- Small group literacy for our weakest readers
- After school interventions such as Homework Club and Craft Club
- Teenage Workshops
- Speech, Language and Communication interventions
- EAL support
- Mentoring
- Tailored interventions delivered by Inclusion staff (such as Toe by Toe)
- Personalised timetables (for example, pupils may be withdrawn from options subjects)
- Implementing recommendations from external agencies/specialists

**How are decisions made about how much support individual pupils receive?**

- Analysis of student needs, in relation to access across the curriculum, gathered through assessment data and subject teacher feedback
- Historical information (e.g. from Primary setting)
- Input from relevant stakeholders (from students reviews, reports from external agencies etc.)
- Interpreting recommendations from external agencies/specialists

**How does the school know if the extra support is helping pupils to make progress?**

- Feedback from students (e.g. at the beginning and conclusion of an intervention)
- Feedback from parents (e.g. Parents' Evenings and Inclusion Open Afternoons)
- Feedback from teaching staff and LSAs (e.g. commentary on progress)
- Assessment Data
- ROL

**How are parents/carers informed about their child's needs and what support they are receiving?**

- Meeting with SENDCO/Inclusion staff e.g. at Parents' Evenings
- Other meetings
- Pupil Passports
- Email and phone conversations.

**How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

- Review of Pupil Passports
- Meeting with SENDCO/ Inclusion staff
- Meeting with external agencies

**What expertise and training do the staff who support SEN pupils have?**

- Staff briefing each week to discuss key issues
- Regular meetings with SENDCO to update the department and discuss needs
- All HLTAs are qualified
- Department training delivered by external agencies to enhance practice
- Qualified teacher as SENDCO
- School nurse delivers training as necessary

**What specialist support or services does the school access for pupils with SEN?**

- EPS (Educational Psychology Service)
- OT (Occupational Therapy)
- HI/VI (Hearing and Visual Impairment Service)
- BSS (Behaviour Support Service)
- SALT (Speech and Language Therapy)
- CAMHS
- Prospects

### **How accessible is the school environment?**

- Arrangements for ground floor only lessons can be made
- The Centre is a place of refuge
- The Centre has a large interventions room and a smaller quiet room
- The Centre is open during break and lunchtime for those students who find the canteen too much

### **What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?**

- Appropriate support is put in place e.g. through a risk assessment
- Consultation with parents (e.g. meeting with SENDCO)
- Consultation with staff e.g. ensuring they are briefed about the young person's needs through relevant training
- Appropriate staff: student ratio
- Visit ahead of school journey to assess what reasonable adjustment would need to be made where appropriate
- Risk assessments are completed

### **How does the school support pupils' overall well-being?**

- Inclusion Open-Door Policy
- Home-school contact
- Adherence to safeguarding procedures
- Establishing positive relations with students (e.g. support staff work with students regularly allowing them to build up and maintain relationships)
- The Learning Support office staff are identified to students as people who can sort out issues like lack of ingredients, lack of P.E. kit or loss of possessions.
- The Centre is seen as refuges and students have cards to allow them to leave lessons to come there.
- The social activities run by the SEN Department also allow for social and emotional development through structured supported group activities.
- School Dog

Bower Park Academy has:

- A designated L.A.C. teacher.
- 3 Child Protection Officers.
- 2 staff involved in Pupil Premium work.
- A part-time school counsellor

**Who can parents/carers contact to talk to about their child's special educational needs?**

- SENDCo
- Form Tutor
- Director of Learning
- House Support and Guidance Manager

**Who should parents/carers contact if they have a complaint about the SEN provision in the School?**

- School office
- Principle
- Chair of Governors
- LA

**Who can I contact for more information?**

- Jo Scott – SENDCo
- [scottj@bowerpark.havering.sch.uk](mailto:scottj@bowerpark.havering.sch.uk)
- 01708 730244