



London South East Academies Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SEN INFORMATION REPORT AND POLICY

(BBA)

Responsible post holder	Executive Headteacher
Approved by / on	December 2017
Next Review	December 2018

This policy is written in line with the requirements of:-
Children and Families Act 2014 SEN Code of Practice
2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN
information report
Schedule 2 regulation 53 – Information to be published by a local authority
in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI
2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour
Policy, Equality and Diversity Policy, Safeguarding Policy, Attendance Policy, Complaints
Policy and Supporting Students with Medical Conditions Policy.

This policy will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which
calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if
he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others
of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of
facilities of a kind generally provided for others of the same age in
mainstream schools or mainstream post-16 institutions. *SEN Code of Practice
(2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the
Equality Act 2010 – that is'...a physical or mental impairment which has a long-term
and substantial adverse effect on their ability to carry out normal day-to-day

activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

Bromley Beacon Academy has a specific duty to educate children with SEN; specifically those identified as having 'Social, Emotional and Mental Health Difficulties', (SEMH) and Challenging Behaviour. Bromley Beacon Academy is committed to ensuring the children placed with us make good or better progress and achieve well through addressing the details of Statements of Special Educational Needs/Education, Health and Care Plans, and co-ordinating the support work of the LA and other agencies external to the school. This introductory paragraph is the foundation of the ethos of the school and also informs the policy all of which contributes towards meeting the objectives below.

2 Information about the policy for identification and assessment of students with SEN

All students who attend Bromley Beacon Academy currently have a Statement of SEN/EHCP (full conversion to EHCPs by March 2018) and they are considered for admittance to the school if the Statement/EHCP matches the SEBD/SEMH provision the school offers.

All parents of students referred to the school for consideration of placement are invited to visit the school, and a preadmission interview date is set.

A further visit to the school or trial days may occur before a school place is offered if this is deemed appropriate and a place is available. After a place has been offered and accepted an induction with the student, their family or significant adult will take place. The induction includes a risk assessment, provision of school uniform, completion of the home school agreement, outline of school rules and literacy and numeracy baselining.

Some students may start at Bromley Beacon Academy on a reduced timetable that gradually builds in duration to ensure a successful integration.

Baseline for all new students BBA schools takes place over their first 6 weeks.

Bromley Beacon Academy offers a Central Assessment Package (CAP) for all students upon entry which assesses the following:

1. Visual Stress
2. Learning Style
3. Single Word Spelling (SWS)
4. Single Word Reading (SWR)
5. Reading Comprehension

The assessments within CAP are accessible to students of all ages, ability and Special Educational Needs and are consistent across the Orpington and Bromley campuses, with the exception of the PM Benchmark reading comprehension tool. All tests are administered 1:1, although the SWS assessment can be carried out with groups of students.

Information gathered through CAP is disseminated to teaching staff. Spelling and Reading assessments identify more able students and those requiring an intervention programme. Furthermore, it informs the intervention – in-class small group intervention or a bespoke 1:1 intervention programme.

The **Visual Stress Test** identifies a coloured overlay that may help students when reading. Each classroom has a set of the different coloured reading rulers for students to use.

The **Learning Style** questionnaire determines the best way in which individual students learn. This may be auditory (listening), visual (looking/watching) or kinaesthetic (doing).

The **Single Word Reading and Single Word Spelling** assessments generate a spelling/reading age, a raw score (RS) and a standardised score (SS). Raw scores and Standardised Scores are used to track progress and inform re-assessment. Students achieving a SS of <90 are re-tested twice per year. Students achieving a SS of 90+ are only re-tested if concerns are expressed that the student is not making expected progress. Spelling/reading ages can have a negative impact on student self-esteem so SSs are used in student feedback and reports to parents.

Reading comprehension is assessed using PM Benchmark; the starting level is determined by a student's SWR results. This assessment tool levels students within coloured book bands, a nationally proven approach to developing successful readers. Since a standardised score is not generated, all students are re-assessed at least twice per year and progress is recorded using the terms – beginning, developing and secure. A reading comprehension age is obtained based upon the student's ability to read unseen texts, to retell events/facts, answer orally literal and inferential questions as well as questions on applied knowledge and vocabulary at higher levels.

When students are reading securely at the highest book band level, and towards the end of Year 8 (in preparation for transition to the Bromley campus), reading comprehension is assessed using Access which generates both a reading comprehension age and a SS. The criteria for re-testing using Access are the same as those for SWR and SWS (see above).

Dyslexia Screening is available for all students, but priority is given to those showing signs of dyslexia. The screening tool measures a student's probability of dyslexic difficulties, the results of which may lead to a full diagnostic assessment.

For Maths/numeracy a new scheme of work is being developed for Orpington. This will include a baselining paper and this will also be tested twice during the year. We will be following the Collins Scheme of Work.

The Baseline at BBA Bromley follows the same procedure as outlined above however it differs in the following ways:

Lucid Dyslexia Screener (KS4 & KS5) - This screener is used 'as required', dependent upon the outcomes and observations of the assessments. The screening tool measures a student's probability of dyslexic difficulties.

The **Learning Style** questionnaire gives an indication of the student's preferred learning style. This may be auditory (listening), visual (looking/watching) or kinaesthetic (doing).

Numeracy/Mathematics Skills

We currently use a GCSE scheme of work which is supported by differentiated work for both year 9 and year 10 with links to the "I can" statements of Student Asset (our assessment system).

Each topic is adapted to meet the learning needs of individual students looking at their stage rather than their age and adapted to address any weakness, as highlighted either by their numeracy Personalised Learning Checklist (PLC) or those from the ACCESS 2 test.

We baseline test using the ACCESS 2 and numeracy test on entry and will re test in January and July using the ACCESS 2 for those who did not have a scale score of 90+. During the year, as each area of the numeracy test is covered, these will be reassessed to ensure progress is made.

Specific SEN procedures for BBA school sites.

All students at both sites arrive with an EHCP or statement this will include relevant professional reports from an Educational Psychologist. It may also include reports from community Paediatrics, Child Adolescent and Mental Health Services - **ASD & ADHD Services**, Occupational Therapy and Speech and Language Advice.

Needs are identified from the EHCP and provision is planned. Need and provision is mapped on the provision map. The provision map lists interventions for each individual. Staff at BBA are provided with a Student Passport which provides a summary of the student and their needs.

The SENCO co-produces a student passport with parents/carers and students. The student passport will contain information from the one page profile in the EHCP. The passport will include the student's likes and dislikes, strengths and weaknesses. It will explain how best to support them in behaviour and learning, SEN needs. EHCP short term targets and transition outcomes are communicated with teachers in this way. It is shared with all relevant staff within the academy and reviewed at academic review days. This information contributes to EHCP annual reviews.

In combination with baseline data, staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. Students work in small groups inside their class. There are therapeutic 1:1 interventions. There is SALT on site including screening, assessment and classroom interventions. We follow a staged and graduated approach to identifying and assessing

needs, using the 'Assess, Plan, Do, Review' Model. Further triggers for intervention could be the teachers or support colleagues concern.

This is underpinned by evidence, about a student who, despite receiving a differentiated learning opportunities, does not make expected progress. We have access to external advisors who are able to identify specific areas of need should

3. Information about the school's policies for making provision for students with special educational needs

3a How the school evaluates the effectiveness of its provision for such students:

Every student accessing a placement at the provision will be involved in a pre-admission meeting in advance of the induction and baseline testing processes.

From the initial baselining of the students, progress is measured on a half termly basis in every subject area and reported to parents via written reports on a termly basis and through the Academic Review Day (ARD).

At both sites data is collated and analysed by the Data Leads in conjunction with the Head of School to identify the impact of intervention programmes and to measure progress. This is reported to the Executive Headteacher and key interventions are discussed specific to subject areas and whole school. Class/ subject teachers are met by Data Leads and Head of School on a half termly basis where progress reports are presented and any student underachieving is discussed in detail. This allows the school to evaluate the effectiveness of the provision overall and to compare the progress and intervention plan for all our students.

Students and their families are encouraged to attend their planning and review meetings (ARD, EHCP meetings) and to engage in the process as it relates to their individual needs and planning for support. All documentation includes space for the recording of feedback by students.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

SENCo at BBA meets with the SEN Trust Board Representative and reviews need and SEN practice. Parents' views are reviewed termly, via Academic Review Day and analysis is completed by Heads of School.

Attainment outcomes for Yr11 2017 was:

Year	No on Roll	% of 5 or more A*-C (inc E&M)	% of 5 or more A*-C	% of 5 or more A*-G	% of 1 or more A*-G
2017	9	0%	0%	89% ↑	100% ↑

3b The school's arrangements for assessing and reviewing the progress of students with special educational needs:

Every student in the school has their progress tracked via at least six data drops calendared for the academic year and any underachievement in progress is identified and appropriate interventions are put in place. All students have annual reviews of their EHCPs. The EHCP short term targets, preparing for adulthood and/or Long term goals for transition are reviewed.

3c The school's approach to teaching students with special educational needs:

High quality teaching, differentiated for individual students, is the first step in responding to students needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At BBA the quality of teaching is judged to be Good.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of reading, literacy and numeracy interventions provided mainly by specialist Progress Partners. In terms of support for Social, Emotional and Mental Health needs, the school therapists work with groups and individuals, in partnership with teaching staff to support the ability of students to overcome their own barriers to successful transition to the next Key Stage.

3d How the school adapts the curriculum and learning environment for students with special educational needs:

At BBA we follow the principles of quality first teaching and excellent inclusive practice using the National Curriculum and GCSE qualifications where possible ensuring the learning environment for all students is appropriate and differentiated appropriately for special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has recently made the following improvements as part of the school's improvement planning: highly committed to ongoing training of staff; a training programme calendared throughout the academic Year; SEN Training is coordinated via the SENCO and Leadership team, who track all staff training ensuring it is up to date and statutory duties are met.

Training is provided to staff to support learning. This includes Positive Handling, Emotion Coaching and Speech and Language training, assessment tool and data management system training. Other staff continue to gain training in Safeguarding and First Aid. Training is specifically related to the needs of children in our school and also as required by statutory guidance. We continue to commit to having qualified trainers in school for courses such as PRICE – Positive Handling. We have Safeguarding Leads who deliver Safeguarding and coordinate PREVENT training.

At BBA, there is access to good practice sharing through PiXL and Special Learning Partnership, Challenge Partners and IMPACT Teaching Alliance. Across the School, all staff have clear job descriptions which detail the required qualifications for each post in school.

3e Additional support for learning that is available to students with special educational needs:

Additional support is offered to students whose reading ages are significantly below the expected for their chronological age as well as to those students where the gaps in progress are not being reduced. Reading support is embedded at both sites. The small class sizes, use of PPs, coloured paper/larger print are also used as learning interventions where required. In terms of managing behaviour, support is through identified need and targeted to match individual areas, requiring development. Support for SEMH is on both an individual and group basis as well as through the actual structure of the behaviour policy. For our client group, this is the predominant need as this is the rationale behind placement with our school as they all have SEMH EHCPs.

3f How the school enables students with special educational needs to engage in activities of the school (including physical activities):

All clubs, trips and activities offered to students at BBA are available to all students. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of all students in the activity.

3g Support that is available for improving the emotional and social development of students with special educational needs:

At BBA we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, circle time, social skills groups, PSHE, Tutor Time (in place at the start of each day), social time support and through direct 1:1 and group work delivered by the Counselling and Therapeutic team, as well as indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area, we also can provide the following: 1:1 support through Behaviour Learning Mentor intervention, support through Progress Partner support, 1:1 and group work through the Therapeutic interventions, access to Bromley Children's Project Group work for families on site at BBAO and is an area that is looking to be developed at BBAB, targeted interventions around social skills and social use of language by the staff team.

Therapeutic Support and Well-being

The therapy and wellbeing service offers a specialised provision for the entire school community. The school prioritises social emotional and mental health within every aspect of school life - policies & environment, academics, relationships and individual wellbeing especially as it related to SEND. We have a full time, on-site therapist who manages the provision alongside input as needed from counsellors, arts therapists and speech and language therapy teams who provide input. Therapists support SEND meetings and processes.

For Students

We provide weekly sessions for students who have a sustained need for support. The priority list and intervention type is determined in consultation with Senior Leaders, SEND and individual history. Student and parent consent is obtained before clinical intervention begins. Therapeutic work is tailored according to needs, combining either a creative indirect or direct approach to supporting emotional wellbeing. These interventions may occur individually or in groups. Depending on suitability, a student may be offered time with a drama therapist, integrative arts therapist, music therapist, counsellor or speech and language therapist.

Supporting students' positive mental health

We believe we have a key role in promoting students positive mental health and helping to prevent mental health problems. Our school is developing a range of strategies and approaches including;

Student-led activities

- Campaigns and assemblies to raise awareness of mental health

Transition programmes

- Transition programmes for each key stage
- Therapy transition sessions offered for students seeing an onsite therapist at time of transition

Class activities

- Mindfulness and Circle Time sessions for students
- Mental health teaching programmes
- Visits and workshops from External Services

Whole school

- Wellbeing week
- SEMH linked into the school curriculum with each student and teacher developing termly SEMH targets linked to Education Health Care Plans
- Class teachers work closely with their group of students to monitor any changes or developments to mental health and can refer to Therapists as needed.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Small group activities

- Music Therapy
- Drama Therapy
- Family Play Therapy
- Speech and Language Therapy

Individual Psychological Therapies:

- Drama Therapy
- CBT/REBT
- Integrative Arts Therapies
- Counselling

For Parents & Carers:

The school offers confidential group sessions for parents and carers led by the school therapist. The group provides a place to seek support and connect with others. Additionally, if parents would like to book time to see the school therapist on an individual basis, they can do so.

Carnegie Centre of Excellence for Mental Health in Schools Award:

Bromley Beacon Academy is working towards excellence in mental health practice. We are looking to have this recognised and developed with a national award level. We are currently devising new policies and processes to improve and strengthen mental health of students, parents and staff. Achieving this award will be a whole Trust effort and will take into account student, parent, staff and Trustee voice.

4 The name and contact details of the SEN Co-ordinator:

The SENCO at BBA is Ben Naylor, who is a qualified teacher and has completed the Post Graduate National Award for SEN Coordination. He also holds the following qualifications: MA Art Education, BA (Hons) Fine Art, PGCE in Secondary Education Art and Design. Ben Naylor is based at both sites throughout the week and can be contacted at Ben.naylor@bromleybeaconacademy.org.uk.

The SENCO is supported by an SENCO administrator at each site:

Diane.whitehead@bromleybeaconacademy.org.uk for BBAO

Lauren.hilton@bromleybeaconacademy.org.uk for BBAB

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

All teachers and teaching assistants have had the following awareness training: PREVENT; E-Safety; Safeguarding; CSE; Price Positive Handling Training; Speech and Language; Emotion Coaching; in-house training for supporting learners in the classroom for all support staff.

In addition the staff have received the following enhanced and specialist training:

BBAB – Whole school Training: The Language rich curriculum, Working with Speech and Language needs in receptive and expressive language.

BBAB/BBAO – Insights into SEMH needs.

BBAB/BBAO – Tracking the SEMH needs of students.

BBAB/BBAO- De-escalation techniques.

BBAB/BBAO- Specialist CAMHS training workshops. ASD/ADHD.

BBAO – Training for progress partners in supporting students with ASD.

According to our latest SEN Audit of October 2017 most staff think they have a good basic knowledge of ADHD, dyslexia, Speech and Language, ASD, differentiation, restorative approaches and emotional intelligence. A smaller but significant number have more specialised knowledge and skills with ASD and differentiation. There are highly trained and

skilled 'Champions' of individual needs such as ASD, Speech and Language, literacy and dyslexia. When they attend training updates, they feedback to staff and support specific interventions for students.

All of our staff are highly skilled in approaches to working with SEMH students. The staff team are reflective and concerns and strategies for SEN students are routinely raised reviewed and discussed. There is good communication between staff and the SENCo team. Staff will request further advice as needed.

Where a training need is identified beyond staff specialisms, we will find a provider who is able to deliver it. Training providers we have approached previously include Educational Psychologist, Speech and language therapist, BCP, CAMHs and PRICE.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured:

The vast bulk of our funding is via the ESFA core funding and through the High Needs budget of the Local Authority. In addition to this, we have access to Pupil Premium, other minor grants and out of borough funding.

Through careful budgeting, we are able to provide appropriate equipment and improve our facilities to support our children and young people.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education:

All parents of students at BBA are invited to discuss the progress of their children on ARD (three occasions a year) and receive a termly report.

Parents are also contacted on a daily basis in regard to both positive and negative aspects of behaviour with Tick Sheets going home with all students at the BBAO site. Tutors and pastoral leads also contact parents on a weekly basis to discuss social, emotional and behavioural progress, along with their progress towards academic targets

In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch- up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map and details shared with parents at meetings.

In addition all parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

9 The arrangements made by the Trust Board relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school:

The normal arrangements for the treatment of complaints at BBA are used for complaints about provision made for special educational needs. The Complaints Policy is consistent across the Trust and accessible on our website. We encourage parents to discuss their concerns with the Form Tutor, Pastoral Lead, SENCo, any member of the SLT, Deputy Head of School and Head of School to resolve the issue before making the complaint formal to the Executive Head Teacher and subsequently to the Chair of the Trust Board.

If the complaint is not resolved after it has been considered by the Trust Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the Trust Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:

The Trust Board have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service
- A Service Level Agreement with SALT
- A Service Level Agreement with Met Police
- Membership of professional networks for SENCO e.g. SENCO forum etc.

11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):

Information Advice and Support:

IASS iass@bromley.gov.uk or 01689 881024/01689 881023

IPSEA www.ipsea.org.uk

SOS SEN www.sossen.org.uk 020 8538 3731

12 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

BBA provides significant support throughout all transitions from KS2 to KS3 although these students are based in the same school. Parents and students are met to discuss the transition and any concerns are addressed at this stage.

The transition from KS3 to 4 is handled once again very sensitively as the students actually move to a new site.

The transition process starts from April onwards with parents and students visiting the site out of hours initially and meeting the staff and getting to know the building.

The students will then carry out taster mornings and afternoons where they will experience lessons at the new site. In September 2018, Year 9 students will begin at the new site one day earlier than the other students to provide them with further support.

The transition from KS4 to 5 is supported by specific careers interventions by impartial careers advisors to support the students to decide on whether they will stay on at our 6th form or go onto FE college. The Pastoral Lead for Year 11 will carry out significant work on careers along with the Work Experience Co-ordinator who will gain support from outside providers to further support in CV writing and interview techniques etc.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://bromley.mylifeportal.co.uk/home> (0208-464 3333) and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

