

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2022 - 2023

GENERAL

1. **Admissions.** Provision is made in the Admissions Policy for pupils with SEN or Disabilities.
2. **Treatment of Pupils with SEND.** The School requires that pupils with SEND are not treated less favourably than other pupils. The full requirements are in the SEND and Medical Conditions Policy.
3. **Access Facilities for Pupils with SEN.** Special provision as required and appropriate is made to provide suitable access for pupils with SEND as specified in the Equality Policy.
4. **Accessibility Plan.** The Accessibility Plan for disabled pupils is at Annex C to the Equality Policy.

PUPILS' NEEDS

5. In total there were around 179 pupils requiring support for SEN, learning difficulties or psychological difficulties.
6. The majority of time by Learning Support staff was spent with pupils over ASD, emotional support, anxiety and dyslexia. There were no pupils with an EHCP. In particular, there were 7 pupils requiring significant amounts of time either individually or in multi-agency meetings, mainly due to mental health problems, behaviour or long periods of absence.
7. Boys taking the 11+ with SEN difficulties were reviewed to assess whether they qualified for concessions in the test. In total 4 pupils came for a 1-1 visit prior to the exam. 1 pupil has an EHCP.
8. 1-1 transition visits were organised by the SENDCo for 7 pupils joining Y7 in the 2023-2024 academic year with identifiable Special Educational Needs, in order to help their integration into the school. The SENDCo also visited 2 primary schools and liaised with 2 others. Further transition and liaison was needed for 1 year 6 pupil with an EHCP.
9. The number of pupils requiring laptops for undertaking their work in 2022/23 was 19.
10. The SENDCo conducted parental meetings of 34 pupils throughout the year.
11. 57 pupils were referred to the SENDCo for assessment following teacher or parent concern over academic progress. No specific learning difficulty was diagnosed and pastoral/mentoring support was recommended, in conjunction with classroom differentiation.
12. Successful transition to University was planned for 1 year 13 pupil. This included visits to higher education establishments and weekly support in life skills.
13. 18 pupils in years 7-11 received TA support (PJC and CMG).

IMPLEMENTING THE SEN 2014 CODE OF PRACTICE

14. Changes to SEN following the publication of the new Code of Practice April 2014 continue to be implemented. Pupils identified as having difficulties are now assessed by the classroom teacher first and differentiation strategies implemented before being referred to learning support for assessment. Some pupils with difficulties will have a learning profile on Bromcom (Teacher IT system) and for those with significant difficulties, there are Individual Education Plans (IEPs) to which staff may refer. The SENDCo meets with parents of pupils with SEN twice a year to monitor progress and provision of support and to review targets set in the IEP.

STAFF WITH DAY-TO-DAY RESPONSIBILITY

15. **Mrs Stephanie Paden.** SEND and Access Arrangements Coordinator with overall responsibility for the provision of SEND.

16. **Miss Charlotte Grayer.** ELSA. Learning Support TA

17. **Miss Phoebe Cleary.** Learning Support TA.

PROVISION EVALUATION

18. In order to evaluate provision, the SENDCo completes an annual report monitoring the effectiveness of the school provision and this is reviewed by the governors. The Link Governor for SEND and the SENDCo review the school's SEND policy each year to meet statutory requirements.

19. As part of the OFSTED Action Plan, SMP created a questionnaire with staff, which was then shared and discussed at a LT meeting. Using this feedback SMP and GL carried out a number of learning walks during the summer term.

SEND PROVISION MAP – WHOLE SCHOOL – REPORT TO 31 AUGUST 2023

	Grp size	Time	Frequency
Support/mentoring (CMG) for 18 year 7 pupils	1	30 mins	87 sessions
Support/mentoring (CMG) for 23 year 8 pupils	1	30 mins	108 sessions
Support/mentoring (CMG) for 13 year 9 pupils	1	30 mins	49 sessions
Support/mentoring (CMG) for 18 year 10 pupils	1	30 mins	98 sessions
Support/mentoring (CMG) for 11 year 11 pupils	1	30 mins	50 sessions
Support/mentoring (CMG) for 2 6 th Form pupils	1	30 mins	6 sessions
Support/mentoring (CMG) for 1 year 13 pupil	1	30 mins	Weekly
TA in class support (CMG)	1	60 mins	67 sessions
TA in class support (PJC)	1	60 mins	395 sessions
Support on school visits (CMG)	1	4 days	Annually
One-off support for 66 pupils (SMP)	1	30 mins	66 sessions
1-1 Support/mentoring (CMG) for year 11/13 pupil	2	30 mins	Weekly
1-1 Support/mentoring (SMP) for year 11/13 pupils	2	30 mins	Weekly
LSA (CMG) admin, record keeping, meetings with parents etc.	N/A	6 hours	Weekly
SEN Administration/CPD research/correspondence with staff and parents /record keeping etc. (SMP)	N/A	18 hours	Weekly
Wednesday lunchtime social group (SMP)	10	30 mins	Weekly
Exam Access Arrangements assessments (JHS) for 11 pupils	1	1 hr each	11 sessions
SEN Multi-agency meetings (SMP)	N/A	1 hour	9 meetings
SMP meetings with Heads of School	N/A	2.5 hours	Weekly
Education Welfare Officer meetings/advice (SMP)	N/A	1 hour	Termly
Educational Psychologist Solution Surgeries and meetings (SMP)	N/A	3 hours	Termly
INSET delivery to BWS new staff (SMP)	Group	1 hour	Annually
New year 7 talks x 5 (SMP)	32	2.5 hours	Annually
Staff CPD online webinars and in person (SMP)	Group	2 days	Annually

Staff CPD online webinars and in person (CMG)	Group	6.5 days	Annually
Medical Needs and Attendance meetings for 2 boys (SMP)	1	1 hour	10 meetings
IT equipment for pupils requiring a laptop	20	Daily	