

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2019 - 2020

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 91 boys requiring support for SEN, learning difficulties or psychological difficulties.
6. The majority of time by Learning Support staff was spent with boys over poor attendance, autism, mental health difficulties (anxiety) and dyslexia. In particular, there were 6 boys requiring significant amounts of time either individually or in multi-agency meetings. One has an EHCP and at least one other has had significant mental health problems and long periods of absence. The latter remains on roll at BWS and all strategic meetings are conducted and hosted by BWS.
7. Boys taking the 11+ with SEN difficulties were reviewed to assess whether they qualified for concessions in the test.
8. In addition, 1-1 transition visits were organised by the SENDCo for 4 pupils joining Y7 and 1 pupil joining year 8 in the 2020-2021 academic year with identifiable Special Educational Needs, in order to help their integration into the school.
9. The number of pupils requiring laptops for undertaking their work in 2019/20 was 14.
10. 38 boys 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.
11. Liaison with college and university Learning Support departments took place for 2 pupils.
12. SEN information about pupils studying at both BWS and SWGS was shared between the 2 schools where appropriate.

IMPLEMENTING THE SEN 2014 CODE OF PRACTICE

13. Changes to SEN following the publication of the new Code of Practice April 2014 continue to be implemented. Boys identified as having difficulties are now assessed by the classroom teacher first and differentiation strategies implemented before being referred to learning support for assessment. All boys with difficulties will have a learning profile on SIMS (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 three times a year to monitor progress and provision of support and to review targets set in the IEP.

STAFF WITH DAY-TO-DAY RESPONSIBILITY

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

15. **Miss Charlotte Grayer.** Learning Support TA. Named TA for EHCP student in year 12. Fully qualified ELSA.

16. **Mrs Yvette Quirk.** Learning Support TA.

PROVISION EVALUATION

17. 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.

SEND PROVISION MAP – WHOLE SCHOOL – REPORT TO 31 AUGUST 2020

	Grp size	Time	Frequency
Support/mentoring (CG) for 16 year 7 pupils	1	40 mins	81 sessions in total
Support/mentoring (CG) for 10 year 8 pupils	1	40 mins	48 sessions
Support/mentoring (CG) for 5 year 9 pupils	1	40 mins	28 sessions
Support/mentoring (CG) for 8 year 10 pupils	1	40 minutes	55 sessions
Support/mentoring (CG) for 5 year 11 pupils	1	40 minutes	29 sessions
Support/mentoring (CG) for 3 year 12 pupils	1	40 minutes	17 sessions
Support/mentoring (CG) for 1 year 13 pupil	1	40 minutes	3 sessions
TA in class support (CG/YQ)	1	40 minutes	25 sessions weekly
TA support on excursions (CG)	1	4 days	Annually
TA support for EHCP (ASD) year 12 pupil (YQ & CG)	1	5 hours	Weekly
One-off support for 32 boys (SMP)	1	40 mins each	32 sessions
Support/mentoring (SMP) for year 11 boy	1	30 mins	Fortnightly
Telephone/Email/1-1 support during lockdown (SMP/CMG)	22	18 hours	Summer Term
Wednesday lunchtime social group (SMP)	8	30 mins	Weekly
Exam anxiety workshop (SMP)	12	1 hour	1 session
LSA (CG, YQ) admin, record keeping etc.	N/A	5 hours	Weekly
SEN Administration/CPD research/correspondence with staff and parents /record keeping etc. (SMP)	N/A	18 hours	Weekly
Exam Access Arrangements assessments (JHS) for 16 boys	1	2 hrs each	32 sessions
SEN Multi-agency meetings ref one boy in year 10 (SMP)	N/A	1 hour	8 meetings
Educational Psychologist Assessments/Advice for 2 boys (SMP)	N/A	3 hours	Twice a year
Specialist SEN Support/Advice for 2 boys (SMP)	N/A	6 hours	Annually
Education Welfare Officer for 2 boys (SMP)	N/A	6 hours	Annually
INSET delivery to BWS staff (SMP)	Group	2 hours	Annually
New year 7 talks x 5 (SMP)	32	2.5 hours	Annually
Staff INSET (SMP)	Group	3 days	Annually
Staff INSET (CG)	Group	5 days	Annually
Medical Needs and Attendance meetings for 5 boys (SMP)	1	1 hour	15 meetings
IT equipment for pupils requiring a laptop	14	Daily	

