

## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2020 - 2021**

### **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 108 pupils requiring support for SEN, learning difficulties or psychological difficulties.
6. The majority of time by Learning Support staff was spent with boys over ASD, mental health difficulties (anxiety) and dyslexia. In particular, there were 5 boys requiring significant amounts of time either individually or in multi-agency meetings. One pupil has an EHCP. Where these pupils remain on roll at BWS, 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. 3 pupils came for a 1-1 visit prior to the exam.
8. In addition, 1-1 transition visits were organised by the SENDCo for 6 pupils joining Y7 in the 2020-2021 academic year with identifiable Special Educational Needs, in order to help their integration into the school. The SENDCo also attended a My Support Plan meeting for 1 new year 7 pupil.
9. The number of pupils requiring laptops for undertaking their work in 2020/21 was 20.
10. 40 students 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.

### **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 (SMP).** SEND and Access Arrangements Coordinator with overall responsibility for the provision of SEND.
15. **Miss Charlotte Grayer (CG).** Learning Support TA. Named TA for EHCP student in year 13. Fully qualified ELSA.

## 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 2021

	Grp size	Time	Frequency
Support/mentoring (CG) for 9 year 7 pupils	1	30 mins	57 sessions in total
Support/mentoring (CG) for 25 year 8 pupils	1	30 mins	132 sessions
Support/mentoring (CG) for 14 year 9 pupils	1	30 mins	60 sessions
Support/mentoring (CG) for 14 year 10 pupils	1	30 minutes	50 sessions
Support/mentoring (CG) for 7 year 11 pupils	1	30 minutes	46 sessions
Support/mentoring (CG) for 1 year 13 pupil	1	30 minutes	Weekly
TA in class support (CG)	1	30 minutes	14 sessions weekly
TA support for EHCP (ASD) year 13 pupil (CG)	1	1 hour	Weekly
One-off support for 40 pupils (SMP)	1	40 mins each	32 sessions
Support/mentoring (SMP) for year 12 pupil	1	30 mins	Weekly
Support/mentoring (SMP) for year 13 pupil	1	30 mins	Fortnightly
Telephone/Email/1-1 support during lockdown (SMP/CG)	20	19 hours	Spring Term
LSA (CG) admin, record keeping etc.	N/A	5 hours	Weekly
SEN Administration/CPD research/correspondence with staff and parents /record keeping etc. (SMP)	N/A	15 hours	Weekly
Exam Access Arrangements assessments (JHS) for 18 pupils	1	1 hr each	36 sessions
SEN Multi-agency meetings ref one boy in year 11 (SMP)	N/A	1 hour	7 meetings
Education Welfare Officer meetings/advice (SMP)	N/A	1 hour	Termly
Educational Psychologist Solution Surgeries and meetings (SMP)	N/A	3 hours	Termly
Specialist SEN Support/Advice for 1 boy (SMP)	N/A	3 hours	Annually
Specialist VI meetings for 1 Year 13 pupil (SMP)	1	3 hours	Annually
Alternative Provision for 1 student at WASP - meetings	1	10 hours	Annually
New year 7 talks x 5 (SMP)	32	2.5 hours	Annually
Staff CPD (SMP)	Group	10 hours	Annually
Staff CPD (CG)	Group	3 hours	Annually
Medical Needs and Attendance meetings for 2 boys (SMP)	1	1 hour	11 meetings
IT equipment for pupils requiring a laptop	20	Daily	