

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2024 - 2025

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 153 pupils requiring support for SEN, learning difficulties or psychological difficulties. Most of the time by Learning Support staff was spent with pupils over academic and emotional support, anxiety and specific learning difficulties.
6. There were 4 pupils with an EHCP, requiring significant amounts of time either individually or in multi-agency meetings.
7. Boys taking the 11+ with SEN difficulties were reviewed by a panel to assess whether they qualified for special access arrangements in the test. 2 pupils came for a 1-1 visit. 3 pupils had an EHCP.
8. 1-1 transition visits/calls were organised by the SENDCo for 13 pupils joining Y7 in the 2025-2026 academic year with identifiable Special Educational Needs, to help their integration into the school. The SENDCo also attended year 6 annual review meetings for 2 year 6 pupils with an EHCP.
9. The number of pupils requiring laptops for undertaking their work in 2024/25 was 37.
10. The SENDCo conducted parental meetings of 51 pupils throughout the year.
11. Around 51 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 QFT.
12. 17 pupils in years 7-11 received TA support (TMJ, SZV and CMG).
13. 1 pupil with an EHCP had full time TA support (TRT and SMW).

GENERAL PROVISION FOR SEND

14. Pupils identified as having difficulties are assessed by the classroom teacher first and strategies implemented through our ordinarily available provision, before being referred to learning support for assessment. All teachers refer to the document Wave 1 Quality First Teaching, which gives support strategies for pupils under the four headings of Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health Needs, and Sensory & Physical. Pupils with an EHCP and on SEN Support (Tier 1) have a personal learning profile on Bromcom and the school meets with these parents twice a year to monitor progress and provision of support. Some pupils on Tier 2 also have a personal learning profile to highlight their individual needs but they are monitored annually.

STAFF WITH DAY-TO-DAY RESPONSIBILITY

15. **Stephanie Paden (SMP)** SENDCo and Access Arrangements Coordinator with overall responsibility for the provision of SEND.
16. **Charlotte Grayer (CMG)** ELSA. Learning Support TA
17. **Tamsen Tagg (TRT)** 1:1 SEND TA (3 days)
18. **Sarah Wilson (SMW)** 1:1 SEND TA (2 days)
19. **Susannah Venter (SZV)** SEND TA
20. **Tessa Jackson (TMJ)** SEND TA

PROVISION EVALUATION

21. 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.

22. As part of the OFSTED Action Plan, the Headmaster and SMP carried out learning walks on 3 separate occasions and across different year groups and subjects to monitor the provision of our SEND pupils. Feedback was provided to the HODs by the Headmaster.

SEND PROVISION MAP – WHOLE SCHOOL – REPORT TO 31 AUGUST 2025

	Grp size	Time	Frequency
Support/mentoring (CMG) for 17 year 7 pupils	1	30 mins	106 sessions
Support/mentoring (CMG) for 17 year 8 pupils	1	30 mins	66 sessions
Support/mentoring (CMG) for 11 year 9 pupils	1	30 mins	51 sessions
Support/mentoring (CMG) for 16 year 10 pupils	1	30 mins	69 sessions
Support/mentoring (CMG) for 17 year 11 pupils	1	30 mins	107 sessions
Support/mentoring (CMG) for 2 year 12/13 pupils	1	30 mins	20 sessions
TA in class support general (CMG)	1	60 mins	10 sessions weekly
TA in class support general (TMJ)	1	60 mins	25 sessions weekly
TA in class support general (SZV)	1	60 mins	14 sessions weekly
TA in class support named pupil (TRT)	1-1	60 mins	15 sessions weekly
TA in class support named pupil (SMW)	1-1	60 mins	10 sessions weekly
Support on school visits (CMG/TMJ/TRT/SZV)	1	10 days	Annually
One-off support for 54 pupils (SMP)	1	30 mins	54 sessions
Support/mentoring (SMP) for 6 year 10 & 11 pupils at SEN Support and 1 year 13 pupil with an EHCP	1-1	3 hours	Weekly
LSA (CMG/TMJ/SZV) admin, record keeping, meetings with parents etc.	N/A	8 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 (SMP) for 20 pupils	1	1 hr each	40 sessions
SEN multi-agency meetings for EHCP student (SMP)	N/A	1 hour	23 meetings
SMP meetings with Heads of School	N/A	2.5 hours	Weekly
Hearing Impaired and Visually Impaired service meetings/advice (SMP)	N/A	6 hours	Annually
INSET delivery to BWS new staff and exam invigilator training (SMP)	Group	2 hours	Annually
Lesson Observations (SMP)	N/A	10 hours	Annually
Assemblies/briefings to staff and pupils (SMP)	Group	2.5 hours	Annually
Learning Support Department meetings and appraisals	N/A	10 hours	Annually
Staff CPD online webinars and in person (SMP)	Group	3 days	Annually
Staff CPD online webinars and in person (CMG/TRT/TMJ/SZV)	Group	11 days	Annually
Medical Needs and Attendance meetings for 1 boy (SMP)	1	1 hour	3 meetings
IT equipment for pupils requiring a laptop	20	Daily	