

## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2016 - 2017**

### **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 56 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 9 boys requiring significant amounts of time either individually or in multi-agency meetings. One has a Statement for 25 hours TA time and another has significant mental health problems and has had 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, transition visits were organised by the Learning Support Coordinator for 4 pupils joining Y7 in the 2017-2018 academic year with identifiable Special Educational Needs in order to help their integration into the school.
9. The number of students requiring laptops for undertaking their work in 2016/17 was 36.
10. 29 boys were referred to the SENCo 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 3 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 for staff may refer. The SENCo 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 Judy Salway.** SEND and Access Arrangements Coordinator with overall responsibility for the provision of SEND and also responsibility for assessing pupils for examination concessions

15. **Miss Charlotte Grayer.** Learning Support TA for statemented boy and learning support assistant. Currently completing ELSA training

16. **Mrs Yvette Quirk.** Learning Support TA for statemented boy in year 7

### PROVISION EVALUATION

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

### SEND PROVISION MAP – WHOLE SCHOOL – REPORT TO 31 AUGUST 2017

	Grp size	Time	Frequency
Support/mentoring (by CG -LSA) for 3 year 7 students	1	40 mins	Weekly
Support/mentoring (by CG -LSA) for 3 year 8 students	1	40 mins	Weekly
Support/mentoring (by CG) for 5 year 9 students	1	40 mins	2 pupils weekly, 3 for 6 sessions
Support /mentoring (by CG) for 2 year 12 students	1	40 mins	3 sessions
Coping with Exam Anxiety (by JHS and CG – LSA) for boys for 4 sessions	Varied Min 1 Max 6	30 mins	Summer term
TA support for Statemented (ASD) year 9 student (YQ & CG)	1	25 hours	Weekly
Support/mentoring (by JHS) for one year 12 (ASD) student	1	40 mins	Weekly
Support/ mentoring (by JHS) for one year 13 (ADHD) student	1	40 min	Fortnightly
Support/mentoring (by JHS) for year 7 boy	1	30 mins	Weekly
One-off support for 32 boys (by JHS)	1	45 mins each	
Revision sessions for 3 boys (by JHS)	1	45 mins each	Summer term
Support session re using access arrangements appropriately 11 boys (by JHS)	10	45 mins	Summer term
Exam Access Arrangements assessments (JHS) for 28 boys	1	3 hrs each	
LSA (CG, YQ)admin, record keeping etc	N/A	5 hours	Weekly
SEN Administration/CPD research/emails /record keeping etc (JHS)	N/A	10 hours	Weekly
SEN Multi-agency meetings ref one boy in year 7 (JHS)	N/A	1.5 hours	10 meetings
Educational Psychologist Assessments/Advice for 2 boys (JHS)	N/A	6 hours	Twice a year
Specialist SEN Advice for 3 boys (JHS)	N/A	6 hours	Annually
Education Welfare Officer for 2 boys (JHS)	N/A	3 hours	Annually
Staff INSET (JHS)	Indiv & group	5 days	Annually
Staff INSET (CG)	1	8.5 days	Annually
Medical Needs and Attendance meetings for 3 boys (JHS)	1	1 hour	3 meetings
IT equipment for students requiring a laptop	36	Daily	