

## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT REPORT**

### **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 44 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, Asperger's, and Dyslexia. In particular, there were 8 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 is currently being educated part-time through the Medical Needs Service. 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 3 pupils joining Y7 in the 2014-2015 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 this year was 23.
10. 20 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 university Learning Support departments took place for 5 year 13 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 (the 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. **Mrs Pat Radford** Learning Support TA
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 SEN&D, with the SENCo and Learning Support Coordinator, will review the school's SEN&D policy each year to meet statutory requirements.

### SEND Provision Map – Whole School – Report to August 31 2016

	Group size	Time	Frequency	Annual Cost
Support/mentoring (by PR -LSA) for two year 7 students	1	40 mins	Weekly	
Support/mentoring (by PR -LSA) for one year 8 student	1	40 mins	Weekly	
Revision sessions (by PR – LSA) for 2 boys for 4 sessions	2	40 mins	Termly	
Social Skills for 4 boys in year 7 (PR)	4	40 mins	Weekly	
TA support for Statemented (ASD) year 8 student (YQ)	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 minutes	Fortnightly	
Support/mentoring (by JHS) for year 10 boy	1	15 mins	Weekly	
One-off support for 30 boys (by JHS)	1	45 mins each		
Revision sessions for 4 boys (by JHS)	1	45 minutes each	Summer term	
Support session re using access arrangements appropriately 10 boys (by JHS)	10	45 mins	Summer term	
Exam Access Arrangements assessments (JHS) for 19 boys	1	4 hrs ea		
LSA (PR, YQ)admin, record keeping etc	N/A	3 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 8 (JHS)	N/A	1.5 hours	Every six weeks	
Educational Psychologist Assessments/Advice for 6 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)	Individual and group	3 hours	Annually	
Medical Needs and Attendance meetings for 6 boys (JHS)	1	1 hour	Every 6 weeks	
IT equipment for students requiring a laptop	23	Daily		