

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND LEARNING SUPPORT 2018 - 2019

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 61 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 7 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 SENDCo for 4 pupils joining Y7 in the 2019-2020 academic year with identifiable Special Educational Needs in order to help their integration into the school. One pupil had 4 visits in total to the school during the summer term.
9. The number of pupils requiring laptops for undertaking their work in 2018/19 was 27.
10. 21 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 4 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 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. (January 1st -August 31st 2019)

15. **Mrs Judy Salway** SEND and Access Arrangements Coordinator with overall responsibility for the provision of SEND. (September 1st – December 31st 2018) Responsible for assessing pupils for examination concessions.

16. **Miss Charlotte Grayer.** Learning Support TA for statemented boy and learning support assistant. Fully qualified ELSA.

17. **Mrs Yvette Quirk.** Learning Support TA for statemented boy in year 11.

PROVISION EVALUATION

18. 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 2019

	Grp size	Time	Frequency
Support/mentoring (by CG) for 7 year 7 pupils	1	40 mins	68 sessions in total
Support/mentoring (by CG) for 13 year 8 pupils	1	40 mins	42 sessions
Support/mentoring (by CG) for 12 year 9 pupils	1	40 mins	78 sessions
Support/mentoring (by CG) for 9 year 10 pupils	1	40 minutes	55 sessions
Support/mentoring (by CG) for 6 year 11 pupil	1	40 minutes	35 sessions
Attending CAMHS appointments (by CG) for 1 year 11 pupil with significant mental health issues.	1	40 mins	4 sessions
Coping with Exams (by SMP) for 3 boys	1	30 mins	Spring term
TA support for EHCP (ASD) year 11 pupil (YQ & CG)	1	25 hours	Weekly
One-off support for 26 boys (by JHS/SMP)	1	45 mins each	26 sessions
Wednesday lunchtime social group (SMP)	8	30 mins	Weekly
Friday group for boys with anxiety (CG)	5	30 minutes	6 sessions
Exam Access Arrangements assessments (JHS) for 18 boys	1	2 hrs each	36 sessions
LSA (CG, YQ) admin, record keeping etc.	N/A	6 hours	Weekly
SEN Administration/CPD research/correspondence with staff and parents /record keeping etc. (SMP)	N/A	18 hours	Weekly
SEN Multi-agency meetings ref one boy in year 9 (SMP)	N/A	1.5 hours	3 meetings
Educational Psychologist Assessments/Advice for 2 boys (JHS/SMP)	N/A	6 hours	Twice a year
Specialist SEN Advice for 2 boys (SMP)	N/A	6 hours	Annually
Education Welfare Officer for 2 boys (SMP)	N/A	3 hours	Annually
Staff INSET (JHS/SMP)	Group	2 days	Annually
Staff INSET (CG)	Group	3.5 days	Annually
Medical Needs and Attendance meetings for 7 boys (JHS/SMP)	1	1 hour	23 meetings
IT equipment for pupils requiring a laptop	26	Daily	