

Bexley Grammar School SEN Information Report

Please note: For the London Borough of Bexley Local Offer, please see the link below www.bexleylocaloffer.uk

As a School we are experienced in meeting the needs of an extensive range of special educational needs, i.e. ASD, SEMH, VI, Deaf, PD, Medical, Dyspraxia and Dyslexia. The majority of the school is wheelchair accessible and disabled toilets are available. There are a minimal number of classrooms that are not accessible but individual timetables are put into place to minimise any access issues. There are extensive automatic opening doors and disabled parking is available. As a school we are happy to discuss individual access arrangements and we adhere to the advice set out in the document, *The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities* (DfE 2014). The school has a suite of rooms that are designed for SEND use. This includes use for individual, small and/or larger group work.

How are students identified as having Special Additional Needs?

- Concerns raised by child, staff or parents
- Information received from primary school
- Information received from outside agencies

A concern may be raised if a student is making less than expected progress given their age and individual circumstances. This can be academic progress or can be progress in other areas such as those related to social development.

What is the process for parents if they think their child has SEND?

Contact the SENCO, Mr Mackle, and/or the SEND and Inclusion Manager, Mrs Shrimpton, who will work together to assess the child's needs. Additional or individualised support may be required and parents will be notified of the nature of this support. The process of obtaining a formal diagnosis (e.g. for ASD, ADHD) can be lengthy due to high demand on external services. However, a diagnosis is not required for support to be provided. We will continue to meet students' needs through the graduated approach while any assessments are ongoing. This will be fully monitored and reviewed and parents will be notified of any changes made to this support. In some cases there may be a need for an EHC plan to be considered. Some students will require outside agency intervention and, with parental agreement, will be discussed at the termly Early Intervention Team (EIT) meeting. It is expected that parents with parental responsibility consult one another when making significant decisions regarding their child's future and education, particularly in relation to their Special Educational Needs and Disabilities (SEND).

Adaptive Teaching

High quality teaching is the first step in responding to students who have or may have SEND. At BGS, teachers routinely adapt their delivery and personalise learning for all

students in their care. In the event of a student still finding it a challenge to access learning, that student may receive additional targeted support and/or time-limited interventions such as in-class HLTA support, social skills interventions, literacy interventions, general study support etc. In the event of a student receiving such SEND support, the SEND support will take the form of a four-part cycle (assess, plan, do, review) known as the graduated approach.

Progress

The academic progress of all students is monitored termly, against indicative grades predicting potential, as part of our whole school reporting cycle. The progress of students with SEND will be monitored more closely and more frequently. Progress will be reviewed and communicated to parents regularly via email, with a more formal annual review meeting taking place for students with an EHC Plan.

Early Intervention Team Meeting (EIT)

The Early Intervention Team is a multi-agency service for mainstream secondary schools in Bexley. The team provides advice and guidance to the school and can also work with individual students or groups of students. The EIT can work with students who may need additional support to achieve their full potential, provide advice and strategies to teachers and other staff and also undertake individual and group support with students in schools when appropriate. They can signpost schools to additional services for children and their families when appropriate. The school's SENCo and SEND and Inclusion Manager meets termly with the EIT. New students with possible SEND are discussed and all students discussed previously are reviewed.

Outside Agency Support:

Educational Psychology	CAMHS
School Health Care Worker	Social Care
Occupational Therapy	Bexley Autism Advisory Service
Deaf and VI Specialists	SEMH Partner

SEND Department

The SEND Department consists of:

- SENCO, Mr Mackle
- SEND and Inclusion Manager, Mrs L Shrimpton
- 5 Higher Level Teaching Assistants (HLTAs)
- 2 School Counsellors

Medical Needs

The school supports students with varying medical needs including progressive and degenerative conditions. All staff have access to information about the medical needs of all students. The SEND department will liaise with the families of students with specific medical conditions (such as epilepsy) to develop a Health Plan for their support in school.

Wellbeing

BGS is renowned for its excellent pastoral system. There are various pastoral routes to support students:

- Form Tutors
- Senior Academic Mentors
- Teaching Mentors
- Directors of Studies
- Students individual Key Workers
- School Counsellor
- Sixth Form Peer Mentors

Trips and students with SEND

Risk Assessments are carried out and every effort is made to include every student with SEND in trips and activities. Students with EHC Plans may be accompanied on school trips by a member of the SEND Department if appropriate. This includes residential trips.

Transition from Primary to BGS for SEND students.

If the school is notified that a student is starting at BGS with a SEND, this information is shared with teachers to inform their Quality First Teaching. Depending on the level of need of the individual student, a Key Worker is assigned to support them in school. This Key Worker liaises directly with parents and the Primary school and delivers an intensive transition programme, which includes visits to the primary school and various visits to BGS over the summer term. Throughout year 7 the Key Worker will work on a “student passport” and/or “Information Sheet” to enable the child to make an effortless transition phase. This Key Worker will be allocated to that student throughout their time at BGS, or up until it was no longer felt to be necessary.