

Bexley Grammar School SEN Information Report

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

Bexley Grammar School has a resourced provision which includes places for students with ASD, Physical Disability, Medical Needs and Visual Impairment. Students who form part of our resourced provision attend most, if not all, of their lessons with their peers, in the main school.

As a School we are experienced in meeting the needs of an extensive range of special educational needs, i.e. ASD, SEMH, VI, HI, PD, Medical, Dyspraxia and Dyslexia. The majority of the school is wheelchair accessible. 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, Mrs Meyer and/or the SEND and Inclusion Manager, Mrs Coller, 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. 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.

Differentiation

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. At BGS, teachers routinely differentiate and personalise learning for all students in their care. In the event of a student's needs not being met via in-class differentiation and personalisation alone, the students 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 SEN support, the SEN 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 SEN 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 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 & CHeWS
School Health Care Worker	Social Care
Occupational Therapy	Bexley Autism Advisory Service
HI and VI Specialists	SEMH Partner

SEN Department

The SEN Department consists of:

- SENCO, Mrs L Meyer (Assistant Headteacher)
- SEND and Inclusion Manager, Mrs B Collier
- 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.

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 SEN 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, depending on the level of need of the individual student a Key Worker is put into place. 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” 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.