

BROMLEY TRUST ACADEMY

Special Educational Needs and Disabilities
SEND

SEN Information Report and Policy
BTA

Responsible post holder	Headteacher
Approved by / on	September 2021
Next Review	September 2022

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014 Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equalities Policy, Safeguarding Policy, Attendance Policy, Complaints Policy.

This policy will be reviewed annually.

Bromley Trust Academy is committed to helping all SEND pupils reach their full potential, feel fully included within the school community and are able to make successful transfer between educational establishments.

BTA will ensure that the appropriate provision is made for any SEND pupil and their needs are made known to all staff who provide for them.

BTA will endeavour to ensure that staff in the school are able to identify and provide for those pupils who have SEND to allow them to join in all the activities of the Academies.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 16)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

Bromley Trust Academy Alternative Provision, makes provision for every kind of frequently occurring special educational need for those without a statement of special educational needs or Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, Autism, Asperger’s syndrome, learning difficulties and behaviour difficulties, including Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD) and Social Emotional and Mental Health (SEMH) difficulties. There are other kinds of special educational need which do not occur as

frequently and with which the academy is less familiar, but staff, where required will access training and advice so that these needs can also be met.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The academy, where there are exceptional circumstances, meets the needs of pupils with a statement of special educational need / Education, Health and Care plan on a short term basis where a child has been permanently excluded from a mainstream school, or where plans have been issued, but onward placement has not been identified, or where further assessment is required.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Head of School for the relevant site, in conjunction with the Local Authority, where there is exceptional circumstance(s), on a short-term basis whilst a new school is identified. Pupils with an EHC Plan, should not access the AP as it is an expectation that Bromley schools should use the emergency annual review process appropriately rather than resort to permanent exclusion. In exceptional circumstances, in agreement with the Local Authority, some pupils with EHCP's may attend BTA, whilst on Dual Registration with their school, whilst further assessment of their special educational needs is undertaken.

2 Information about the policy for identification and assessment of pupils with SEN

Bromley Trust Academy is a three-site provision for pupils in Key Stage One through to Key Stage Four, who are not able to access a fulltime mainstream placement, the sites consist of

BTA Midfield Campus (BTAM) – Key Stage One and Key Stage Two

BTA Hayes Campus (BTAH) – Key Stage Three and Key Stage Four

BTA Blenheim (BTAB) – Key Stage Three and Key Stage Four

BTA Primary and Secondary Outreach Service is also based at the Midfield site (see section 5 in the appendices outlining this service).

It is likely that a majority of pupils referred to BTA will meet the SEND definitions mentioned above and BTA will adopt detailed initial identification, assessment and review processes which will apply to all pupils and will allow for the seamless transition to the statutory SEND requirements as contained in the SEND Code of Practice (June 2015).

Due to the ages and differing needs of the three different sites, each site has a different set of procedures and processes for identifying and assessing pupil need – **these are outlined in the site-specific appendices to this document.**

BTA as a school follows a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others' concern. This is underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, doesn't make expected progress.

BTA has access to external advisors who are able to use assessment tools to identify specific areas of need, for example the school has close links with the Educational Psychologists, Information, Advice and Support Service (IASS), Inclusion Support Advisory Team (ISAT), Community Paediatrics; CAMHS - ASD & ADHD Services. The school also works closely with the Complex Needs Team (CNT) where appropriate.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and form part of the Provision Mapping where necessary, reviewed regularly, and refined / revised when needed. At this point BTA will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

As an Alternative Provision, the classes at BTA are small, with higher staffing ratios and additional therapeutic and behavioural support on site. If a child attending with us is identified as having a level of SEN that can be supported without the need of an Educational Health Care plan or further assessment, plans will be made for them to transition back to a mainstream school via the Fair Access Panel as this setting would no longer be appropriate for them. Where pupils attending BTA receive Educational Health Care Plans, the SEN process will determine their onward provision.

When there is any change in identification of SEN, parents and home schools will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. We will also ensure that any assessments and their outcomes are communicated to home and any other agency involved, as required. All Fair Access Referrals will also include information on assessments undertaken, outcomes, strategies/ interventions used and observed learning and behaviour needs.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a How the school evaluates the effectiveness of its provision for such pupils:

The *SEN Code of Practice (2015)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- widens the attainment gap

Every pupil accessing a place at BTA will be involved in a pre-admission meeting, with a Senior Leader of the school, in advance of their induction – starting and the baseline testing processes.

It is expected that prior to placement and admission, that BTA will have been provided with the following information from the 'Home School', Local Authority, Special Educational Needs Department:

- A fully completed Information Passport
- An outline of the pupil's needs and how they present within school, e.g. via a behaviour log.
- Potential triggers and successful strategies, e.g. via a Behaviour Support Plan
- Current standards the pupil is working at, and samples of work.
- Details of any professionals involved, or referrals made, and whether an EHCP application is underway.
- Any information regarding medical needs
- Any relevant safeguarding information

From the initial baselining of pupils, progress is measured on a termly basis to support the following:

Class/subject teachers are met by Data Leads and the Co-Head Teachers/ Heads of School on a termly basis where progress reports are presented, and any pupil underachieving is discussed in more detail. This allows the school to evaluate the effectiveness of the provision overall and compare the progress and intervention plan for all our pupils.

Progress and attainment data is collated at individual sites and analysed by the Data Leads in conjunction, to identify the impact of intervention programmes and to measure progress. This is reported to the Co-Head-teachers and key interventions are discussed, specific to the subject areas and whole school.

Pupil progress is reported to parents on a termly basis and during Academic Review Day (ARD), to which, all pupils and their families are expected to attend and engage with planning and review meetings and to equally have a contribution in the planning and support delivered. Parent views are collected on a termly basis at ARDs and through Annual Review meetings.

Termly meetings with the Trust School Improvement Partner are held, where key areas of SEND are discussed and focussed on. These are reported to the LGB and Trust where applicable.

For pupils with a statement of special education needs or Educational Health and Care plan there will be an annual review of the provision made for the child, which will support the identification of an appropriate long-term provision. Bromley Trust Academy should not be identified as a suitable alternative to a specialist or mainstream school for a child with an EHC plan; but works in partnership with the Local Authority and Parent/Carer to identify the most appropriate provision, so effectiveness is judged with the understanding that this is a time limited placement and in comparison to pupils of a similar age, ability and level of need.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil has their progress tracked via data drops calendared throughout the academic year as outlined in the Trust Data Cycle, and any underachievement in progress is identified and appropriate interventions are put in place. Although, as pupils accessing BTA are experiencing difficulties which have prevented mainstream inclusion, they may have more frequent assessments of reading age, spelling age and progress in core skills, than pupils in a mainstream environment. The different assessments and interventions for Key stages and **sites are outlined in the site-specific appendices to this document.**

3c The school's approach to teaching pupils with special educational needs:

At BTA the quality of teaching was judged to be Good by OFSTED in September 2017 and continues to commit to raising aspirations for its pupils.

High quality teaching differentiated for individual pupils is the first step in responding to a pupil's needs. Additional intervention and support cannot compensate for a lack of good quality teaching. BTA regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, SEN Code of Practice (2015, 6.37).

The school employs additional teaching approaches, as appropriate to pupil age, need and levels of understanding and may include: **site-specific appendices outline these further.**

- Vocational curriculum
- Learning breaks

- 1:1 tutoring – intervention groups
- Time out in inclusion
- Receives coaching sessions as and when needed
- Therapy is offered and drop-in sessions are made available
- Quiet areas to work and during break and lunch
- Access arrangements
- Individual workstations
- Withdrawal/learning breaks
- 3 warning/ countdown systems

Social, Emotional and Mental Health needs are supported across the school and Therapists are employed at sites to work with pupils in groups and individually, in partnership with teaching staff, to support the ability of pupils to overcome their own barriers to successful reintegration or transition to a new provision or the next Key Stage.

The Academy's therapy team gained the Carnegie Centre of Excellence for Mental Health in Schools Award in 2018 highlighting the Academy's commitment to improving and strengthening the mental health of its pupils, parents and staff.

Social, Emotional and Mental Health needs and progress are tracked by a bespoke SEMH Tracker, which is led by the Therapy Teams and embedded at all sites (*see 3g of this report; therapeutic support and wellbeing paragraph for further information*).

3d How the school adapts the curriculum and learning environment for pupils with Special Educational Needs:

BTA follow the principles of quality first teaching and excellent inclusive practice using the EYFS Development Matters framework, the National Curriculum, and GCSE qualifications where possible and the Special Educational Needs and Disability Regulations 2014, ensuring positive outcomes for all pupils. Learning environments for pupils are appropriate and differentiated for the child or young person (CYP) with SEN. Advice provided as a result of assessments, both internal and external, strategies and approaches described in EHCPs are incorporated into the CYP's unique ways of learning.

As part of the requirement to keep the appropriateness of the curriculum and learning environment under review, the school is highly committed to ongoing training of staff via CPD and training programmes which are calendared throughout the academic year. SEN Training is coordinated via the SEN Lead and Leadership teams, who track all staff training ensuring statutory duties are met.

Training is provided to staff to support learning. This includes Positive Handling, De-escalation, Emotion Coaching and Speech & Language training, Assessment Tool and Data Management System training. Other staff continue to gain training in Safeguarding and First Aid. Training is specifically related to the needs of the student cohort and as required by statutory guidance. BTA continue to commit to having qualified trainers in school for courses and programmes such as OLEVI – for teaching and learning, PRICE – positive handling and de-escalation, KCA – emotion coaching and Speech and Language.

There is access to good practice sharing at BTA through, Challenge Partners and IMPACT Teaching Alliance. Across the School, all staff have clear job descriptions which detail the required qualifications for each post in school. The Academy was identified as an OLEVI Designated Centre of Excellence in January 2020 for its teaching and learning approaches with SEND CYP.

3e Additional support for learning that is available to pupils with special educational needs:

Additional support is offered to pupils whose progress is significantly below the expected flightpaths set for them at the beginning of the academic year or upon entry, as well as to those pupils where the gaps in progress are not being reduced; see site specific appendices for additional support.

Additional support is sought if a CYP is having difficulty accessing learning opportunities due to their SEN or disability; vocational curriculum, learning breaks, time out in inclusion small class sizes, use of PEGs, coloured paper/larger print, visual tasks, alternative methods to record ideas, reduced and bespoke timetables, welfare and pastoral support teams and Community Learning Programmes.

In terms of managing behaviour, support is identified through need and targeted to match individual areas requiring development.

Support for SEMH is on both macro and micro levels and for our client group their primary SEN need and thus the rationale behind placement with our school.

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities):

All trips and activities offered to pupils at BTA are available to all pupils, following an in depth risk analysis. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of all pupils in the activity. Where a risk assessment deems an activity to not be appropriate to a particular pupil or set of pupils, a reasonable alternative enriching activity is sought.

3g Support that is available for improving the emotional and social development of pupils with special educational needs:

BTA understand that its pupils require targeted social and emotional support, and an important feature of the school is to enable all pupils to develop emotional resilience and social skills; through behaviour mentoring, PSHE and indirectly with conversations adults have with pupils throughout the day.

For those with a greater need for help and or support they may also receive the following support and interventions; 1:1 support through a Behaviour Learning Mentor or Keyworker, support in class with a Progress Engagement Guide, a bespoke timetable, 1:1 and group therapeutic intervention with on-site therapist, or support through the peer mentoring scheme. Access to Bromley Children's project, referrals to CAMHs and or other appropriate agencies via the well-being service.

Therapeutic Support and Well-being

The therapy and wellbeing service offers a specialised provision for the entire school community. The school prioritises Social Emotional and Mental Health within every aspect of school life; policies & environment, academics, relationships and individual wellbeing especially when related to SEND.

We have a team of highly qualified and experienced therapists at our sites. The Therapy Lead at each site manages the provision alongside input as needed from counsellors, arts therapists and speech and language therapy teams.

Data is gathered on a termly basis by a consistent SEMH tracking team. This team is made up of the school's Therapist's/Mental Health Leads, Teachers and Behaviour/Pastoral teams. This team makes evaluations based on the observations of the pupil within the school. Findings indicate the strengths and areas of focus for the school to develop. From this data, an action plan is then generated to address any gaps. This informs provision from an individual level to whole school actions.

For Pupils -

We provide weekly therapy sessions for pupils who have a sustained need for support. The priority list and intervention type is determined in consultation with Senior Leaders, SEND and individual history.

Pupil and parent consent is obtained before clinical intervention begins; this is usually gathered during the admissions process.

Therapy work is tailored according to need, combining either a creative indirect or direct approach to supporting emotional wellbeing. These interventions may occur individually or in groups. Depending on suitability, a pupil may be offered time with a drama therapist, integrative arts therapist, music therapist, counsellor or speech and language therapist.

Supporting pupils' positive mental health -

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school is developing a range of strategies and approaches including:

Pupil-led activities -

- Campaigns and assemblies to raise awareness of mental health
- Enterprise days and cultural enrichment projects – building self-esteem and confidence – exposure to business and entrepreneurial qualities
- Diversity Days – building self-esteem and confidence, social skills and practising Wellbeing skills.
- Transition programmes: To onward provision, secondary and post 16 programmes and courses. Therapy transition sessions offered for pupils seeing an onsite therapist at time of transition.
- Induction period
- Back into education after being out
- Class workshops
- Mindfulness and PHSE sessions for pupils
- Mental health teaching programmes
- Visits and workshops from External Services such as Impact Day

Whole school -

- Wellbeing week and Mental Health Awareness Day
- SEMH linked into the school curriculum with each pupil and teacher developing termly SEMH targets.
- Class teachers work closely with their group of pupils to monitor any changes or developments to mental health and can refer to Therapists as needed.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- Strong Pastoral and welfare teams at both sites who have good relationships with pupils/parent/carers

Small group activities -

- Music Therapy
- Drama therapy
- Family Play Therapy
- Speech and Language Therapy
- SALT
- Social Skills
- Bromley Croydon Women's Aid and Helping Hands – also for boys

Individual Psychological Therapies -

- Dramatherapy/Music therapy

- CBT/REBT
- Integrative Arts Therapies
- Counselling
- SALT
- Social Skills
- Bromley Croydon Women's Aid – also for boys

For Parents & Carers:

The Trust hosts parents/carers support groups/workshops led by external organisations. The group provides a place to seek peer support, share experience and connect with others. Additionally, if parents would like to book time to see the school therapist on an individual basis, they can do so. On certain cases, parent/carers and pupil therapy sessions can be offered by the therapy team. All sites have strong welfare support and close relationships with parent/carers(s).

4 The name and contact details of the SEN Lead/Co-ordinator:

The SEN Lead at BTA Hayes and BTA Blenheim is Hannah Hill, who holds a SENCO Specialist Certificate. She can be contacted at:

Bromley Trust Academy
Hayes Campus
Hayes Lane
Bromley
Kent
BR2 9EA

Tel: 020 8290 0274

Email: hannah.hill@bromleytrustacademy.org.uk

The SEN Lead at BTA Midfield is Lucy Alford who is a qualified teacher and SENCo holding the following qualifications: BSc (Hons) Degree in Psychology, PGCE in Primary Education and the National Award for SEN Co-ordination. She can be contacted at:

Bromley Trust Academy
Midfield Campus
Midfield Way
Orpington
Kent
BR5 2QL

Tel: 020 8308 9620

Email: lucy.alford@bromleytrustacademy.org.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

All teachers and Progress Engagement Guides have had the following awareness training: PREVENT; E-Safety; Safeguarding; CSE; PRICE Positive Handling Training and de-escalation techniques; Speech and Language; Emotion Coaching; in-house training for supporting learners in the classroom for all support staff.

In addition, the staff have received the following enhanced and specialist training:

- Precision Teaching strategy
- The role of play in learning
- OPAL – Outdoor Play and Learning
- Women’s Aid – Domestic Abuse
- Insights into Dyscalculia
- Insights into SEMH needs
- Tracking the SEMH needs of pupils.
- Specialist CAMHS training workshops
- OLEVI – Outstanding Teaching and Teaching Assistant Programme
- OLEVI – Developing Teaching Programme
- SALT – Zones of Regulation, Strategies for teaching vocabulary and more.

All teaching staff have weekly meetings where specific teaching and learning CPD is delivered to support key findings from our SRE process.

Our staff are highly skilled in specialised areas of SEND. They are supported by SEN Champions in the areas of Communication and Language, ASD, ADHD and Dyslexia. All of our staff are highly skilled in approaches to working with SEMH pupils.

A SEND staff survey is regularly conducted at both BTA sites; the survey enables us to track staff confidence in their SEND knowledge in a number of key areas and identify areas where further training is needed.

6 Information about how equipment and facilities support children and young people with special educational needs will be secured:

The vast bulk of our funding is via the school formula plus funding from EFA/ DfE. In addition to this, we have access to Pupil Premium, other minor grants and out of borough funding.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their child’s education:

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch- up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map on a termly basis, and details shared with parents at meetings.

All parents of pupils at BTA are invited to discuss the progress of their children on ARD (three occasions per year) and receive a termly report.

Parents are contacted regularly, often on a daily or weekly basis with regard to both positive and negative aspects of behaviour and progress towards their academic and social and emotional targets. Staff are always willing to arrange meetings with parents/ carers as required.

Where required parents/ carers will be invited to contribute to and attend meetings required for the statutory assessment process and or annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

8 The arrangements made by the Trust Board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The normal arrangements for the treatment of complaints at BTA are used for complaints about provision made for special educational needs. The Complaints Policy is consistent across the Trust and accessible on our website and on request. We encourage parents to discuss their concerns with the Form Tutor/ Class Teacher, Pastoral Lead, SEN Lead, any member of the SLT, Deputy Head of School and Head of School to resolve the issue before making the complaint formal to the Executive Head Teacher and subsequently to the Chair of the LGB or Chair of the Trust Board.

If the complaint is not resolved after it has been considered by the Trust Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

9 How the Trust Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

BTA work with a range of services for the benefit and support of our young people and their families. These include, School Nurses, and Speech and Language Therapists who are employees of Bromley Community Health Trust. Bromley Enterprise Business Partnership (EBP) Mentors and Bromley Children's Project (BCP) are through the local authority. Additional Therapists are volunteers in their final year of their MA studies from a range of universities and CSE workers are via Asphaleia. Other agencies include Youth Offending Service (YOS), Child and Adolescent Mental Health (CAMHS), Bromley Wellbeing, Bromley Y counselling service, Family Adolescent Support Team (FAST), Common Assessment Form Team (CAF), Targeted Youth Support (TYS), Educational Psychologist Service (EPS), Clinical Psychologists, Education Welfare Officer (EWO), Information Advice & Support Service (IASS), Inclusion Support Advisory Service (ISAT), Bromley Changes (Substance Misuse).

There are also social workers for students who are Local Authority Employees.

All contact numbers for support services, described above, are available via the school. If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/ queries/concerns from families are dealt with in the most efficient way. However, we do support families by information sharing.

10 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):

Information Advice and Support:

IASS (Independent Advisory and Support Service) iass@bromley.gov.uk or 01689 881024/01689 881023

IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

SOS SEN (Independent Helpline for SEN) www.sossen.org.uk 020 8538 3731

BCP (Bromley Children's Project) www.bromley.gov.uk/bromleychildrenproject 020 8461 7259

BPV (Bromley Parent Voice) www.bromleyparentvoice.org.uk 07803 287838

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

At BTAH, all transitions are well planned for throughout school as students move from our Assessment and Transition Centre, class to class, phase to phase or external placements. Parents/carers have the opportunity to meet the new teacher and class staff.

Students are increasingly supported in planning for their transition from school to adult life. Myra Brown, Head of KS4 works with pupils in school to get to know them and to advise both students and parents/carers on what is available after leaving BTA - Hayes. Hannah Hill, SENCo advises on specialist provisions, via the EHCP process. Michelle Graydon (Careers) provides 1:1 career advice and trips to colleges and careers events. Marcia White (DSL) works within the Outreach Service to support those students transitioning to a new mainstream school, this intervention comprises of a number of visits and communication over a 12 week period.

We continue to have strong links with local provisions including the Bromley College, which is part of the Trust. Opportunities to visit the College are available for parents and students in the final year at BTA and part of planned trips for Yr11.

At BTAB, all transitions are discussed at professionals' meetings in order to make plans tailored to meet individual student needs. Parents/carers and students are then given the opportunity to discuss the plan with key staff. Michelle Graydon (Careers) provides 1:1 career advice and trips to colleges and careers events for BTAB students.

At BTAM, children have often come to us after intervention from the Outreach team, more often the mainstream placements have started an application for an EHCP or agreed to this as part of the transition. If a child has come to our provision without input from Outreach and is not already going through the process to receive PRA funding or an EHC Plan, then after creating the initial profile, the SENCo and the Senior Leadership Team at BTA, consider parent's views, and advice from outside agencies, such as the Educational Psychologist. A decision will then be made as to whether a child requires the support of PRA funding or an EHC Plan in order to successfully move to the correct provision, and BTA will work with the Local Authority to initiate Statutory Assessment of SEN where required; or refer pupils back to Gateway or the Fair Access Panel, so that pupils can return to mainstream if and when appropriate.

Transitions are planned carefully and once the appropriate provision has been identified, meetings are organised between BTA Midfield staff, parent(s) and those of the onward provision. Arrangements are made for staff to visit BTA and get to know the child here initially. A transition timetable is introduced, gradually increasing the time that the pupil spends at their onward school-provision, until the permanent move is completed. When the time is right, there is a supportive and appropriate farewell from the children and staff at BTA Midfield to ensure the child knows they are cared about and will be remembered, in an effort to support their self-esteem and reduce any anxiety they may be experiencing about the change.

12 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.bromley.gov.uk/LocalOffer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendices:

1. Information about the policy for identification and assessment of pupils with SEN

BTA Hayes:

When your child first joins Bromley Trust Academy, we use information from a range of sources to help identify SEND and other needs. These include information from the Outreach Service, if involved, previous school, from parents/carers at Student Interview; Pupil Passport; teacher observations, discussions with specialist colleagues and external agencies.

On arrival at BTA Hayes (Secondary Age Provision), students complete subject baseline tests in the Assessment and Transition Centre (ATC) which determine their starting point in each subject. We use a range of assessments including; New Group Reading Test (NGRT) KS3/4, Cognitive Ability Tests (CATs) KS3/4, Basic and Key Skill Builder (BKSB) KS3/4, GCSE Gateway Science Baseline Test (KS4), GCSE Baseline Maths Test A (KS4), Mathematics A Paper 2 (Higher KS4), English, Maths & Science Baseline Test (KS3). Speech and Language screeners also form a part of our initial assessments, to establish the strengths and difficulties of the new student. Class teachers complete Progress Reports after each data capture which highlight whether students are underachieving, on track or exceeding expectations in their subject.

At all sites, as part of Academic Review Day, teachers set bespoke academic targets for each student alongside their SEMH targets which identify their key areas for development. These targets are monitored and discussed with class teachers and SLT to analyse these outcomes and ensure appropriate interventions are put in place to support those students in need.

Our class teachers, Lead Teachers/Subject Leaders and Heads of Key Stage along with the Senior Leadership Team, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bromley Trust Academy will further identify pupils with a Special Educational Need. This identification may come through teachers, support colleagues, Heads of Key Stage, outside agencies, parents/carers or the pupils themselves.

If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and through referral, support can be initiated.

At BTA, we follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others' concern, underpinned by evidence about a student who, despite receiving personalised learning opportunities, doesn't make expected progress

At BTAH, staff are also provided with Individual Education Plans (IEPs) after their assessment period in the ATC.

Targeted interventions are planned and delivered where appropriate. Students work in small groups with targeted support as needed. There are also therapeutic interventions 1:1 and group activities. Speech and Language Therapists also come on site, completing screening, assessments, training and classroom interventions.

BTA Midfield:

When your child first joins Bromley Trust Academy, we use information from a range of sources to help identify SEND and other needs. These include information from the Outreach Service, if involved, the previous school, from parents/carers at Student Interview; Pupil Passport; teacher observations, discussions with specialist colleagues and external agencies.

At BTA Midfield (Primary Age Provision) we use the York Assessment of Reading for early reading and primary passage reading and comprehension, we use NGRT for pupils with a reading age of about 12 years; pupils working at Year 2 standards or below are also tracked on Phonics Tracker to assess gaps in learning and track phonics progress; Speech and Language Therapist's initial assessment (SALT); Strength and Difficulties Questionnaire (SDQ); Lucid Rapid Dyslexia Screening, and Reading, Writing and Maths assessments through Rising Stars and Assertive Mentoring over a five week assessment cycle. Pupils who are at BTA at the time of statutory assessments, may complete them here in arrangement with their mainstream school. This includes phonics screening, the Year 4 MTC and KS1 and KS2 SATs.

At all sites, as part of Academic Review Day, teachers set bespoke academic targets for each student alongside their SEMH targets which identify their key areas for development. These targets are monitored and discussed with class teachers and SLT to analyse these outcomes and ensure appropriate interventions are put in place to support those students in need.

Our class teachers, along with the Senior Leadership Team, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bromley Trust Academy will further identify pupils with a Special Educational Need. This identification may come through teachers, support colleagues, outside agencies, parents/carers or the pupils themselves.

If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and through referral, support can be initiated.

At BTA, we follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or other's concern, underpinned by evidence about a student who, despite receiving personalised learning opportunities, doesn't make expected progress.

At BTAM, staff are responsible for setting targets for the children in their class. Staff use all this information to inform their lesson planning, teaching and student learning activities.

Targeted interventions are planned and delivered where appropriate. Students work in small groups with targeted support as needed. There are also therapeutic interventions 1:1 and group activities. Speech and Language Therapists also come on site, completing screening, assessments, training and classroom interventions.

BTA Blenheim

When your child first joins Bromley Trust Academy Blenheim, a professionals meeting is held including CAMHS care coordinators, host school and any other external agencies involved with the young person. Host schools are requested to share any information that will support us in identifying SEND and other needs. A further meeting is then held with Parents/Carers and students.

On arrival at BTA Blenheim (Secondary Age Provision for students with mental health needs), students complete subject baseline tests to determine their starting point in each subject, the timings of these will be discussed as part of the transition process for each student. We use a range of assessments including; Accelerated reader Star Reading test KS3/4, GCSE Gateway Science Baseline Test (KS4), GCSE Baseline Maths Test A (KS4), Mathematics A Paper 2 (Higher KS4), English, Maths & Science Baseline Test (KS3). Speech and Language screeners also form a part of our initial assessments, to establish the strengths and difficulties of the new student. Class teachers complete Progress Reports after each data capture which highlight whether students are underachieving, on track or exceeding expectations in their subject.

At Academic Review Days, teachers set bespoke academic targets for each student alongside their SEMH targets which identify their key areas for development. These targets are monitored and discussed with class teachers and SLT to analyse these outcomes and ensure appropriate interventions are put in place to support those students in need.

Blenheim's Lead Teacher and Subject Leaders along with the Senior Leadership Team, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bromley Trust Academy will further identify pupils with a Special Educational Need. This identification may come through teachers, support colleagues, outside agencies, parents/carers or the pupils themselves.

If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and through referral, support can be initiated.

2. Arrangements for assessing and reviewing the progress of pupils with special educational needs:

BTA Hayes:

At BTAH, all students who attend the school will have an IEP or be under assessment for a Transition Resource or EHCP. In exceptional circumstances a student will have an EHCP. We continue to work along the national guidelines of transferring any students' statements of special educational needs to Education, Health and Care Plans. A small number of our leavers, who went to educational placements in summer 2020, left with Education, Health and Care Plans.

Baseline assessments are used to establish student academic ability. Student starting points are entered onto Pupil Asset which helps to generate their individual progress flight path. There are three assessment points within the academic year: Autumn 2, Spring 2 and Summer 2. Progress Reports are reviewed and meetings are then held with SLT to analyse these outcomes and ensure appropriate interventions are put in place to support those students who require additional support. Furthermore, at the beginning of every term, teacher set bespoke academic and SEMH for each student, which identify their key areas for development. These targets are referred to during their marking and feedback. Students are expected to respond to all written feedback as part of their 'dedicated improvement time' as this gives them the opportunity to improve their work and understand how they can progress. Lesson planning also plays a key role in supporting progress as teachers plan their lessons and schemes of work to follow a clear learning sequence whereby students are given the opportunity to re-visit key topics, practice what they have learnt and embed key skills and ideas before moving on.

Wellbeing progress is monitored through Therapy end of term reports and student questionnaires.

Pupils may also be under assessment for a Pupil Resource Agreement or Education Health and Care Plan (EHCP), only in exceptional circumstances would a pupil already have an EHCP whilst attending BTA.

Outside agency involvement is also a source of support to enable the students to progress at both BTA sites, including CAMHs, Bromley Y, Educational Psychologist assessment and reports, SALT assessments etc.

BTA Midfield

At BTAM, academic progress is monitored on a termly basis using Pupil Asset in KS2 and Tapestry in EYFS/KS1 as well as through achievement towards individual targets.

Baseline reading assessments are carried out using the GL Assessment 'York Assessment of Reading for Comprehension', this assessment provides a KS1 reading age for letters and sounds knowledge, early word recognition, sound isolation and sound deletion; for KS2 it provides a reading age for accuracy, rate and comprehension, the mean of which is used to guide the appropriate book band starting point. Children will also complete a Lucid Rapid computer-based Dyslexia screening to provide an early indicator and strategies to use where appropriate. Assertive Mentoring assessments are used to provide a baseline indicator for maths, highlighting areas of strength and areas for development. Pupils are placed in streamed ability groups so that they are accessing the appropriate level of the curriculum for their current ability. Assessments are ongoing and repeat on a six week cycle, these assessments include Rising Stars reading comprehension, White Rose maths block and termly assessments and independent writing tasks set as part of our normal literacy curriculum following the Power of Reading. Pupils who are not making expected progress will have additional interventions put in place for them e.g. 1:1 maths or writing intervention, dynamo maths intervention, other interventions could also be put in place which are class based e.g. additional access to Reading Eggs or Education City.

Progress is supported through the therapeutic advice and reports that are received from the therapist-counselling service that operates on-site as well as information gained through Strength and Difficulties questionnaires, risk assessments and positive handling plans, all of which enable us to provide the necessary type and level of support for each child.

Pupils may also be under assessment for a Pupil Resource Agreement or Education Health and Care Plan (EHCP), only in exceptional circumstances would a pupil already have an EHCP whilst attending BTA.

Outside agency involvement is also a source of support to enable the students to progress at both BTA sites, including CAMHs, Bromley Y, Educational Psychologist assessment and reports, SALT assessments etc.

BTA Blenheim

At BTAB, all students are under CAMHS and have a care plan. In exceptional circumstances a student will have an EHCP. We continue to work along the national guidelines of transferring any students' statements of special educational needs to Education, Health and Care Plans.

Baseline assessments are used to establish student academic ability. Student starting points are entered onto Pupil Asset which helps to generate their individual progress flight path. There are three assessment points within the academic year: Autumn 2, Spring 2 and Summer 2. Progress Reports are reviewed and meetings are then held with SLT to analyse these outcomes and ensure appropriate interventions are put in place to support those students who require additional support. Furthermore, at the beginning of every term, teacher set bespoke academic and SEMH for each student, which identify their key areas for development. These targets are referred to during their marking and feedback. Students are expected to

respond to all written feedback as part of their 'dedicated improvement time' as this gives them the opportunity to improve their work and understand how they can progress. Lesson planning also plays a key role in supporting progress as teachers plan their lessons and schemes of work to follow a clear learning sequence whereby students are given the opportunity to re-visit key topics, practice what they have learnt and embed key skills and ideas before moving on.

Wellbeing progress is monitored through Therapy end of term reports and student questionnaires.

As a school we work exceptionally close with CAMHS care coordinators and Lisa Smith, CAMHS school link coordinator, to ensure students mental health needs are being met successfully at school in line with their academic needs.

3. The school's approach to teaching pupils with special educational needs:

BTA Hayes:

As our students present predominantly with SEMH, we have a nurturing boundaried approach, centred on an Emotion Coaching ethos. Each student's needs are considered on an individual basis and teaching personalised to meet their varying needs.

At BTAH, all students access the main school, by first going through the Assessment and Transition Centre. This supports students to acclimatize to the school, learn school procedures and for information to be gathered on how best to support the students. This is put onto an IEP, which is shared with staff, to support learning.

Information and Training is also provided to enable teachers to support children with a wider range of needs, including ADHD, ASD and Speech and Language difficulties.

BTA Midfield:

As our students present predominantly with SEMH, we have a nurturing boundaried approach, centred on an Emotion Coaching ethos.

At BTAM, pupils' needs are considered on an individual basis and teaching personalised to meet their varying needs. As the pupils are younger, children are integrated into the class from the start, sometimes beginning on a reduced timetable and gradually increasing if it is felt to be best for the child. After some initial assessments in the first two weeks, assessments are completed gradually over a five week assessment cycle. Lessons are carefully differentiated and resourced to enable each child to access and engage with lessons fully. Interventions are implemented when a child's progress is found to be significantly below the expected flightpaths set for them at the beginning of the academic year or upon entry. This can include 1:1 or small group interventions, online intervention resources which can be accessed from school and home, coaching sessions when needed, therapy drop-ins and regular sessions, time out, learning breaks and 3 warnings/countdown systems.

Information and Training is also provided to enable teachers to support children with a wider range of needs, including ADHD, ASD and Speech and Language difficulties.

BTA Blenheim

As all our students have significant mental health needs, we have a nurturing boundaried approach, centred on a trauma informed practice. Each student's needs are considered on an individual basis and teaching personalised to meet their varying needs.

Information and Training is also provided to enable teachers to support children with a wider range of needs, including ADHD, ASD and Speech and Language difficulties. Teachers also have fortnightly training delivered by CAMHS, Lisa Smith, and have fortnightly consultations for staff to discuss the young people in order to support the understanding and approaches needed to cater to their needs.

4. How do we promote the student voice for young people with Special Educational Needs and Disabilities?

BTA Hayes

All students in our school are treated with dignity and respect. There is full personalisation of the curriculum for students, as required, in order that they can access their education and experience success throughout their school life.

At BTAH, students relay information about themselves, their strengths, weaknesses etc during their assessment period in the ATC.

The School Council meet each half term. The council encourage students to contribute and decide on aspects of school life relating to their needs.

Academic Review Day is held each term. During these meetings, student's progress is discussed and reviewed. Feedback from the student and parent / carer is encouraged. Academic and SEMH targets are reviewed and renewed.

During the academic year, students have the opportunity to engage with the Pupil Voice Questionnaire. This is carried out three times a year, during or prior to Academic Review Day.

In response to the marking of their work, at BTAH students are expected to reply with the 'Pupil Response to Feedback'. We use 'What Went Well', 'Even Better If' and 'Now I Can'. This 'dedicated improvement time' gives students the opportunity to improve their work and understand how they can progress to the next grade/level.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of students and parents. This also happens throughout the Education Health and Care Plan (EHCP) request process.

When assessing and deciding to submit an Education Health and Care Plan, views are taken from both student and their parent / carer. During the process, choices of school are discussed and taken from the student and their parent / carer.

BTA Midfield:

At BTAM, as part of their introduction to the school, they complete a Student Passport. This is shared with staff, enabling the child to say in their own words what their strengths and weaknesses are, what helps them and what can be a trigger for them.

The School Council meet regularly, at least each half term. The council encourage students to contribute and decide on aspects of school life relating to their needs.

Academic Review Day is held each term. During these meetings, student's progress is discussed and reviewed. Feedback from the student and parent / carer is encouraged. Academic and SEMH targets are reviewed and renewed.

During the academic year, students have the opportunity to engage with the Pupil Voice Questionnaire. This is carried out three times a year, during or prior to Academic Review Day.

At BTAM, in response to the marking of their work, KS2 pupils are given the opportunity to respond using purple pen to try extra challenges or to say whether they found it easy/difficult and why. With KS1 pupils, responses and challenges occur in discussion over their work at the time.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of students and parents. This also happens throughout the Education Health and Care Plan (EHCP) request process.

When assessing and deciding to submit an Education Health and Care Plan, views are taken from both student and their parent / carer. During the process, choices of school are discussed and taken from the student and their parent / carer.

BTA Blenheim

All students in our school are treated with dignity and respect. There is full personalisation of the curriculum for students, as required, in order that they can access their education and experience success throughout their school life.

At BTAB, students are asked questions about themselves as part of the initial interview process. This includes their likes/dislikes, strengths/weaknesses etc.

The School Council meet each half term. The council encourage students to contribute and decide on aspects of school life relating to their needs.

Academic Review Day is held each term. During these meetings, student's progress is discussed and reviewed. Feedback from the student and parent / carer is encouraged. Academic and SEMH targets are reviewed and renewed.

During the academic year, students have the opportunity to engage with the Pupil Voice Questionnaire. This is carried out three times a year, during or prior to Academic Review Day.

In response to the marking of their work, at BTAB students are expected to reply with the 'Pupil Response to Feedback'. We use 'What Went Well', 'Even Better If' and 'Now I Can'. This 'dedicated improvement time' gives students the opportunity to improve their work and understand how they can progress to the next grade/level.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of students and parents. This also happens throughout the Education Health and Care Plan (EHCP) request process.

When assessing and deciding to submit an Education Health and Care Plan, views are taken from both student and their parent / carer. During the process, choices of school are discussed and taken from the student and their parent / carer.

5. The Role of the BTA Outreach Service

Note – use of terminology

For consistency we have adopted the term CYP (children and young people) in this document to refer to the pupils and students we work with, as we are a team which works across all Key Stages in both Primary and Secondary schools.

The Outreach Service is commissioned by the Local Authority to work with pupils in Bromley Primary and Secondary schools whose behaviour is placing them at risk of exclusion. The team consists of a range of professionals with a wide variety of experience, including ex-Senior Leaders, SENCO's, an Educational Psychologist, DSL's, ASD specialists, Positive Handling Trainers, Sports Coaches/Mentors and teachers with experience in both Primary and Secondary mainstream and SEMH settings.

The Service reports regularly to Bromley Inclusion Partnership (BIP), which consists of key partners from schools, the Local Authority and other agencies involved in supporting vulnerable pupils. BIP have agreed the following Design Principles which relate directly to the work of Outreach:

- To promote and support early intervention
- To build capacity to manage behaviour successfully in schools
- To share best practice across all Bromley education settings
- To ensure access to support is equitable for all schools and a suitable education is accessed at the earliest opportunity
- To promote re-integration to mainstream education when appropriate

Referrals to BTA Outreach for individual pupils

Schools can refer to the BTA Outreach service for support with individual pupils through the Gateway panel (see separate information about what makes a good referral). Gateway is a panel convened by the Local Authority, and consists of a range of professionals from a variety of agencies. Gateway provides access to various forms of alternative provision, including placements at BTAM and BTAH, and support from the BTA Outreach Service. Panel sits on a Tuesday every two weeks (please note referrals from schools need to be received by the previous Thursday afternoon in order to be included). Further information on the process can be obtained by gateway@bromley.gov.uk

Once panel have agreed the involvement of BTA Outreach, someone from the BTA team will contact the school and arrange to come in to see the CYP and together, with the school, we will draw up a plan around the support needed.

Our aim as a team is to **support the school to support the child or young person**. We work through the multi-agency process, and with schools, parents/carers and other professionals involved to develop a shared understanding of the needs of the CYP and to agree a way forward. This may involve recommendations around referrals needed, further assessment, or around supporting schools to implement and embed advice that has already been given. Depending on what is needed, we can:

- Work directly with CYP to establish 'what works', to understand the CYP's perspective and to capture their voice
- Help identify triggers and ways of reducing incidents of challenging behaviour
- Observe lessons to identify areas of success and pinpoint challenges
- Review assessments that have been undertaken and help develop a narrative around the CYP's experience of education

- Use a coaching approach to work with key staff supporting the CYP to share challenges and good ideas and to celebrate successes
- Attend multi-agency meetings
- Provide weekly mentoring from a Sports Coach
- Review behaviour logs, incident reports and attendance records to support a better understanding of triggers, patterns of both challenging and successful behaviour
- Deliver training to staff
- Deliver a Circle of Adults intervention, led by our EP
- Support the transition from Year 6 to Year 7
- Offer broader support with whole school processes and practices
- Provide direct support for pastoral support teams

We know that short term support often leads to short term gains that are not sustained over time. We also know that CYP can face many complex challenges and adversities over time, and that behaviour which has improved can deteriorate again due to outside circumstances or challenges beyond the control of schools. We therefore aim to offer a flexible and needs-led service, which means we do not have a standard time-restricted offer to schools, or a one-size fits all approach. In reality this means we work with some CYP for only a few weeks, in other rarer cases it may be for over a year. Some CYP may come back to us after a period of several years if additional support is needed, for example we may work with a pupil struggling in Secondary school who was known to us at some point in their Primary education.

Placements at BTAM or BTAH

The Outreach Service works very closely with staff based in the provisions at BTAM and BTAH, and several members of the team also work in the settings as teachers and Senior Leaders. Although the majority of the CYP known to us remain in school while we support them, there are times when it is clear that their placement in school is breaking down, or when their behaviour is unsafe and is placing them at risk of permanent exclusion. In cases like these, schools can request a short-term respite placement at either BTAM or BTAH via Gateway.

Children and young people known to Outreach are dual registered during their time with us. This means their mainstream school remains fully involved throughout the placement, retaining overall responsibility for attendance, progress and safeguarding. The Outreach Service will continue to work alongside the mainstream school and with the staff based at BTAM and BTAH to help establish what the child or young person needs in order to be successful, and to ensure that the multi-agency process remains fully active and productive.

We have found from experience that a proactive move into one of our settings, supported by Outreach, allows children and young people to make a good transition. Many of them will already have developed relationships with BTA staff, who will have seen them at school and have an understanding of the challenges they faced in a mainstream environment. We know that this is a far less disruptive and traumatic change for the CYP compared to the rupture and rejection that comes with a permanent exclusion. We also know that parents and carers find it much easier to make a proactive choice around their son or daughter accessing a place with us, and that they very much value the dual registration process, and the fact that this allows for a return to the mainstream school at the end of the placement.

The purpose of short-term placements at BTAM and BTAH

We do not believe that the needs of CYP with challenging behaviour can be addressed in a short space of time simply by moving them into a different environment, even though we do often see a dramatic improvement in behaviour within a short space of time when they come to BTA. We know that persistent and complex challenging behaviour is often a CYP's entrenched response to their environment, to their unmet needs (which includes their learning needs), and also that it is linked to the context in which it occurs. Changing the context will often improve the behaviour we know, but this is not the same thing as understanding and addressing the underlying needs for the longer term.

In particular we know that gaps, delays and difficulties with learning can play a significant role in a CYP's ability to engage in their education constructively, and we know that this is often one of the root causes of challenging behaviour in a mainstream learning environment. Furthermore, evidence shows that an understanding of both the systemic and underlying within-child factors is key to making effective and long-lasting change. We therefore approach this work according to the SEND Code of Practice, which categorises SEMH as an area of need, and we work with mainstream settings through the Graduated Approach (Assess-Plan-Do-Review) to determine the underlying needs which are contributing towards the behaviour we want to address. In tandem with this we try to work with schools to increase their capacity to support vulnerable CYP and to help them understand how some of their behaviour systems and approaches can be adapted or developed with this in mind.

Many of the CYP who come to us are under statutory assessment, and their time with us is used to inform that process and to ensure that their EHCP fully reflects both the needs and the provision required in order to meet them. In these cases, pupils may remain on dual registration until the EHCP process determines their onward placement, ensuring that parental choice and the well-being of the CYP sits at the heart of the decision making process.

The Outreach Service can remain involved with CYP once they leave us, either to return to their mainstream setting or on to something new. This enables us to share the knowledge and understanding of the CYP we have developed during their placement, and also ensures that important relationships formed by the CYP with staff at BTA are not lost. We know many of the CYP who come to us experience success in an educational setting for the first time, and that a large part of that is because they are being supported by adults who have the time, the resources and the expertise to meet their complex learning needs, help them explore their difficult feelings, improve their self-regulation, and also to experience boundaries which are consistently and safely applied. In particular, staff in the settings have the training and experience required to manage behaviour that is unsafe, and which typically leads to exclusion in a mainstream setting.

Safeguarding

Most members of the BTA Outreach Service are trained DSL's with extensive experience of safeguarding in either mainstream or specialist settings. We fully understand and recognise that challenging behaviour can sometimes be an indicator that a CYP is at risk of harm, or has experienced significant trauma or adversity. Based on this understanding, we ask that schools engage in the CAF process when referring to us. If this is a challenge we will continue to work with them once we are involved, and with parents and carers to promote the many benefits of this as a process. Where a CYP is already known to Children's Social Care we will fully engage with the CP or CIN process, attend meetings and liaise regularly with Social Workers to ensure a joined-up approach to supporting the CYP and their family.

Because of this we have developed strong links with Children's Social Care, Bromley's Education Safeguarding Officer, the CAF Team, and with Bromley Children's Project (Early Help).

Training offered by BTA Outreach

We are active members of Bromley SEND Training Collaborative, and have a comprehensive training offer for schools which is published in their brochure (see website for more details). We can deliver training on a range of topics, including:

- PRICE Challenging Behaviour (Accredited Positive Handling Training)
- De-escalation
- Attachment Theory for Schools
- Attachment Theory for EYFS settings
- Restorative Justice
- Classroom Management

We also offer a range of forums for school leaders, SENCO's and pastoral support staff where schools can come together to share research evidence, stories of success and good practice and also to spend time meeting colleagues from other settings or Trusts.

We use the SEND Training Collaborative's common evaluation form, and all the feedback we obtain from trainees is collated and reported to the Collaborative for quality assurance and monitoring purposes. The feedback we receive is consistently and unfailingly positive, and at the time of writing we have been involved in training over 3,500 people, including Senior Leaders, teachers, support staff, SEN Advisory Services, PGCE and ITT students, NQT's and Early Years Practitioners.

We know it can be extremely powerful for us to be able to deliver training to a whole school team, particularly when we are also working with individual children within their setting. This allows us to support schools to build their capacity, therefore reducing the need to bring in external support services for their vulnerable pupils. From our perspective this work is also extremely rewarding, as we are constantly learning ourselves from the creative and innovative practice we see in schools on a regular basis.

Working with pupils with EHCP's

The Outreach team can work with pupils with EHCP's, where the primary need is SEMH. This work is done in partnership with the Local Authority's Complex Needs Team, who will themselves have determined that our involvement is appropriate.