



# Bromley Educational Trust

## SEND Information Report

<b>Responsible post holder</b>	Executive Headteacher
<b>Approved by / on</b>	
<b>Next Review</b>	

## **WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES DO WE CATER FOR?**

Students at Bromley Trust Academy have a range of difficulties including Social, Emotional and Mental Health (SEMH), Communication and Interaction; Cognition and Learning; difficulties and Sensory or Physical difficulties.

The primary need is SEMH, as all students are currently unable to access mainstream education. This in turn, has an impact on Cognition and Learning. A high amount also present with Communication and Interaction needs. We have had students with Visual and Hearing Impairments, but currently this need is not present in the school. Only one student, currently has a physical difficulty. We also have a small number with ADHD, ASD, Dyslexia and ODD. Because of the fluctuation in our numbers, these figures change on a weekly basis.

## **2. HOW DO WE IDENTIFY SPECIAL EDUCATIONAL NEEDS?**

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 parents/carers at Student Interview; Pupil Passport; Base Line Testing; Cognitive Ability Tests (CAT tests); New Group Reading Test (NGRT); BKSB Literacy and Numeracy tests; subject teachers; specialist colleagues and external agencies.

Our class teachers, Lead Teachers and Heads of Key Stage 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 from tutors, subject 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 a referral can be made to them.

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, does not make expected progress.

All students with SEND are on the Agency and Need Grid and Provision Maps, which are accessible to all staff. Staff are also provided with IEPs. Staff use 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 and classroom interventions.

## **3. HOW DO WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS?**

At BTA – Hayes parents are fully included in the process of working with their children/young adults.

This includes:

Introductory meetings

Home information exchanges and key messages

Parent/Carer and teacher meetings including updates from professionals

Academic Review Day meetings three times a year and reports sent termly

Data sent home monthly

Parent workshops and training via BCP

Parental Representation on Strategy Board

Parent involvement in changes in school through informal and formal consultations  
Weekly family group  
Reintegration and professional meetings at other schools

The SEN Information report is formulated by the SENCO in collaboration with the Senior Leadership of the school and Trust Board and shared on the school website. It is also taken to a group of parents and School Council for feedback. It will be reviewed in the autumn term by the school and in partnership with parents and students. We are also working with Bromley Parent Voice, [www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk).

#### **4. HOW DO WE PROMOTE STUDENT VOICE FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?**

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.

The School Council encourages students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of students and parents. This also happens throughout the EHCP request process.

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

#### **5. HOW IS PROGRESS MONITORED AND SUPPORTED?**

All students who attend the school will have an IEP or be under assessment for a Pupil Resource Agreement or Education Health and Care Plan (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 2016, left with Education, Health and Care Plans.

This year 2016/17 we will be following the Bromley LA transfer schedule, plus some other identified and agreed year groups. All families of students that are involved in this process will receive information on the process and be supported by school throughout.

Further information on the admissions and assessment processes to our school can be found on our website.

#### **6. WHAT DO WE DO TO SUPPORT TRANSITION TO NEXT PHASES OF EDUCATION AND PREPARATION FOR ADULTHOOD?**

All transitions are well planned for throughout school as students move from class to class and phase to phase. 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/Careers 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. Amanda Spence advises on specialist provisions, via the EHCP process.

We continue to have strong links with local provisions including the Bromley College, 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.

## **7. WHAT IS OUR APPROACH TO TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?**

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.

As our students present predominantly with SEMH, we have a nurturing bounded 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.

## **8. WHAT ADAPTATIONS ARE MADE TO THE CURRICULUM AND LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?**

BTA - Hayes Campus is a purpose built building and is fully accessible for wheelchair users being on one level. It is a small site, with small class sizes, with a high student to teacher ratio. Support staff are also available, all which supports the students SEMH needs.

Our SEN policy details the range of provision for our students with different needs. This policy can be found on our website and is reviewed annually.

All parents/carers and families are welcome to visit the school prior to their child attending the school. All parents/carers are expected to attend a Student Meeting, prior to attending the school.

## **9. WHAT IS THE EXPERTISE OF STAFF AND WHAT TRAINING IS PROVIDED TO STAFF?**

BTA – Hayes Campus is highly committed to ongoing training of staff. We have a Training programme, calendared throughout the academic Year. SEN Training is coordinated via the SENCO, who tracks all staff training ensuring it is up to date and statutory duties are met.

All staff have clear job descriptions which detail the required qualifications for each post in school. Training is provided to staff to support learning. This includes Positive Handling, Emotion Coaching and Speech and Language training. Training is specifically related to the needs of children in our school and also as required by statutory guidance. Other staff continue to gain training in Safeguarding and First Aid.

We continue to commit to having qualified trainers in school for courses such as Price – Positive Handling, KCA – Emotion Coaching and Speech and Language via the Speech and Language Team. We have Safeguarding Leads who deliver Safeguarding and coordinate PREVENT training.

The Trust Board are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. Continuing on from last year, a speech and language project initiated in conjunction with the LA SEN by school with the Speech and Language Therapists (SLT) continues and focused on impact of staff skills following SLT training and an audit of student need. CPD continues to be highly successful in upskilling teacher practice in classrooms and promoting further skills, working on the outcomes generated by the 'Social Emotional and Mental Health (SEMH) Speech and Language Therapy Pilot Project September 2015 to July 2016 Evaluation'.

Classroom staff are employed directly by the school. This includes teachers and Progress and Engagement Guides. Administration staff are also school employees.

Other professionals who work for a range of agencies, have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, and Speech and Language Therapists are employees of Bromley Community Health Trust. Bromley Enterprise Business Partnership (EBP) Mentors and Bromley Children's Project (BCP) are through the local authority, Counsellors are volunteers via BTA Midfield and CSE workers are via Barnardo's. All these professionals work within school, training and advising staff, as well as working with children and young people who are on their case load.

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

## **10. HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR PROVISIONS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?**

We use Provision Maps to plan, track and assess the effectiveness of provision for students with SEND. We use achievement logs and behaviour logs, Emotions Stars and attendance data, to measure effectiveness, as well as academic data, to show progress.

## **11. HOW WE DO ENABLE STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES TO ENGAGE IN ACTIVITIES THAT ARE AVAILABLE TO ALL STUDENTS?**

All students attending BTA - Hayes will have some level of SEMH need. As BTA - Hayes is a PRU only in exceptional circumstances do we have students with an EHC Plan. There may be circumstances that students attend or are placed at the school, pending the outcome of an assessment for an EHC Plan.

Our school priorities are:

Leadership:

Development of shared vision with stakeholders  
Development of associate leadership group

Learning:

Good teaching for all  
Read, Count and Succeed in every classroom

Well-being:

Growing a Therapeutic culture  
Preparing for life beyond the classroom

Outcomes:

Embedding the new assessment system  
Close the gaps

These have been compiled by the SLG and shared with staff, the Trust Board and also the students and parents.

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

## **12. WHAT SUPPORT IS PROVIDED FOR STUDENTS' SOCIAL AND EMOTIONAL DEVELOPMENT?**

BTA have a strong therapeutic ethos. We have a full-time therapist, who carries out 1:1, group and family support group work. We also have six counsellors, who work 1:1 with students with talking and art based therapies. We also have a number of mentors who visit students on a 1:1 basis. External therapists also work with students on site and we carry out Wellbeing referrals into Bromley

Y, Bromley Changes and CAMHS. We support external meetings and provide a link for families with these agencies.

Staff have been trained in Emotion Coaching. Small form groups provide an opportunity to engage with SEMH activities and an opportunity to share concerns in the morning when they arrive and provide a point of contact. There are also experienced Progress and Engagement Guides and Behaviour Lead, who work with the student's first thing and throughout the day, which provides the opportunity for Key Working. We are currently working with Mindkit, who provide workshops for the students and we are developing a whole school strategy.

Speech and Language Therapists also are working with staff and students on Emotional Literacy. Social time is supervised and students have the opportunity to be listened to during these times. We have a Bullying Policy, which is shared with staff and the school council have created school leaflet, displayed around the school. There are rigorous procedures, led by the Safeguarding Team. There are posters around the school, highlighting to students who they can go to if they have any issues.

### **13. WHAT OTHER BODIES AND AGENCIES DO WE WORK WITH?**

As previously mentioned, other professionals who work for a range of agencies, have office bases elsewhere and work in school on particular days or as necessary.

These include, School Nurses, and Speech and Language Therapists are employees of Bromley Community Health Trust. Bromley Enterprise Business Partnership (EBP) Mentors and Bromley Children's Project (BCP) are through the local authority, Counsellors are volunteers via BTA Midfield and CSE workers are via Barnardo's, 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.

### **14. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

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