



Bromley Educational Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SEN INFORMATION REPORT AND POLICY (BTA)

Responsible post holder	Executive Headteacher
Approved by / on	December 2016
Next Review	December 2017

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

Children and Families Act 2014

SEN Code of Practice 2014

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.

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 (2014, p 4)*

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 (2014, p5)*

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

Bromley Trust Academy Alternative Provision Academy makes provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The academy also currently 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. Pupils who have accessed the AP sometimes present with the following kinds of special educational need: SEMH; ASD; ADHD; Oppositional Disorder; Conduct Disorder. 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 in conjunction with the Local Authority on a short term basis whilst a new school is identified. It is highly unusual for any pupil with an EHC Plan to access the AP as it is an expectation that schools should use the emergency annual review process appropriately rather than resort to permanent exclusion.

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 AP is not an appropriate educational environment for pupils with EHC Plans and cannot be named in any plan.

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

Pupils accessing the Primary PRU are assessed over the first five weeks, as the younger children generally have a shorter concentration span and tolerance level for assessment style conditions, and they usually need more time to settle and feel safe in order to complete these tasks. The assessments include numeracy and literacy tests from Rising Stars, given at either Year group standard or ability level depending on which is more appropriate, unless the child is still working at the Foundation Stage/P levels, in which case we currently use teacher assessment.

New arrivals are also assessed by a Reading Recovery trained Reading Specialist, providing a detailed analysis of their reading accuracy along with their comprehension, a reading age and an initial phonics assessment. If the child proves to have a lower than expected reading

ability for their age, they will receive weekly 1:1 sessions to encourage accelerated progress in their reading. There is close liaison with teachers to discuss difficulties and progress, along with whether or not there are signs of dyslexia. If so a dyslexia screening will be carried out with the child.

Phonics progress is assessed regularly and the Phonics Screening is administered according to Government guidelines.

A child's social, emotional and behavioural state on arrival at the Primary PRU, are assessed via SDQs, Boxall Profiles and Emotion Stars. These assessments help to determine the type and level of therapeutic support needed and they are reviewed termly, or earlier if required, to monitor progress.

All assessments carried out, support teachers in deciding on the best interventions to put in place and in completing the child's IEP/PSP.

In the Secondary PRU pupils are assessed on arrival via our Assessment and Transition Centre (ATC). They are assessed via the New Group Reading Test (NGRT), Cognitive Abilities Test (CAT), Basic and Key Skill Builder (BKSB) Numeracy, Literacy and Free Writing Assessments, Emotion Stars and a Student Self-Review. There are also baseline assessments for English, Science and Maths. All this data forms the IEP. Prior information is also reviewed and used as appropriate. Pupils on arrival, also have their academic and social and emotional abilities assessed. Relationships are built and any SEN requirements are passed on to the SENCO.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are 1:1 withdrawal, 1:1 intervention with a reading recovery trained reading specialist, English and Maths Intervention Groups and personalised programmes. Some students have mentoring (external provider 1:1) and targeted Literacy and numeracy support 1:1 and in small groups, they can be removed from lesson by PEG – although procedurally PEG support is provided in the lesson, reading recovery is being rolled out by Teaching and Learning Lead. English Intervention and Maths Intervention are also offered. Some students have personalised timetables, including alternative provision on other sites, to meet their specific needs. Progress is often affected by SEMH needs and many students have Counselling and Drama Therapy, CAMHS and Wellbeing and other opportunities to deal with the SEMH barrier to their learning, with external providers.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. At BTA Hayes 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. 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.

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. This is underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.

At BTA Midfield, pupil progress is monitored routinely by teachers, subject co-ordinators and leadership team and where progress is not sufficient appropriate interventions to meet the child's level of need are introduced.

All students with SEND are on the Agency and Need Tracking Grid, (document listing all student needs, including referrals and investigations and agencies involved with the students), and Provision Maps, which are accessible to all staff. Agency and Need Grid, tracks the needs of the students on an overall table and their support via agencies. Each student has a tab that tracks support. The Provision Map lists interventions for each class. Staff at BTA Hayes are also provided with IEPs, at BTA Midfield, class teachers work with the SENCO to produce IEPs/PSPs for each child. 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, with a view to rolling out group activities. There is also access to SALT on site; screening, assessment, classroom interventions.

We have access to external advisors who are able to use assessment tools to identify specific areas of need, for example we have close links with the Educational Psychologists, Information, Advice and Support Service (IASS), Inclusion Support Advisory Team (ISAT), Community Paediatrics; CAMHS - ASD & ADHD Services.

The purpose of this 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 part of the Provision Mapping, reviewed regularly, and refined / revised if necessary. At this point we 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. When any change in identification of SEN is changed 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:

Every pupil accessing a placement at the provision will be involved in a pre-admission meeting in advance of the induction and baseline testing process. Referral paperwork is comprehensive and any gaps are followed up to ensure that this documentation coupled with the information provided verbally from schools and the induction process / baseline testing provides staff working with pupils with SEN the complete picture at that point of need to inform planning and strategies to support. All pupils, whether on short term or long term placements, have assessment time in the first two weeks at BTA Hayes, or within five weeks at BTA Midfield, to identify learning and behaviour targets for their IEPs and to address outcomes from the assessment process including any assessments or referrals which need to be completed. It is against this first collation of data (learning, behaviour and social and emotional) that progress is measured through the Academic Review Day (ARD) at Hayes or Progress meetings with parents at Midfield Campus. Pupils returning to mainstream school are re-assessed during their placement and progress measured alongside impact of any interventions. For pupils on long term places, monthly progress is reported on and forms the basis of the Academic Review Days where feedback is given to home schools and parents / carers.

At both sites data is collated and analysed by the Deputy Head of School in conjunction with the Head of School to identify the impact of intervention programmes and to measure progress. This allows the school to evaluate the effectiveness of the provision overall and to compare the progress and intervention plan success for our vulnerable pupils who have specific SEN and identify / interrogate gaps in progress and attainment.

Where appropriate, pupils are encouraged to attend their planning and review meetings (ARD, EHCP meetings) and to engage in the process as it relates to their individual needs

and planning for support. All documentation includes space for the recording of feedback by pupils.

The *SEN Code of Practice (2014, 6.17)* 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

For pupils with a statement of special educational needs / Education, 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 cannot be identified as a suitable alternative to a specialist or mainstream school for a child with an EHC Plan, so effectiveness is judged according to the framework of time limited placements and in comparison to pupils of a similar age / year group / key stage.

SENcos at BTA have met with the SEN Trust Board Representative and reviewed need and SEN practice. The SEN Trust Board Representative have also accessed part of the Speech and Language training, which is one of the key interventions within the schools. Parents’ views are reviewed termly, via Academic Review day and analysis is completed by the Deputy Head. As all students come to us having difficulty maintaining a place at mainstream, they come under SEN for SEMH. Attainment outcomes for Yr11 were:

Year	No on Roll	% of 5 or more A*-C (inc E&M)	% of 5 or more A*-C	% of 5 or more A*-G	% of 1 or more A*-G
2016	16	19% ↑	19% ↑	69% ↑	100% ↑

The number of successful EHCP applications was 16.

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

Every pupil in the school has their progress tracked via at least six data drops calendared for the academic year or in line with the planning and review process with assessments at the start point and again at exit point.

Since all pupils accessing BTA are experiencing difficulties which are preventing mainstream inclusion at that point, they may have more frequent assessments of reading age, spelling

age and progress in core skills than pupils in a mainstream environment. The assessments we use at BTA are the New Group Reading Test (NGRT), the PM Benchmark Reading Test, Cognitive Abilities Test (CAT), Basic and Key Skill Builder (BKSB) Numeracy, Literacy and Free Writing Assessments, Emotion Stars, SDQs, Dyslexia screening, Boxall profiles, Readiness for Reintegration, Speech and language assessments and a Student Self-Review as well as individual subject specific baseline assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the pupil's IEP will be reviewed and adjusted through the review processes.

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 (2014, 6.37)*

In BTA the quality of teaching is judged to be Good.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of ICT software learning packages (BKSB). These are delivered via our ATC Specialist Teachers (at BTA Hayes), Maths and English Intervention Teachers, Progress and Engagement Guides and Mentors. In terms of support for Social, Emotional and Mental Health needs, the Therapeutic Team work with groups and individuals, in partnership with teaching staff to support the ability of pupils to overcome their own barriers to successful reintegration or transition at the next Key Stage.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs:

At BTA we follow the advice in the Mainstream Core Standards and The Special Educational Needs and Disability Regulations 2014, on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has recently made the following improvements as part of the school's improvement planning: highly committed to ongoing training of staff; a Training programme, calendared throughout the academic Year; SEN Training is coordinated via the SENCO and Leadership team, who track all staff training ensuring it is up to date and statutory duties are met.

Training is provided to staff to support learning. This includes Positive Handling, Emotion Coaching and Speech and 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 children in our school and also as required by statutory guidance. We continue to commit to having qualified trainers in school for courses such as Price – Positive Handling, KCA – Emotion Coaching and Speech and Language Team. We have Safeguarding Leads who deliver Safeguarding and coordinate PREVENT training.

At BTA Hayes, there is access to good practice sharing through PiXL, and have identified that the following aspects of the school need to be improved: the development of a learning resource centre to increase pupils' enjoyment of reading; funding for laptops to support learning. Across the School, all staff have clear job descriptions which detail the required qualifications for each post in school.

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

Additional support is offered to pupils whose reading ages are significantly below the expected for their chronological age as well as to those pupils where the gaps in progress are not being reduced. Reading support is coming online at Hayes and already embedded at Midfield. The small class sizes, use of PEGs, coloured paper/larger print is currently being used to support those with gaps in progress at Hayes. In terms of managing behaviour, support is through identified need (information provided by the school via the ATC at Hayes, and initial assessments including Boxall Profiles, SDQs and Emotion Stars at Midfield Campus, and prior information is also reviewed and used as appropriate), and targeted to match individual areas, requiring development. Support for SEMH is on both an individual and group basis as well as through the actual structure of the behaviour policy. For our client group, this is the predominant need as this is the rationale behind placement with our school, whether on a short term or long term basis. In terms of learning support, this takes the form of targeted in class support, 1:1 and small group withdrawal.

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs:

All clubs, trips and activities offered to pupils at BTA are available to pupils with special

educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

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

At BTA we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance circle time, social skills groups, PSHE, Tutor Time (in place at the start of each day), Progress and Engagement Guides classroom and social time support and through direct 1:1 and group work delivered by the Counselling and Therapeutic team, as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: 1:1 support through Behaviour Learning Mentor intervention, support through Progress Engagement Guide support, 1:1 and group work through the Therapeutic interventions, access to Bromley Children's Project Group work for families on site at BTA Hayes and is an area that is looking to be developed at BTA Midfield, targeted interventions around social skills and social use of language by the staff team and referrals to CAMHS and or other appropriate agencies via the Wellbeing Service.

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

The SENCO at BTA Hayes is Amanda Spence, who is a qualified teacher and has completed the National Award for SEN Coordination. She also holds the following qualifications: BA (Hons) Degree in English Literature and Language, PGCE in Secondary Education (English, Media Studies and Drama)

Amanda Spence is based at the BTA Hayes Campus (Hayes Lane, Bromley Kent BR2 9EA) and can be contacted on 0208 290 0274 or via email at amanda.spence@bromleytrustacademy.org.uk.

The SENCO at BTA Midfield is Lucy Alford, who is a qualified teacher and supported by SENCO at BTA Hayes. She also holds the following qualifications: BSc (Hons) Degree in Psychology, PGCE in Primary Education.

Lucy Alford is based at the BTA Midfield Campus (Grovelands Road, St Pauls Cray, Orpington Kent BR5 3Eg) and can be contacted on 0208 308 9620 or via email at 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 teaching assistants have had the following awareness training: PREVENT; E-Safety; Safeguarding; CSE; Price Positive Handling Training; Speech and Language; Emotion Coaching; in-house training for supporting learners in the classroom for all support staff.

In addition the following teachers have received the following enhanced and specialist training:

At BTA Hayes:

Felicia Agyeman – Restorative Justice, Race & Homelessness, Mental Health, Every Child Matters Awareness Training.

Lindsay Brown - First Aid in the workplace, Group 3, 4 Safeguarding, Group 5 Designated Lead Safeguarding Training, CAF Training, Gangs Lead, Anger Management Project Training

Myra Brown – First Aid in the workplace, Heart Start – Basic First Certificate for Children/Young Person, C- Card training (Sexual Health), CAF Training

Karen Cleaver – ADHD training, Access to Social Care

Jo Denhart – CAF training, BSKB Training

Mick Merrick – DIP.HE Community and Youth Work

Toks Princewill – Introductory course in Counselling

Maria Prieto – Level 4 diploma in counselling (Adults)

Stuart Reader - Health and Safety in the Workshop training, Outstanding Teacher Training

Amanda Spence – National Award SEN Coordination, CAF, Group 5 Designated Lead Safeguarding Training

Georgina Saunders - Excellent Teaching Course

Wayne Swaby – NVQ Youth Work Level 3

Shanique Thompson – Health and Safety in the Workshop training, Outstanding Teacher Training

Marcia White - Group 5 Designated Lead Safeguarding Training, MA in Learning and Teaching (Specialising in Adolescent Mental Health), ADHD Training, BSKB Training

Mark Valentine - Behaviour Lead - Advanced Diploma - Working with Excluded children, Peer mentoring and Group Work Facilitation

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; Educational Psychologist, Speech and language therapist, ISAT, BCP, London Fostering Achievement team etc.

6 Information about how equipment and facilities to 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.

This covers everything we do, including any equipment needed. The Hayes Learning Resources budget is £55k.

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

All parents of pupils at BTA Hayes are invited to discuss the progress of their children on ARD (three occasions a year) and receive a monthly data report. For all other pupils, reports are provided at the end of the placement and reintegration meetings take place during the reintegration process.

At BTA Midfield, teachers are in regular, often daily or weekly, contact with parents. Social, emotional and behavioural progress, along with their progress towards academic targets can be communicated on a daily basis through the child's 'Behaviour and Target' sheet. This is followed up in more depth during the Progress Review Meetings with parents held once a term.

In addition we are happy to arrange meetings outside these times. 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; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and details shared with parents at meetings.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. For pupils at BTA, any Education Health Care Plan will in the first instance, require the identification of a school place outside of the PRU which is not a specialist provision nor full time alternative to mainstream school.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education:

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.

9 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 in reception area. We encourage parents to discuss their concerns with the Form Tutor, Pastoral Support Coordinator, SENCo, any member of the SLT overseeing the relevant department, 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 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 a Statement of SEN 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.

10 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:

The Trust Board have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service
- Membership of professional networks for SENCO e.g. SENCO forum etc.

11 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 iass@bromley.gov.uk or 01689 881024/01689 881023

IPSEA www.ipsea.org.uk

SOS SEN www.sossen.org.uk 020 8538 3731

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 BTA we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We do not accept any referral without a completed referral form and risk assessment. All referrals are triaged through our Head of School and further assessed through the subsequent risk meetings which involve a range of other agencies including YOT, Social Care, Bromley Children's Project, Education Welfare and Community Safety.

Pupils leaving BTA Hayes to return to mainstream school are supported for via a personalised programme, through the Outreach Team who work closely with partner schools in establishing a seamless support package to maximise reintegration success. Our SENCo also supports mainstream school SENCos in submission of paperwork for EHC Plan assessment requests and liaises with the Local Authority.

Pupils in Year 11 are supported through the Head of KS4/Careers Lead who works with pupils in preparing for moving on to college, employment or further training and then continue to work with them in Years 12 and 13 in their new environment, acting as advocates and champions for pupils and working with other agencies in ensuring their needs continue to be met.

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

The local authority's local offer is published on <http://bromley.mylifeportal.co.uk/home> (0208-464 3333) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.