

# The Bromfords School



## SEND Information Report

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# The Bromfords School - SEND Information Report

Welcome to The Bromfords School's SEND Information Report. On this page you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

*The Bromfords School uses the term 'parents' to signify parents and / or carers, i.e. all those who have parental responsibility for a child or young person.*

The Bromfords School fully endorses the SEND Code of Practice (Jan 2015) core principles:

*All children and young people are entitled to an education that enables them to make progress so that they*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

## Special Educational Needs and Disability Code of Practice 0 to 25 years 2015

The Bromfords School is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

Our Assistant Headteacher: SENCO is Ms. Tutty; she can be contacted by telephone on 01268 471201 or email [SEND@bromfords.essex.sch.uk](mailto:SEND@bromfords.essex.sch.uk). If your child has a Special Educational Need or Disability and / or you would like more information, please contact Ms. Tutty.

Additionally, Ms. Tutty is supported by an Assistant SENCO, Ms. Oscar and an Aspiring SENCO, Mrs. Rafiq. Together they lead the SEND Team.

## What kinds of SEND are provided for at The Bromfords School?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that students often have needs that cut across these areas and their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

## How does The Bromfords School work with families of students with SEND?

The Bromfords School works in partnership with parents, which enables students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person-Centered Planning\* students with SEND are integral to the decision-making process affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered. For those students with an Education Health Care Plan (EHCP) their views will be sought before their Annual Review meetings and students will be

invited to attend them. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

*\* Person centered planning is a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with family and friends.*

### **How will families know if students with SEND are making progress?**

All parents can contact The Bromfords School at any time to request an informal update on their child's progress. All parents will be sent a printed copy of students' assessment data at the end of every term and are also invited to an annual formal meeting with their child's Form Tutor and Subject Teachers. In addition to this, parents of students with an EHCP will have an Annual Review chaired by The Bromfords School's SENCO and / or Assistant SENCO.

Throughout the course of any academic year parents may well be requested to attend meetings to discuss progress; at times with multi agency professionals in attendance.

### **How does The Bromfords School identify and assess students with SEN?**

We have a clear approach to identifying and responding to SEND. All teachers at The Bromfords School are responsible for identifying students with SEND, and in collaboration with the SENCO, Assistant SENCO and Aspiring SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

On entry to The Bromfords School every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment.

We have detailed exchanges with feeder primary schools. Information gained is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding to provide a thorough and holistic assessment.

The Bromfords School regularly gathers information from within the school about every student's progress, alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might be:

- significantly slower than that of their peers starting from the same baseline,
- failure to match or better the student's previous rate of progress,
- failure to close the attainment gap between the child and their peers, or
- widening attainment gaps.

Students may also be identified via pastoral and academic tracking meetings with The Bromfords School staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.

Where subject teachers decide that a student is making less than expected progress despite verified high quality, personalised teaching, they will consult parents and carry out further class-based assessments. A period of additional class-based interventions will then follow.

If, despite subject teacher intervention the student continues to make less than expected progress, the SENCO / Assistant SENCO / Aspiring SENCO is consulted.

The SENCO / Assistant SENCO / Aspiring SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has SENs, noting areas that are barriers to learning which may require support.

The identification and assessment of SEND includes an early discussion with the student and their parent(s). These early discussions enable The Bromfords School staff to develop a good understanding of the student's areas of strength and difficulty, any parental concerns, the agreed outcomes sought for the student and the next steps.

We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

With parental agreement, The Bromfords School will liaise with outside professionals if they are already involved with the student.

For higher levels of need, the SENCO / Assistant SENCO / Aspiring SENCO will draw on more specialised assessments from external agencies and professionals.

### **How does The Bromfords School meet the needs of students with Special Educational Needs?**

#### **High quality teaching**

Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from Learning Support Assistants. High quality teaching, personalised for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with SEND, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015 and Essex Local Authority's 'Ordinarily Available' approach.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching, and therefore the school has several procedures and processes in place to ensure that the SEND offer is of a high quality:

- All students at The Bromfords School have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO / Assistant SENCO / Aspiring SENCO carry out regular learning walks to ensure that high quality teaching for students with SEND is in place across the curriculum.
- Teachers are able to access detailed advice on all students with SEND via the school's confidential, teacher-access only intranet.
- There is regular advice and training delivered by the SENCO / Assistant SENCO / Aspiring SENCO or other specialist SEND staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- SEND colleagues are in a good position to be able to do this. They are highly skilled and well qualified: the Assistant Headteacher: SENCO holds a Master's qualification in SEND.
- Where necessary outside agencies deliver bespoke training, for example half termly Speech and Language Needs training for LSAs, is delivered by our link Speech and Language Therapist.
- Staff can observe outstanding teaching of students with SEND as part of normal staff development opportunities.

#### **Increased levels of provision and support**

However, in spite of high quality, personalised teaching, it may become evident that some students need increased levels of provision and support:

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting The Bromfords School's core offer or whether something different or additional is required.
- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (SIMS).

- A clear date for reviewing progress is agreed, with clear actions set out for the parent(s), student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEND this decision is recorded in the school's records. At this point the student will be identified on the SEND Register as 'School Support,' marked K on Sims.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student.
- Teachers are expected to work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO / Assistant SENCO / Aspiring SENCO should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENCO / Assistant SENCO / Aspiring SENCO working with subject teachers may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent(s) and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. SIMS will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, The Bromfords School may involve specialists, both in-house and from outside agencies.
- The Bromfords School will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SEND Team to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan. Additionally, we endeavour to work closely with the NHS and Social Care Services to ensure they are active participants, where appropriate in students' EHC Needs assessments and plans.

As part of the EHC Assessment The Bromfords School may request additional top-up funding from the student's Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

## **What provisions are available at The Bromfords School to meet the needs of students with SEND?**

The Bromfords School's notional SEND Budget is used to commission and / or employ a range of services, including Speech and Language therapy, Educational Psychology, pastoral care and counselling services to support students:

The Bromfords School's Student Provisions		
Provision	Details	Target students
<b>ASD Hub Provision</b>	Onsite provision. Students are taught within the Hub and supported to attend at least 60% mainstream lessons by Provision Learning Support Assistants. Some students also attend their Registration time within the Hub.	15 Students with a diagnosis of ASD, an EHC Plan and who have the Hub named on their EHC (agreed by Local Authority and The Bromfords School).
<b>Alternative Provision</b>	Specialist off site small provision(s) with significantly higher staff to student ratio than The Bromfords School.	Students with a high level of need, in particular those with social, emotional and mental health difficulties.
<b>BTEC Options</b>	KS4 / KS5 vocational learning. BTEC qualifications are more hands on and grounded in the real world of work.	Students with an interest/ aptitude in a vocational area who may struggle with a predominantly academic curriculum.
<b>Counselling Service</b>	On-site school based mental health support for students. This includes bereavement counselling.	Students with social, emotional and / or mental health needs.
<b>Educational Psychologist</b>	This service is to support in the assessment of students with potential or identified SEND and to offer school-based strategies.	Students with a high level of need who may potentially meet the criteria for an EHCP.  Students already in receipt of an EHCP.
<b>In class support from a Learning Support Assistant</b>	Support the personalisation of lessons.  Ensure that target students meet their lesson objectives.	Those with an EHC Plan, where it is necessary in order to meet objectives.  Other students with SEND who require additional staff support to meet lesson objectives.
<b>Literacy Interventions</b>	The Bromfords School delivers a range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments. This may include support from our English Progress Mentor.	Each intervention has its own entry criteria based on assessments of reading, spelling, academic progress data and where required specialist literacy assessments.

<b>Maths Interventions</b>	The Bromfords School delivers a range of numeracy interventions aimed at students with significant numeracy difficulties. Progress is very closely monitored through regular assessments. This may include support from our Maths Progress Mentor.	Each intervention has its own entry criteria based on assessments of Maths / numeracy, academic progress data and where required specialist numeracy assessments.
<b>Mentoring Service</b>	The Bromfords School has commissions a variety of mentoring services, including West Ham to support students to consider alternative strategies and goals to better self-manage / self-regulate and to be working across the curriculum at / above expected levels.	Students at risk of disaffection or disengagement.  Supporting vulnerable students in particular those at risk of under-performing and / or being NEET.
<b>Prince's Trust Lessons</b>	Small classes of no more than twelve students where students work towards Prince's Trust accreditation working through prescribed modules on topics such as 'Wellbeing – Physical Activity.'	Students with moderate learning difficulties and other complex needs in Years 9, 10 and 11.
<b>Speech and Language Therapy</b>	Speech Therapist carries out assessments, designs programmes of intervention, delivers interventions, reviews progress and trains staff.	Students presenting with speech, language or communication needs.

The above provisions are reviewed regularly by the SENCO / Assistant SENCO / Aspiring SENCO, to establish whether they are contributing significantly to student progress and offer value for money.

The SENCO, supported by the Assistant SENCO and Aspiring SENCO, is responsible for maintaining a whole school Provision Map and individual Provision Map for each student with an EHCP. These maps clearly outline the support put in place which is additional to or different from that which is offered through The Bromfords School's curriculum. It demonstrates how any additional funding is used.

The provision maps also help The Bromfords School maintain an overview of the programmes and interventions used, with different groups of students and provide a basis for monitoring the levels of intervention and demonstrate how the additional funding is used.

#### **How are The Bromfords School's resources allocated and matched to the student's Special Educational Needs?**

The SEND budget is allocated each financial year by Essex Local Education Authority. The money is used to provide the provision and resources described in the table above dependent on an individual's needs. Additional agreed resources may include:

- Specialist assessments, for example dyslexia or cognitive ability tests
- Specialist learning tools or materials
- Access to specialist computer equipment / programs

#### **What additional specialist services are accessed by The Bromfords School to meet the needs of students with SEND?**

Where deemed necessary and in consultation with families, The Bromfords School makes referrals to the following Outside Agencies / Teams in order to access specialist advice and support for pupils with SEND:

- CAMHS (Child and Adolescent Mental Health Services)
- Children's Single Point of Access (CSPA) – who take referrals for Community Pediatric Service, Pediatric Speech and Language Therapy, Pediatric Occupational Therapy and Pediatric Physiotherapy
- Education Access Team (Essex LA)
- Engagement Facilitators (Essex LA)
- Essex Youth Service – including Short Breaks
- Inclusion Partners (Essex LA)

### **How does The Bromfords School support students with SEND during public examinations?**

The SENCO ensures that students on The Bromfords School's SEND register complete a series of agreed tests set by the Joint Council for Qualifications to determine if they qualify for additional support (Access Arrangements) during their public examinations. This support might include additional time, a reader and / or a scribe.

### **How does The Bromfords School support students with medical needs / physical disabilities?**

- All students with medical needs will be included on The Bromfords School's medical tracking system created in consultation with the School Nurse / SENDCO and parents. All staff are informed about students on the medical register.
- Medication is administered in the school in agreement with parents and a completed Medical Consent form is signed and on file. All medication administered in the school is recorded on a centralised document.
- Relevant staff have received EpiPen training and seizure training.
- Alongside our First Aid Officer who oversees the administration of medication and First Aid, there are a significant number of First Aid Trained staff who can be called to administer basic first aid if required.
- Specialist Teacher time is accessed from the Essex Local Education Authority to support students with either visual and / or hearing impairments and their relevant staff.

### **How accessible is The Bromfords School?**

We are happy to discuss individual access requirements. Facilities we have at present include;

- Flat access to main entrance
- Lift access to majority of teaching spaces and non-teaching spaces
- Corridors and doors are wide enough to facilitate wheelchair movement and allow access
- Unisex toilets for pupils with physical impairments / in a wheelchair on the ground floor.

### **How does The Bromfords School support the transition of students with SEND from Primary to Secondary?**

We believe that a smooth, well organised transition translates into success for all parties. Therefore, we put many strategies in place to ensure students entering The Bromfords School are prepared for this change. These strategies include:

- The SENCO / Assistant SENCO visit any primary school where a student with an EHCP is to meet the student and discuss their needs with the relevant staff members. Where a student is identified as School Support the Aspiring SENCO, or another designated member of staff will meet the student and discuss their needs with relevant staff members.



- Students and where possible their parents visit The Bromfords School before entry to discuss needs / strategies, in addition to the general Transition Evening for all students' Parents and general Transition Day.
- Where possible the SENCO / Assistant SENCO attend Year 6 Annual Review Meetings for those students with an EHCP.
- We send home a pictorial booklet for Year 6 students with relevant photographs of staff, rooms, equipment and so forth to those students, primary schools have stated would benefit from this.

### **How does The Bromfords School support the transition of students with SEND from Secondary to Post 16 / Post 18 options?**

We pride ourselves on supporting high quality destinations for all our students. To facilitate this, the following strategies are employed:

- During Year 9, 11 and 13 The Bromfords School's link local authority Preparing for Adulthood Advisor for students with SEND is invited to attend all Annual Reviews for Students with an EHCP and where possible Year 10 and 12 Annual Reviews.
- Where a need is identified a key member of staff supports specific students in completing sixth form / College of Further Education / Apprenticeship / University application forms.

### **How does The Bromfords School address bullying?**

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

### **Are students with SEND included in activities outside the classroom such as educational visits?**

All students with SEND are eligible and actively encouraged to participate in activities, events and educational visits. Risk assessments are written and procedures are put in place to enable all students the opportunity to fully participate.

### **What should parents do if they are not satisfied with the provision that has been put in place for their child at The Bromfords School?**

If parents wish to make a complaint in relation to a young person with SEND, whether they have an EHCP or not, they may raise their concern in the first instance with Ms. Tutty Assistant Headteacher: SENCO, who will arrange for an informal meeting where all issues can be discussed and, hopefully, resolved.

If parents are not satisfied with the outcome, they may then put their complaint in writing to The Bromfords School's Headteacher, Mr. Tree, who may deal with the matter personally or delegate a senior member of staff, to act as Investigating Officer.

If parents remain dissatisfied with the outcome, the complaint can be heard in front of a panel of at least three people, one of whom will be independent of the management and running of The Bromfords School.

Support in resolving of disagreements and complaints, regarding provision for students with SEND, is also provided by the Essex Local Education Authority:

<https://www.essex.gov.uk/topic/schools-and-learning>

Essex SEND Information Advice and Support Service (SEND IASS) <https://www.essexsendiass.co.uk/> offer independent support and advice to parents. They can be reached on 01245 204338 or email [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the SEND Code of Practice 2015, Section 11 'Resolving disagreements.'