



The
Bulmershe
School
INSPIRING POTENTIAL,
ACHIEVING TOGETHER

Special Educational Needs & Disabilities (SEND) Information Report and Policy for The Bulmershe School

Issued July 2017

Mainstream Schools' SEND Information Report and SEND Policy.

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

The Bulmershe school, originally built in 1964 as a grammar school, has received a welcome investment from the local authority to the tune of £6 million. Students, staff and families benefit from a new, state of the art hall, entrance building and 21st century classroom block, redevelopment of the dining area and Student Support Centre, as well as extensive refurbishment of current classrooms.

Having been judged as a good strong school, our vision continues to be an ambitious and inspirational place of learning where every student is valued. We are proud of our high standards and constantly strive to improve our school so that every student achieves the success they deserve and leaves as well qualified individuals, ready for employment, training or the next stage of their education.

We are an inclusive school and welcome students of all abilities and backgrounds. Our website is a celebration of the wide range of our students' achievements and will give you an indication of the many opportunities available at The Bulmershe School.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities including those who have SEND and are Looked After (LAC)?

Students' needs are identified and determined as follows:

- Through the liaison of the SENCo (Special Educational Needs Co-ordinator) and the Head of Year with feeder schools in the summer term prior to transfer.
- Through a 'Vulnerable Students Transition Programme', run by the school in consultation with primary feeder schools.
- Through the analysis of assessment data from feeder schools e.g. KS2 attainment data, Teacher assessments, attainments in literacy and numeracy, EHC Plans, Provision Plans, and reports from professionals.
- Through baseline screening tests carried out during the first half term and then repeated at intervals to enable monitoring and review. Tests include STAR reading, Young Parallel spelling, CATs, and others for more detailed investigation.
- Through a teacher or LSA expressing a concern, and then implementing a cycle of 'Assess, Plan, Do and Review'.
- Through referral to a specialist outside agency if appropriate.
- Through a parent raising a concern e.g. at SEN Drop-in.

1.2 What should I do if I think my child has SEND?

- Contact the SENCo, either at Drop-in (dates published on the school's website) or by phoning the school and asking to speak to the SENCo.

2. Support for children with special educational needs, including children who have SEND and are also Looked After (LAC).

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The Special Educational Needs Co-ordinator (SENCo) will oversee and plan the support for children identified as having SEND. The current SENCo is Jill Maher.

The SENCo is responsible for:

- Co-ordinating provision for students with SEND
- Managing the Learning Support Team
- Liaising with and advising fellow teachers
- Compiling the Inclusion Register and overseeing the records of students with SEND
- Liaising with parents of students with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Liaising with the school's designated Governor for Inclusion.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

The school values and listens to the views of parents, recognizing that parents know their child best. The school seeks to build positive, close relationships with the parents of students with SEND. This is achieved in the following ways:

- Parents are invited to school prior to their child's transfer where they have the opportunity to meet the SENCo and share information.
- The SENCo will attend transition meetings at the invitation of the primary school to meet parents, listen to their views, answer their questions and to describe the provision that can be made.
- Parents are informed in meetings or by letter if their child is placed on the Inclusion Register.
- Monthly 'Drop-in sessions' are held in the Learning Support Department, for parents wishing to discuss their child's special needs and review progress. The sessions are informal and no appointments are necessary. Dates are published on the school's website. Handouts and practical advice about supporting children with SEND are made available.
- Parents of students with EHC Plans are invited to attend Annual Review meetings which are person centred and are encouraged (and helped if appropriate) to make a written contribution so that their views are recorded. Parents and students contribute to agreeing outcomes and describing progress towards meeting them.

- Parental advice is always sought before requesting involvement by an outside agency. When appropriate, school and parents may complete a referral together to request support.
- Parents are invited to attend annual parents' meetings to discuss progress with their child's subject teachers. The SENCo is available to review provision and progress with parents and the student, and also to listen to parents who may have concerns.
- More informally, the school has an 'open door' policy which means parents are encouraged to telephone the school as and when problems arise. Meetings with the appropriate member of staff may then be arranged, if problems cannot be resolved over the phone.

2.3 How will the school balance my child's need for support with developing their independence?

- All students are encouraged to work as independently as possible and to take responsibility for their learning, behaviour and progress in keeping with their age and ability.
- Students are supported by a number of Learning Support Assistants during the week so there is no reliance on one adult.
- Whenever possible, Learning Support Assistants will move around the class and be seen helping several students in order to encourage independence and enable students with SEND to have the same opportunity for social interaction as their peers.

2.4 How will the school match / differentiate the curriculum for my child's needs?

- At KS3, a common curriculum is delivered to all students including those with SEND. All departments are responsible for developing courses and resources to meet students' SEND and all teachers are responsible for differentiation within their lessons. The Learning Support Department is able to advise.
- At KS4, students with SEND are able to choose courses in the same way as students without SEND. Students with SEND are given advice and guidance so they can choose a curriculum more suited to their strengths and interests. Alternative accreditation is available in some subject areas. A life skills and study skills option is available for those students who would benefit from a high level of support and who would be unable to cope with a full number of GCSE courses.
- The school sets for English, Mathematics, Science, MFL and PE. Whenever possible, the lower sets provide an enhanced teacher student ratio.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The school currently has students with a wide range of SEND including sensory impairments, Autistic Spectrum Disorder, Specific Learning Difficulties, Moderate Learning Difficulties and Social and Emotional Difficulties. Teaching strategies are adapted according to need and include:

- 'Quality First Teaching with' differentiation of resources, tasks and teaching.

- Varied tasks encouraging learning through auditory, visual and kinaesthetic means.
- Seating plans which reflect advice in the Inclusion Register about individual students' needs.
- A whole school behaviour management policy which ensures expectations and rules are applied and reinforced with rewards and sanctions.
- Use of IT when possible, with whole school access to Texthelp (enhanced spell checker and word prediction software)

2.6 What additional staffing does the school provide from its own budget for children with SEND?

The school funds:

- The SENCo (also the Head of the Learning Support Department)
- A teacher specialist in multi-sensory teaching who works with students in mathematics and literacy.
- Learning Support Assistants (sometimes referred to as Teaching Assistants)
- Inclusion Team Assistants, one of whom is responsible for First Aid and oversees the day to day management of medication in school.
- A SEND administrative assistant.

2.7 What specific intervention programmes does the school offer to children with SEND, and are these delivered on a one to one basis or in small groups?

'Quality First Teaching' meets the needs of most students with SEN. The school then uses a Graduated Approach to SEND provision. Withdrawal is kept to a minimum as it inevitably means that some lessons are missed. However, the following interventions are provided when appropriate, subject to resources and according to level of need:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Literacy Intervention (use of computerised, literacy programmes e.g. Accelerated Reader, Reading Buddy, precision work, Multi-sensory literacy activities, Reading Comprehension work.)	✓	✓
Social Communication / social skills programme	✓	✓
Speech and Language work	✓	✓
Multi-sensory numeracy, maths booster work	✓	✓
Mentoring and intensive behaviour monitoring	✓	
Study skills and Life Skills Programme at KS4		✓
Homework Club		✓
Break and Lunch time Club		✓
Daily Meet and Greet	✓	✓
Daily Tune Up (co-ordination and sensory processing intervention)		✓

2.8 What resources and equipment does the school provide for children with SEND?

The Learning Support Department has its own base The Oasis Centre, within Martin House which is suitably arranged to facilitate small group teaching and provides a nurturing environment. Students with SEND have 'open door' access to the centre and staff out of lesson time. The Oasis Centre is well equipped with computers and audio visual equipment.

When appropriate, resources for students with SEND include:

- Enlargement of text e.g. text books, worksheets, exam papers.
- A small library of easy and graded readers.
- A small number of Neo laptops for use in classes.
- Texthelp on all school computers (enhanced spell checker with word prediction.)
- 2 LSAs with specific responsibility for liaising with teachers from the Sensory Consortium, Speech and Language Therapists, and Occupational Therapists. They have responsibility for disseminating information to classroom teachers and parents.

2.9 What special arrangements can be made for my child when taking examinations?

- The school screens all students' literacy skills and compiles a list of students entitled to a range of access arrangements e.g. extra time, reader, scribe.
- In Year 9 application for access arrangements is made to the examination boards when appropriate. The school adheres to the regulations set by JCQ.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

Students' progress is monitored and their needs reviewed by:

- Setting targets for all students based on their prior attainment. These are sent home at the start of each school year.
- Regular class teacher tracking of progress towards these targets. Tracking sheets are sent home to parents.
- Regular scrutiny of books of students with SEND by the SENCo and Leadership Team.
- Regular testing, including repetition of baseline literacy tests by the Learning Support Department.
- Regular review and updating of the Inclusion Register.
- Some students are on an intensive behaviour tracker (bingo) and this record is sent home to parents at the end of each week.

Parents and carers are involved by:

- Checking their child's planner each week.
- Attending monthly Drop-in to discuss their child's progress (dates on the school's website)

- Attending Annual Review meetings for students with EHC Plans, and completing the parent form to share their views with the Local Authority.
- Attending Pastoral Support Plan meetings to plan and review support for their child.
- Attending Personal Education Plan meetings in the case of Looked After Children.
- Attending parents' evenings and information sharing events.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- All students have targets set based on their KS2 results as this is the way that the government makes judgements about student progress. Parents will see these targets and their child's progress towards them on the tracking grade sheets.
- Longer term outcomes and short term SMART targets are set at meetings to draw up and review EHC Plans, Pastoral Support Plans, Personal Education Plans and Provision Plans. The contribution made by parents, carers and their child is crucial.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- Each month there is a Drop-in session where parents can come with or without their child to discuss progress with the SENCo.
- Parents are welcome to telephone or email staff about any specific concerns they may have.

3.4 What arrangements does the school have for regular home to school contact?

- All students have a planner. This is used for 2 way communication.
- Monthly Drop-in sessions.
- The SENCo is available to take telephone calls in order to sort out urgent issues at the start of each day.

3.5 How will my child's views be sought about the help they are getting and the progress they are making?

- During the Summer term students who have been receiving support are invited to complete a questionnaire about the help they have had, and what help they think they still need.
- Students with EHC Plans or students with Pastoral Support Plans and Personal Education Plans are expected to attend their meetings and are encouraged to contribute to them as much as they are able.
- Students have frequent 1-1 discussions with Learning Support staff.

3.6 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- The overall effectiveness of SEND provision is reviewed annually when the School Governors review the SEN policy.
- The SENCo monitors the progress of students with SEND during each whole school tracking cycle.

- The learning outcomes for students with SEND are reviewed at all Annual Reviews for students with EHC Plans and also at Pastoral Support Plan meetings, and Personal Education Plans.
- Parents and carers of students with SEND are invited to comment on the effectiveness of the provision as part of the Annual Review process, and also by questionnaire at parents' evenings.

4. Support for my child's overall well-being.

4.1 What support is available to promote the emotional and social development of children with SEND?

The following interventions are provided when appropriate, subject to resources and according to level of need:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
The whole school Enrichment Curriculum (personal, social, emotional and physical health education; the spiritual, moral, social and cultural curriculum.)		
Break and Lunch time Club		✓
Daily Meet and Greet	✓	✓
Social Communication / social skills programme	✓	✓
Friendship group		✓
Mentoring and intensive behaviour monitoring	✓	
A life skills programme at KS4		✓

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

The following interventions are provided when appropriate, subject to resources and according to level of need:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Whole school classroom behaviour policy which provides consistent rules, expectations, rewards and sanctions.		
Break and Lunch time Club		✓
Work on Anger Management	✓	✓
Behaviour for Learning Group		✓
Mentoring and intensive behaviour monitoring	✓	
Personalised reward systems linked to weekly target setting and reviews.	✓	
Pastoral Support Plan	✓	
Time out with designated place and support to calm	✓	
Bespoke visual prompts, cue cards and self monitoring		
Inclusion Team Assistants – The Ivory Centre in Martin House.	✓	✓

4.3 What medical support is available in the school for children with SEND?

- The school has a First Aider and there is a medical suite with disabled toileting facilities.

4.4 How does the school manage the administration of medicines?

- Liaison with The Inclusion Team Assistant in charge of First Aid.
- Students with known medical needs have individual care plans as appropriate.

5. Specialist services and expertise available at or accessed by the school.

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

The school values the support from outside agencies and makes regular use of support from:

- Educational Psychology Service
- Sensory Consortium for students with visual or hearing impairments
- Speech and Language Therapy Service
- Adviza and an independent careers advisor.
- CBEBP (Transitions Programme run by Central Berkshire Education Business Partnership.)
- SENDIAS (independent parent support)
- Health Service e.g. CAMHS, Occupational Therapy
- Educational Welfare Service
- Counselling services e.g. 'ARC'
- Youth and Community Services
- Youth Offending Service
- School liaison police officer.
- ASSIST (support for students and families with ASD.)
- Children's Social Care Services.

5.2 What should I do if I think my child needs support from one of these services?

- Contact the SENCo by telephone or at Drop-in.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- The services determine the level and frequency of the support they will provide to the school for individual students.

- The Speech and Language Therapy Service may issue a programme to be followed at home or at school. An LSA with special responsibility for speech and language therapy will liaise with the service and implement the programme issued to school, either 1-1 or in a small group as appropriate.
- The programmes issued by Occupational Therapy and Physiotherapy Services are usually designed to be integrated in to the curriculum. The SENCo shares the programme and guidance with the student's class teachers, and activities/exercises are built in to 'Tune Up' a small group session delivered by an LSA with responsibility for physical needs.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Contact the SENCo.
- Contact your GP.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- The school takes very seriously its responsibility for safeguarding and has very clear whole school systems in place, co-ordinated by a designated teacher. The school will not hesitate to contact Children's Social Care if it has any concerns about the safety or well being of a student.
- The school liaises with Children's Social Care services by attending Personal Education Plan meetings, Child in Need and Team Around the Child meetings, and by working together to ensure individual students and their families have the care and support needed.

6. Training of school staff in SEND.

6.1 What SEND training is provided for teachers in your school?

All teaching staff are supported to develop their skills and knowledge of special educational needs. Training opportunities include:

- Professional development courses run by specialist providers.
- Courses run by the LA.
- In school sessions led by specialists from outside agencies e.g. Educational Psychology Service, the Sensory Consortium, Speech and Language Therapy Service.
- Input by the Support Department to teacher training and newly qualified teacher induction programmes.
- Bespoke training for Subject Areas delivered by the SENCo.
- A termly SEN Newsletter giving advice and top tips.
- Individual guidance and support from the SENCo.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

All members of the Support Department are supported to develop their skills and knowledge of special educational needs. Training opportunities include:

- Courses run by the LA.
- Workshops run by outside professionals e.g. Occupational therapy, Educational Psychology.
- Evening workshops run by charities e.g. Berkshire Autistic Society, Dyslexia Action.
- Departmental training sessions led by the SENCo.
- An induction programme for all new LSAs which incorporates opportunities to shadow experienced LSAs in the classroom.

6.3 Do teachers have any specific qualifications in SEND?

- The SENCo holds the OCR Certificate for Teachers of Students with SpLD, the nationally recognised qualification in teaching Multi-sensory literacy teaching.
- A literacy teacher holds the necessary qualifications to assess for exam access arrangements.

6.4 Do teaching assistants have any specific qualifications in SEND?

- All LSAs have completed the Autism Awareness Level 1 Training.
- An LSA has accreditation in teaching Multi-sensory Numeracy.
- Two LSAs have Elklan accreditation in speech and language needs.

7. Activities outside the classroom including school trips.

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- Students with SEND are invited to attend trips and activities the same as students without SEND.
- Risk assessments are carried out, and when appropriate, LSAs who know the student with SEND, attend and support as required.
- When appropriate, extra planning meetings are held with parents e.g. to discuss administering medication.
- When appropriate, LSAs may provide initial support to help a student access their work experience placement.

8. Accessibility of the school environment.

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The Oasis Centre has an entrance fully accessible by wheelchair.

- The new building has a lift but large parts of the school are not accessible to wheel chair users, because of the school's original building design. The school is working towards increasing accessibility, with the support of the LA.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- The school has discrete classrooms rather than open plan areas.
- All classrooms have blinds which help to reduce glare.
- Most classrooms have Interactive Whiteboards which allow text to be enlarged or made bolder.

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilet facilities in the PE changing rooms and in the Oasis Centre which adjoins the medical suite where there is also support available.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- New buildings have ramps but large parts of the school are not accessible to wheel chair users, because of the school's original building design. The school is working towards increasing accessibility, with the support of the LA e.g. The school canteen is now on one level and accessible by wheelchair.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life.

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Parents of children with SEND in years 5 and 6 are welcome visit the school and meet with the SENCo. This is a good opportunity to share information about the child's strengths and difficulties and to gain an understanding of likely provision. The same is true for parents of older students joining the school at a later stage.
- The SENCo will attend transition meetings or Annual Review meetings prior to transition at the invitation of the feeder school, to meet parents, listen to their views and to describe the provision that can be made.
- During the Summer term, the Support Department runs a transition programme for students with SEND in year 6. Places are requested by the feeder primary schools. The programme comprises 3 visits in a small group with activities delivered by the SENCo. The intended outcome is that each child will feel familiar with the Support Department and some of the support staff, so that it feels like a 'home base.' He will have an understanding of the routines of the school day, and will leave with a booklet of 'what do I do if...?' Sometimes friendships are formed and parents also make contact with each other. All students increase their self confidence.
- Children with SEND also join in the transition visits arranged for all year 6 students.

- Having liaised with parents, and the feeder school, the SENCo compiles the Inclusion Register and student profile sheets so that all of the child's teachers are aware of his strengths and difficulties before he starts school.
- Parents of all Year 6 students planning to transfer to the school are invited to a meeting in June with their child. The SENCo is available.
- Parents and students are invited to complete questionnaires about their children's strengths and needs, and this information is used to prepare a 'Student Profile' which is shared with their teachers.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Students with SEND moving to the next Key stage are given lots of advice and guidance to enable them to make choices which build on their strengths. The SENCo will meet with them, and also with their parents at options evenings.
- During the summer term, students who have been supported are helped to complete a questionnaire which enables them to identify the help they need, and what form they would like it to take.

9.3 How will my child be prepared to move on to his or her next school?

Should a student with SEND transfer to another school, The Bulmershe School will help the child to prepare for transition by:

- Encouraging and facilitating visits for your child to the new school.
- Helping your child to leave the school feeling proud and positive about the move. This may involve making a scrap book, saying farewells, taking photographs, giving cards etc.

9.4 How will you support a new school to prepare for my child?

Should a student with SEND transfer to another school, The Bulmershe School will:

- Ensure that the student's file including the special educational needs information is sent to the new school.
- Respond to any particular requests from the new school for information and advice in order to facilitate a smooth transition.
- Welcome the new school should they wish to visit your child within the school day.

9.5 What information will be provided to my child's new school?

- The school file, including SEND information e.g. Student Profile.
- Information about provision and progress e.g. Provision Plans, professionals' reports, tracking grades,
- Attendance data
- Data about behaviour
- Safeguarding information if appropriate.

9.6 How will the school prepare my child for the transition to further education or employment?

All Year 11 students benefit from careers advice provided as part of the Enrichment Curriculum and also through support from Adviza. Additional support for students with SEND, when appropriate, includes:

- A life skills programme delivered in a small group.
- The Transitions Programme with CBEBP.
- Supported visits to local colleges.
- Supported work experience.

10. Who can I contact to discuss my child?

Parents concerned about provision for their child's special educational needs should in the first instance, contact the SENCo, who will arrange to meet the parent to discuss the situation. The SENCo will liaise with the line manager for more serious concerns. If the situation is not resolved then the complaint should be put in writing and addressed to the Head teacher.

Reviewed July 2017: next review July 2018.