



## **SEND INFORMATION REPORT**

At Brentwood Ursuline Convent High School (BUCHS) we endeavour to help all students reach their full potential through high quality differentiated subject teaching. Quality teaching is essential to a student's success. However, for some students there may be occasions when additional support will be necessary.

### **1. How does BUCHS know if students need extra help?**

#### **We know when students need extra help if:**

- Concerns are raised by parents/carers, the student or teachers;
- Information is received from feeder primary schools;
- Limited progress is being made over time;
- External data e.g. CATs testing highlights key areas of concern;
- School data highlights lack of progress.

#### **What should I do if I think my child has special educational needs?**

- Contact Miss T. Orritt (SENCo) in the SEN department;
- Arrange for an initial meeting to discuss your concerns with our SENCo.

### **2. What kinds of SEN that are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate/severe/profound and multiple learning difficulties

### **3. Admission arrangements for pupils with disabilities**

Children are admitted to BUCHS according to our Admissions Policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so we can plan accordingly.

### **4. How will I know that BUCHS will support my child?**

- Each student's education will be supported by high quality planning and teaching within the classroom. Teaching will be differentiated to suit the individual needs of the student;
- Teachers will regularly monitor student progress using relevant data so that swift interventions can be put in place where necessary;
- The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the interventions and inform future planning;
- For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

### **5. How will the Curriculum be matched to meet my child's needs?**

- A graduated approach to intervention is an integral part of each student's learning. Differentiated teaching tailored to meet individual student needs is a core aspect of classroom practice. Should additional interventions be required a referral will be made to the SEN department by the subject teacher;
- Once the need has been assessed, home, student and the SENCo will meet to plan a personalised approach to the main school curriculum which will aid your child's progress towards their potential

### **6. How will I know how my child is doing?**

- You will be able to discuss your child's progress at parent consultation evenings.
- You will receive updates on your child's progress through the school's reporting system.
- You can make an appointment to see relevant staff or contact them via email to find out how your child is doing.
- You will be able to liaise with the SEN department to evaluate the impact of interventions and discuss next steps

### **How will you help me support my child's learning?**

- Subject teachers may suggest ways in which you can support your child at home.
- Miss Orritt may meet with you to suggest strategies for supporting your child.

- Programmes such as Literacy Pro can be used at home and will support reading and comprehension.

## **7. What provision will there be to support my child's overall well-being?**

- BUCHS pastoral support system of tutors, Heads of Year and our Pastoral Support Co-ordinations, work closely with the SEN department to ensure that the spiritual, emotional and social well-being of each individual student is nurtured.
- To further support students with Social, emotional and mental health challenges, students with SEND are provided a Champion teacher who supports their well-being and learning.
- Any concerns regarding bullying are swiftly dealt with in-line with the school's Anti-Bullying Policy.
- Supervised clubs are available for those students who find lunchtime a challenge.
- If a student has a medical need then a care plan is established and the details shared with teaching staff.
- BUCHS is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.
- Staff receive epi-pen training from a trained nurse.
- The Governors of BUCHS are responsible for entrusting a named person, Mrs A. Corless to monitor Safeguarding and Child protection procedures. Mrs C. Cowler is responsible for the monitoring and correct administration of the Disclosure and Barring service procedure. The Governors endeavour to ensure that BUCHS is as inclusive as possible and treats all students and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

## **8. What specialist services or expertise are available at or accessed by BUCHS?**

Specialist services accessed by BUCHS include:

- Essex Educational Psychologist Team
- ECC Specialist Team Teacher
- Transition Pathway Service
- Endeavour School Outreach Worker
- Travel Training.

## **9. What training have staff supporting students with SEND had or receiving**

- The SENCO Miss T. Orritt has completed the National Award for SEN Co-ordination as well as the Advanced SENCo Award with the University of Hertfordshire.
- Teaching staff undertake regular Continuing Professional Development.
- Learning Support Assistants (LSAs) currently employed at BUCHS have attended an appropriate training course provided by Essex County Council.
- LSAs have attended various training on different SEND needs including Dyslexia, Autism, hearing impairment and Speech Language and communication.
- LSAs are encouraged to read a variety of publications about students with SEND and attend appropriate courses that become available.

## **10. How will my child be included in activities outside of the classroom?**

- A wide range of extra- curricular activities are available for all students.
- Adaptations are made to activities to provide an equal opportunity of participation where possible.
- Should adaptations be necessary, we will make every endeavour to enable inclusion for every student.
- Staff are informed of students needs and liaise with the Learning Support department regarding the provision required for individual students to access trips. Parents are consulted if there are any concerns or issues regarding the trip.

## **11. How accessible is the school environment?**

Due to the age and location of the school building, accessibility is problematic. BUCHS is on an undulating site and there are numerous stairways to gain access to the spread of buildings across the site. It should also be noted that within the corridors of the main floor levels there are smaller flights of stairs. However, our facilities do include:

- A ramp entrance to the main school building.
- Limited wheelchair accessibility- we have a wheelchair lift from the reception area to a first-floor level of the school which leads to the library, science and maths rooms.
- Clear route signage and markings are in place to assist in general access around the school as well as emergency escape routes.
- Stair treads are visually marked with nosings.
- All stairwells are lit.
- Disabled toilet facilities in the reception area as well as in the sports hall.
- Specialist equipment may be provided by Essex County Council as an assessment of need indicates. Some equipment will be personal to students and be provided by outside agencies.
- BUCHS will work with outside agencies if an unmet need is identified to try to make sure appropriate equipment is available.
- Should the need arise; BUCHS will make every endeavour to provide an interpreter in order to communicate with parent carers whose first language is not English.

## **12. How will BUCHS support my child in starting school and moving on?**

Many strategies are in place to enable student transition to be as smooth as possible. These include:

- Initial communication between BUCHS, parents and/or the feeder schools prior to the student starting secondary school
- Key staff from BUCHS visit the majority of the feeder schools to introduce themselves to students prior to them joining secondary school.
  - All students are invited to transition inset days at BUCHS so that they can experience daily school routines.
  - Additional visits can be arranged for students who may need extra time in BUCHS in order to feel confident in their new surroundings.
  - Career information and guidance is given to all students in BUCHS

- Students may be able to access advice from the Preparing for Adulthood Service.
- Those students with an EHCP will have help from the Preparing for Adulthood Service, planning for their transition and working with any future providers regarding identified needs.
- BUCHS will work with students and parents to identify suitable placements and support applications.

**13. How are BUCHS resources allocated and matched to student's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support/resources dependant on an individual's needs.
- Educational Health Care Plan (EHCP) objectives are applied according to the agreed plan.
- Teachers and support staff provide differentiated resources to reflect student's specific needs.
- Intervention programmes such as Reading Pro are used in line with student's educational needs.
- Resources may include deployment of staff depending on individual circumstances.

**14. How are decisions made about how much support my child will receive?**

- Staff are guided by EHCPs
- School data that demonstrates a student's consistent lack of progress will initiate a programme of support and intervention.
- Referrals and/or meetings with parents and/or other professionals may mean that additional support is required. The amount of support given will be decided on an individual basis.
- Learning objectives/outcomes are monitored lesson by lesson and progress is regularly monitored by subject teachers and overseen by Heads of Department.
- The impact of interventions is monitored in a variety of ways including, data tracking, progress assessments, student and parental voice, teacher feedback, and work scrutiny over a period of time.

**15. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Parental request
- Arranged meetings with subject teachers
- Formal review meetings with Miss Orritt and/or the form tutor
- Parent Consultation Evenings

**16. How will students be involved in the consultation process?**

At BUCHS, we have a student-centred approach. Students play a key part in the review process and hold regular conversations with the SENCO and class teachers regarding their provision. Students with SEND take part in regular student voice interviews and surveys as part of the monitoring process.

**17. How will the school evaluate the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires/ student voice surveys
- Monitoring by the SENCO through lesson visits
- Holding annual reviews for pupils with EHC plans

#### **18. Who can I contact for further information?**

If you wish to discuss your child's educational needs you can contact the following people

- Miss Theresa Orritt – SENCo, Assistant Headteacher (torritt@buchs.co.uk )
- Miss Ellie Lake- SEND Department (elake@buchs.co.uk)

All information will be updated as soon as possible to reflect any new service offer.

#### **19. How can I raise a complaint regarding provision of SEND?**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **20. Feedback**

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the information or make suggestions to improve the information, please email [torritt@buchs.co.uk](mailto:torritt@buchs.co.uk)

Find out more about support for children and young people with special needs and disabilities: <http://www.essexlocaloffer.org.uk>

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