



Brentwood Ursuline Convent High School

SEN Information Report 2026

Date of publication: September 2026

At Brentwood Ursuline Convent High School (BUCHS), we are committed to ensuring that all students, including those with special educational needs and/or disabilities (SEND), have the opportunity to achieve their potential.

High-quality teaching is at the heart of our SEND provision. Where a student requires additional or different support, we use an Assess–Plan–Do–Review graduated approach to identify needs, plan and implement support, monitor progress and review outcomes.

This report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, Admission Arrangements and Complaints Procedure, which are available on the school website.

1. What kinds of SEND does BUCHS provide for?

BUCHS provides support for students with a range of special educational needs and/or disabilities, including:

- Communication and interaction, including speech, language and communication needs.
- Cognition and learning, including dyslexia, dyspraxia and other learning difficulties.
- Social, emotional and mental health needs, including difficulties with emotional regulation, anxiety and other mental health needs.
- Sensory and/or physical needs, including visual impairment, hearing impairment and physical needs.

The support provided is based on the individual needs of each student.

2. How does BUCHS identify and assess students with SEND?

A student may be identified as requiring additional support when:

- concerns are raised by the student, parent/carer or a member of staff;
- information is received from a previous school;
- progress is below that expected over time;
- school-based assessments or other data indicate an area of concern;
- information from external professionals identifies a need.

Where a concern is identified, the school gathers information about the student's strengths, needs and barriers to learning.

The school considers the impact of a student's needs on their:



- learning and progress;
- communication;
- social and emotional development;
- participation in school life.

Where appropriate, advice may be sought from external professionals.

Parents/carers and students are involved in discussions about identified needs and appropriate support.

3. What should I do if I think my child has SEND?

If you have concerns about your child's special educational needs or additional needs, please contact:

Miss Theresa Orritt – SENCO, Assistant Headteacher

Email: torritt@buchs.co.uk

or

Miss Rachael White – Deputy Inclusion Lead

Email: rwhite@buchs.co.uk

We will discuss your concerns with you and consider what support may be appropriate.

4. How does BUCHS support students with SEND?

All students receive high-quality teaching, with adaptive teaching approaches used to respond to individual needs.

Support for students with SEND may include:

- adaptive teaching strategies and appropriately adapted resources;
- targeted interventions;
- additional adult support;
- adjustments to the learning environment;
- specialist equipment or resources;
- support recommended by external professionals;
- access arrangements for examinations, where the student meets the relevant criteria.

Support is planned according to the student's individual needs. For students receiving SEND Support, individual needs, agreed strategies and outcomes may be recorded and reviewed through a One Plan as part of the Assess–Plan–Do–Review process. Students with an Education, Health and Care (EHC) Plan receive provision in accordance with their plan.

5. How is the curriculum adapted to meet individual needs?



Teachers use adaptive teaching approaches, adapting teaching, resources and the learning environment in response to students' individual needs.

This may include:

- different methods of presenting information;
- additional explanation or repetition;
- adjustments to classroom activities;
- appropriate use of technology;
- targeted intervention;
- reasonable adjustments to enable access to learning.

Where a student's needs require additional or specialist provision, the SEND department will work with the student, parents/carers, teachers and relevant professionals to plan appropriate support.

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

Parents/carers are kept informed about their child's progress through:

- school reports;
- parent consultation opportunities;
- meetings with relevant staff;
- communication with the SEND department where appropriate;
- reviews of SEND support, including One Plans where appropriate, and interventions;
- annual reviews for students with EHC Plans.

Parents/carers can contact the school to discuss concerns or request a meeting.

The effectiveness of interventions is reviewed using information such as progress data, assessments, teacher feedback, work scrutiny, student voice and parent/carer feedback.

7. How can I support my child's learning?

Parents/carers are encouraged to work in partnership with the school.

Teachers and the SEND department may provide advice about strategies and resources that can be used at home.

Where appropriate, the SENCO or Deputy Inclusion Lead will meet with parents/carers to discuss strategies for supporting their child's learning and wellbeing.

8. How are students' wellbeing and pastoral needs supported?

BUCHS has a pastoral system which includes tutors, Heads of Year and pastoral staff. These staff work with the SEND department to support students' social, emotional and pastoral needs.



Students with SEND may have a Champion Teacher, who provides additional support with wellbeing and progress.

The school has procedures for responding to concerns about bullying and safeguarding.

Where a student has an identified medical need, appropriate arrangements and care plans are put in place where required.

9. How are students with SEND involved in decisions about their education?

BUCHS takes a student-centred approach to SEND provision. Students are encouraged and supported to contribute to decisions about their education, learning and support, in a way that is appropriate to their age, understanding and individual needs.

This may include:

- discussions with teachers, the SENCO and other relevant staff;
- student voice meetings, questionnaires and surveys;
- participation in SEND support and review meetings;
- sharing their views, wishes and feelings about their strengths, needs and barriers to learning;
- contributing to the planning and review of their SEND provision;
- involvement in the Assess–Plan–Do–Review process, where appropriate.

Students are supported to understand the purpose of any additional provision and to identify strategies that help them access learning, develop independence and make progress.

Their views, wishes and feelings are considered alongside those of parents/carers, teachers and relevant professionals when identifying needs, planning support and reviewing outcomes.

10. How are parents/carers involved?

BUCHS recognises the importance of working in partnership with parents and carers. Parents/carers are encouraged to be actively involved in decisions about their child's education and SEND provision.

This may include:

- contacting the school to discuss concerns;
- attending parent consultation meetings;
- attending SEND support and review meetings;
- contributing to the assessment and identification of their child's needs;
- contributing to the planning and review of support and interventions;
- sharing information about their child's strengths, needs, wellbeing and progress;
- contributing to reviews of EHC Plans, where applicable.



We aim to maintain open and constructive communication with parents/carers and to ensure that their views, alongside those of the student, are considered when support is planned and reviewed.

11. What specialist services and expertise are available?

BUCHS works with external professionals and specialist services where appropriate to meet individual needs.

These may include:

- Essex Educational Psychology Service;
- Essex County Council Specialist Education Services;
- School Inclusion Services;
- Transition Pathway Service;
- Travel Training;
- Health professionals;
- Social care professionals;
- Other specialist services appropriate to the student's needs.

Where specialist advice is required, the school will work with parents/carers, the student and relevant professionals to identify needs, consider recommendations and review their impact.

Referrals are made in accordance with the requirements of the relevant service and, where required, with the involvement and consent of parents/carers and the student.

12. What training do staff receive?

The SENCO, Miss T Orritt, holds the National Award for SEN Co-ordination (NASENCO) and the Advanced SENCo Award.

The Deputy Inclusion Lead and Learning Support Assistants have received training in areas including:

- dyslexia;
- autism;
- hearing impairment;
- speech, language and communication needs;
- other areas of SEND relevant to students within the school.

Teaching and support staff receive ongoing professional development relating to SEND, including adaptive teaching and strategies to meet a range of needs. Training and professional development are reviewed according to the needs of students and the school's SEND priorities.

13. How are specialist equipment and facilities secured?



BUCHS identifies equipment and facilities required to meet a student's individual needs through assessment, consultation with the student and parents/carers, school-based provision and advice from external professionals.

Where specialist equipment or adaptations are required beyond the school's available resources, BUCHS will work with Essex County Council and relevant external agencies to identify how these can be secured.

Resources may include specialist teaching resources, assistive equipment, technology or physical adaptations.

14. How accessible is the school environment?

BUCHS recognises that the age and layout of the school buildings can present accessibility challenges. The school is situated on an undulating site and includes a number of stairways.

Current accessibility arrangements include:

- a ramp entrance to the main school building;
- a wheelchair lift from reception to the first-floor level serving a small number of classrooms and the top of the Library.
- clear route and emergency signage;
- visually marked stair nosings;
- Some accessible toilet facilities.

Where a student has an identified accessibility need, the school will consider reasonable adjustments and work with external agencies where specialist equipment or further adaptations are required.

Accessibility Plan

BUCHS has an Accessibility Plan which sets out the steps the school is taking to:

- increase access for disabled students to the curriculum;
- improve the physical environment;
- improve access to information.

The Accessibility Plan is reviewed and monitored by the school and is available on the school's website.

15. How does BUCHS ensure that disabled students are treated fairly?

BUCHS is committed to inclusion and equality.

The school takes steps to prevent disabled students from being treated less favourably because of disability and considers reasonable adjustments to remove or reduce disadvantage.



16. What are the arrangements for admitting disabled students?

Admissions are made in accordance with the school's published Admission Arrangements and applicable statutory requirements.

Where a student is disabled, the school will consider reasonable adjustments and, where appropriate, auxiliary aids or services to reduce or remove substantial disadvantage. Parents/carers are encouraged to contact the school before admission to discuss any accessibility or support requirements so that appropriate arrangements can be considered and planned.

Where a student has an Education, Health and Care (EHC) Plan which names BUCHS, the school will comply with the relevant statutory requirements relating to admission.

17. How are students with SEND included in activities outside the classroom?

BUCHS provides a range of clubs, trips and extra-curricular activities.

Students with SEND are encouraged to participate. Reasonable adjustments are considered where necessary to enable students to take part safely and meaningfully.

Staff will liaise with the SEND department and parents/carers where additional arrangements are required for a trip or activity.

18. How does BUCHS support looked-after and previously looked-after children with SEND?

BUCHS recognises that looked-after and previously looked-after children with SEND may require coordinated educational, social, emotional and pastoral support.

Miss Orritt, SENCO and Designated Teacher for Looked-After and Previously Looked-After Children, works with relevant school staff, parents/carers, social workers and other professionals.

Where appropriate, SEND provision, the student's Personal Education Plan (PEP), care arrangements and other relevant plans are coordinated.

The student's views are considered when planning and reviewing support.

19. How does BUCHS support transition?

BUCHS works with students, parents/carers and previous or future settings to support successful transition.

This may include:

- communication with feeder schools;
- visits by BUCHS staff to feeder schools;



- transition visits to BUCHS;
- additional visits for students who require them;
- sharing relevant information with appropriate professionals;
- careers information and guidance;
- support with transition to further education, training or employment.

Students with EHC Plans will receive transition support in accordance with their individual plan. Where appropriate, BUCHS will work with the Preparing for Adulthood Service and future providers.

20. How are SEND resources allocated?

The school allocates resources to meet the needs of students with SEND.

Resources are determined according to individual needs and may include:

- staff support;
- specialist resources;
- interventions;
- assistive equipment;
- adaptive teaching approaches and adaptations to teaching and learning.

Where a student has an EHC Plan, provision is delivered in accordance with the plan.

The level and type of support may change as a student's needs and progress change.

21. How does BUCHS evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is monitored and reviewed through:

- regular assessment and progress information;
- review of individual SEND outcomes;
- monitoring of interventions;
- student voice;
- parent/carers feedback;
- teacher feedback;
- work scrutiny;
- SENCO monitoring and reviews;
- annual reviews for students with EHC Plans.

Where provision is not having the expected impact, the school will consider what changes or additional support may be required.

22. What support is available to parents and carers?

Parents/carers can contact the school for information and support regarding their child's SEND.



Independent and impartial SEND information, advice and support is also available from Essex SEND Information, Advice and Support Service (SENDIASS).

Essex SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents/carers.

Telephone: 01245 204338

Email: send.iass@essex.gov.uk

Website: www.essexsendiass.co.uk

23. What is the Essex Local Offer?

The Essex SEND Local Offer provides information about services and support available to children and young people with SEND aged 0–25 and their families.

Families can find information about education, health, social care, preparing for adulthood, local support services, advice and other SEND provision.

BUCHS contributes to the Essex SEND Local Offer by providing information about the SEND provision, support and arrangements available to students attending the school.

Essex SEND Local Offer:

<https://send.essex.gov.uk/>

The Local Offer is maintained by Essex County Council and is regularly updated.

24. How can I raise a complaint about SEND provision?

If you have a concern about SEND provision, please contact the SENCO in the first instance.

If the concern cannot be resolved, it will be dealt with under the school's Complaints Procedure.

Parents/carers of disabled pupils may also have rights under the Equality Act 2010 where they believe their child has experienced disability discrimination. Disability discrimination claims relating to schools may be considered by the First-tier Tribunal (SEND).

25. Who can I contact for further information?

Miss Theresa Orritt

SENCO and Assistant Headteacher

Email: torritt@buchs.co.uk

Miss Rachael White

Deputy Inclusion Lead

Email: rwhite@buchs.co.uk

Further information is available through the school's SEND Policy and Accessibility Plan.



The school will review this SEND Information Report annually and update it sooner where there are significant changes to the school's SEND provision or service offer.

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