

SEND information Report

This document sets out the SEND provision for students with SEND and answers the 14 key questions identified by the Department for Education: it should be read in conjunction with the SEND Policy , The Equality Policy and The Accessibility Policy and Plan.

	Question	School Response
1	How Does BDB know if students need extra help and what should I do if I think my child may have special Educational needs?	<ul style="list-style-type: none"> • We receive information from students' previous schools and carry out baseline testing and other assessments, including Cognitive Ability Testing (CATs), when students join the school. • The progress of all students is monitored regularly by class/subject teachers and the senior leadership team, so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned. • Regular formative assessment point dates are set throughout the year to provide up to date and clear data on attainment and progress which then guides all teaching staff and senior leaders to make decisions about groupings or interventions. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance speak to their child's Form Tutor or Class Teacher or Head of year , who will then liaise with the Student Support Team as appropriate.
2	How will BDB staff support my child?	<ul style="list-style-type: none"> • When the school identifies the need for additional intervention, to enable a student to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. • We monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having a positive impact. This is completed through observations and regular assessments from the baseline starting point prior to the intervention taking place. • Student Support Assistants (SSAs) may help to support students in class in accordance with the information given by the SENDCO and their level of need. • For students with Physical Difficulties and medical needs liaison takes place with concerned agencies which allows the Student Support Faculty to ensure the student's needs are met. The SENDCO liaises with other staff, makes appointments with outside agencies for the student to be seen at school and offers physical assistance where appropriate. (e.g. organising adaptations for students with physical difficulties such as visual impairment or mobility difficulties).

		<ul style="list-style-type: none"> • When necessary we seek advice and intervention from outside agencies and this is then provided to staff via the SEND register and conversations with staff. • Some students with Education, Health and Care Plans (EHCPs) have individual laptops and specialist software provided by the Local Authority. This service will only be continued for students with physical difficulties. The Student Support Faculty has laptops that can be used by some students in selected lessons when available. The same laptops are loaned to students in temporary need due to injury. • Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they receive an annual report from the SENDCO on the progress of students with SEND.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual students so that they can plan effective teaching and learning, to ensure that all students are able to make progress. For those students who have SEND needs, additional information is supplied through the SEND register which provides quality first teaching strategies and advice from the SENDCO or other agencies working with the student. • Differentiation is made for groups and individuals according to need: for example, teachers will modify worksheets and language to support a student with speech and language needs. • As students move up the school they are able to make guided choices regarding their subjects so that the curriculum they follow allows them to achieve their potential and prepare for their future path into education or employment with accredited training.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Reports and Parents Evenings provide regular feedback on children's progress and effort • When appropriate, parents/carers are contacted to discuss the support that the school is providing and how they can help their child at home: this may be in writing, by phone or a meeting. Students are expected to take increasing responsibility for their learning as they move up through the school. • Students and Parents will have access the Virtual Learning Environment and Parent Portal which provides essential information and updates about day to day events and learning within BDB
5	What support will there be for my overall child's overall well-being?	<ul style="list-style-type: none"> • All students are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Student support provides a safe space that can be accessed at any point for all students not just those with SEND needs. • Our Behaviour, which includes guidance on expectations, rewards and sanctions, sets out how we ensure the well-being of our students. • Our Equality and Inclusion Policy describes additional and different provision for specific groups. • We have a strong pastoral team and trained staff are available to help individual students with specific issues, including anti-bullying interventions and medical needs.

		<ul style="list-style-type: none"> • We work with outside agencies to ensure that information on how best to support them remains up to date and current. • Information about individual student's disabilities or medical needs is available to all members of staff through SIMS, our data system. • We closely monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. • Students' views are central to our ethos and are sought by teachers and tutors, through The Student Voice. • All staff members employed by the school are 'vetted' to ensure their suitability to work with children and receive training regarding safeguarding and child protection. • Within school we work with Eikon to provide the students with an opportunity to speak with The Childrens Well-being Practitioners who are able to provide support and strategies to help improve low mood or anxiety • Careers and transition advice is provided for all students throughout the school with regular events promoting Further education and careers • The IEC is also used to support and provide restorative strategies for behaviour that students can then take back into their classroom
6	What Specialist services and expertise are available at or accessed by BDB?	<ul style="list-style-type: none"> • Educational outside agencies who work with and in the school include: Educational Psychology (EPS); Learning and Language Support (LLS); Physical and Sensory Support Service (PSSS), including Hearing and Visually Impaired (HI and VI); Outreach Services eg ASD and MLD specialists; Access to Education; Surrey Young Carers Raising Ethnic Minority Achievement (REMA), including Traveller Service. • We work with Surrey Short Stay Schools and other schools in the local area to support students' behaviour and social development • We liaise with health services including: Speech and Language Therapy (SaLT); Occupational Therapy (OT); Physio-therapy (PT); Behaviour Clinic; Child and Adolescent Mental Health (CAMHS); specialist health professionals regarding specific conditions/ individual's needs. • We work with community services including: Social Services; Community Police; Careers/Education advice agencies; Youth Support Service; Family Support Service. • We have a trained ELSA who works within the Student Support team • When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service

		<ul style="list-style-type: none"> • Within school we work with Eikon to provide the students with an opportunity to speak with The Children's Well-being Practitioners who are able to provide support and strategies to help improve low mood or anxiety
7	What training have the staff supporting students with SEND had?	<ul style="list-style-type: none"> • All staff members, including SSAs and HLTAs, receive regular training to best support our students with SEND to improve provision for all students and to develop enhanced skills and knowledge to deliver more focused and individualised support • The SENDCo is a qualified teacher who has also achieved the National and PGCE SENDCo Qualification. • All our teaching assistants are trained to support students in the classroom and some have more specialised training in teaching literacy, supporting behaviour, EAL or specific disabilities. • The SENDCO initiates INSET in the Student Support Faculty and there are scheduled departmental training sessions. There are sometimes speakers from external agencies. • All Learning Support staff have opportunities to attend meetings, courses and conferences to extend their expertise and they then feedback to the team. This is in accordance with identified targets for continued professional development as well as new national and regional initiatives. • Staff are encouraged to seek advice and support from the SENDCO or Student Support assistants who work closely with the individual students
8	How will my child be included in activities outside of the classroom including school trips?	<ul style="list-style-type: none"> • Our Equality and SEND Policies promote the engagement of all our students in all aspects of the curriculum, including activities outside the classroom including enrichment activities (e.g . Geography fieldtrips) • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. An example of an adjustment made would be the provision of additional adults to assist on a trip.
9	How accessible is BDB environment?	<ul style="list-style-type: none"> • We have a full Accessibility Plan in place and as such we consider our environment to be largely accessible. The school site has been adapted to include a lift and access to all classrooms for wheelchair users or physically impaired students. • Staff are trained in the evacuation procedures for use of the stair-ship for those students who are unable to manage the stairs. • We are vigilant about making reasonable adjustments where possible. Our policy and practice embraces The equality Act 2010 (e.g. Respecting Individuality Programme). When required translators are asked to attend meetings.

10	How does BDB support my child to make the transition into BDB and then onto their next setting when they leave?	<ul style="list-style-type: none"> • We have a robust Induction programme in place for welcoming all new learners to BDB • We provide additional transition support for vulnerable students in Year 6, coordinated by the Student Support Team. • We have strong relationships with local primary schools, schools with sixth forms and colleges and we share information with these settings to support students' transitions. • We provide advice and guidance for all students preparing to move on to their next phase in education, or employment with training. For some students additional provision may include supporting visits to local colleges and sixth forms. • The school also runs a variety of careers events, transition days and programmes designed to assist all our students with transitions and options as outlined in earlier sections • Local Authority staff are invited to the annual reviews of students with EHCPs from Year 9 onwards to ensure they have independent advice regarding Options Choices and Careers.
11	How are BDB's resources allocated and matched to students' special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored and audited regularly to ensure that our financial resources are used effectively. • We allocate resources to support the strategic aims of our setting as well as the needs of individual students. • SEN resources are used to provide a range of interventions for different types and levels of need, as described in our SEND Policy for example guided reading and literacy. • We seek to ensure a 'value for money' service, so all interventions are costed and their impact is evaluated.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • 'Quality First' inclusive practice is delivered by all staff to enable students to achieve and progress. • If additional support is required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. Additional SEND support is varied from student to student and is allocated in keeping with the graduated approach outlined in the SEND Code of Practice (see school SEND policy). • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • The SENDCo oversees all additional support and reports directly to the SEN Governor. • The school provides SEN support via high quality teaching and differentiation in class and where appropriate there will be specialist SSA support in class, in targeted withdrawal groups and intensive 1-1 individual support.
13	How are parents involved in BDB?	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact staff in writing or by phone, with a meeting if necessary: in most cases parents should contact their child's tutor in the first instance.

		<ul style="list-style-type: none">• Parents can sign up to the parent portal access relevant information for their child.• There are various events including Parents' evenings, Options Evening and Careers Fairs when parents can meet with teachers about their child or gain insight into our provision for students• We run parent focus groups in order to listen to any parental concerns.• Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	<ul style="list-style-type: none">• In the first instance, parents/carers are encouraged to talk to their child's tutor or Head of year• For students with SEND, further information and support can be obtained from the SENDCo.• In addition The Surrey Local Offer can be accessed at www.surreysendlo.co.uk.• This website contains details of all the services available to support the families of young people with SEND.