



The Bromfords School and Sixth Form College SEND Information Report

Introduction		
Area	Response	Parents
School Ethos for SEND (non-statutory)	<p>The Bromfords School and Sixth Form College is an 11-16 (18) Academy which admits students with SEND to the school in line with the school's admission procedure. If your child has specific needs, it is suggested that an appointment with our SENCO is made prior to application. The school believes that all children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none">• Achieve their best;• Become confident individuals living fulfilling lives; and• Make a successful transition to adulthood, whether into employment, further or higher education or training. <p>The Bromfords School and Sixth Form College takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school to 'live and learn' are the same for all students, whatever their abilities.</p> <p>The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the SEND Code of Practice (2014), the school accepts that a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none">• Have a significantly greater difficulty in learning than the majority of others of the same age; or• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>The school makes provision in accordance with the SEND Code of Practice (2014), The Special Education Needs and Disability Act (2001) (an amendment to the Disability Discrimination Act 1995), Index for Inclusion (updated 2001), the Discrimination and Disability Act (Dec 2006) and the Equality Act (2010). Our SEN Policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of cognition and learning, communication and interaction, social emotional and mental health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taking into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.</p>	

***Please note the following are subject to changes/amendments in line with Covid guidelines and restrictions**

*Partnership Ethos		
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<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<ul style="list-style-type: none"> • Meetings to agree transition arrangements and support (yr6 into yr7, KS3 into KS4 into Post 16). • Termly meetings to discuss progress with the SENCO or other appropriate staff (Member of SLT, Pastoral Manager, LSA, Form Tutor or other dedicated member of the support team) • In response to such a request through, for example, and email or telephone contact. • Parents Evenings when the SENCO or other appropriate staff as well as mainstream teachers are available. • Statutory meetings and reviews. • Attendance at professionals or multidisciplinary meeting. • Through parent & stakeholder surveys and events. 	<p>From making an application for a place and throughout their child's time at school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example through:</p> <ul style="list-style-type: none"> • Meetings to agree transition arrangements and support; • Termly meetings to discuss progress with the SENCO or other appropriate member of staff; • Statutory meetings and reviews. <p>The school records the outcomes of these meetings on an interview sheet so that everyone is clear about what has been said and agreed.</p>
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<ul style="list-style-type: none"> • Use of student passports (provides information for teachers). • Student led CPD for staff. • SEND student representation on the School Council. • Use of Student Ambassadors. • Speaking in staff briefings. • Making presentations in assemblies. • Student surveys. • Age appropriate conversations about targets and progress. • Participation in statutory meetings or 	<p>The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This would be through;</p> <ul style="list-style-type: none"> • Use of student passports. • Student led CPD staff. • SEND student representation on the School Council. • Age appropriate conversations about targets and progress. • Participation in statutory meetings or annual reviews. • Discussions about changes to the physical environment which would support the young

<p>Continued</p>	<p>annual reviews.</p> <ul style="list-style-type: none"> • Discussions about changes to the physical environment which would support the young person. • Working with outside professionals. • Use of the Child Advocacy Service. • Supportive conversations with appropriate members of staff. • SENCO open door policy for students. 	<p>person.</p>
<p>3. The name and contact details of the SEND Co-ordinator.</p>	<p>Mark Upward – SENCO The Bromfords School and Sixth Form College Grange Avenue Wickford Essex SS12 0LZ</p>	<p>Our Special needs team are:-</p> <ul style="list-style-type: none"> • M Upward – SENCO • S Oscar – Assistant SENCO • Mrs Baker – SEND Manager • Mrs Willett – ASC Provision Manager • Ms N Bolu – Speech and Language Therapist • To be confirmed – English Progress Mentor • Mr K Brosnan – Maths Progress Mentor • To be confirmed – ASC Provision Progress Mentor • Mr Marshall – ASC LSA • Mrs Graham – ASC LSA • Mr Setterfield – ASC LSA • Miss Graham – ASC LSA • Mrs Flynn – Science Department (Subject LSA) / Assessments (new intakes) • Mrs Burrows – Maths Department (Subject LSA) • Mrs Sibley – Science Department (Subject LSA) • Mrs Deller – Handwriting Co-ordinator/LSA • Ms Saliba-Smith – Homework Club/Exam Access Co-ordinator/LSA • Miss Riley – Keyworker/LSA • Mrs Barker-Smith – School Counsellor • Mr Dunn, Headteacher – SLT Link for inclusion
<p>4. Any arrangements made by the governing body or the</p>	<p>Can parents access the school’s Equality Policy and Complaint Procedure easily on the school website or by email or phone request?</p>	<p>As a school, we work hard to be in effective communication with children and their parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible,</p>

proprietor relating to the treatment of parents of pupils with special educational needs concerning the provision made at the school.	Please see the policies section of the school website – www.bromfords.essex.sch.uk	concerns can be both raised and dealt with easily. If the situation arises where parents have a concern about the provision being made for their child, we as a school will reassure them that needs are being met effectively, the school’s Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school’s attention.
5. Information where the Local Authority’s local offer is published.	For details on the Essex Schools Offer please visit: www.essexlocaloffer.org.uk	

*Identification and Early Intervention.		
Area	Response	Parents
6. Information about the school’s policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.	<p>Current “stages” process:</p> <ul style="list-style-type: none"> • Liaison with Primary Feeder to discuss current level of support upon transition. • Mid-year transfers uses information from previous school if available plus school battery of tests. • Teacher raises query with SENCO/SEND Manager/Student Support Manager (CP Officer). • SENCO/SEND Manager observe pupil in subject area. • Suggested strategies are put in place by class teacher and review after next assessment date. <p>Curriculum Leaders also track pupils after every report-cycle and have their own intervention at their disposal.</p>	<p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication. 2. Cognition and learning. 3. Social, mental and emotional health. 4. Sensory and/or physical. <p>The school will work closely with the young person and their parents to identify what support is needed, what specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:</p> <ul style="list-style-type: none"> • 1-2-1 small group speech and language work. • Paired reading (older/younger students). • Input from specialist teacher. • Specific equipment requirements. <p>All interventions are monitored and evaluated for the effectiveness of their impact.</p>

<p>7. Information on the kinds of special education provision in school.</p>	<p>Please refer to Table One at back of this document.</p>	<p>In order to fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide are:</p> <ul style="list-style-type: none"> • Access to Physiotherapy. • After school dyslexia group work. • Input from the specialist teacher with regard to specific equipment requirements. • Access to the Speech & Language Therapist or the Educational Psychologist.
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The Bromfords School and Sixth Form College has a highly qualified and very experienced SEND Team in place led by a SENCO with over 15 years' experience.</p> <p>The team includes an Assistant SENCO, SEN Manager, ASC Specialist staff, Progress Mentors, LSA's, a Speech and Language Therapist and access to a counsellor.</p> <p>All staff receive regular SEND training (sometimes pupil led) and those supporting pupils with specific needs will receive regular and relevant training (professional development) via internal and external sources.</p> <p>The SEND Department will access Outside Agencies such as the EP Service or Occupational Therapists if further expertise is required.</p>	<p>The Bromfords School and Sixth Form College CPD Programme is tailored to develop teaching and support in order to ensure Quality First Teaching for all pupils in all lessons.</p> <p>Staff receive individualised training programmes.</p>

*Quality First Teaching and Personalisation.		
<p>9. Information about the schools policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p> <p>Continued</p>	<p>SENCO tracks all pupils on the SEND Register after every report cycle and initially raises concerns with Curriculum Leaders. Progress regularly discussed at parent’s evenings (SENCO attends). SENCO will also attend and hold Inclusion and Pastoral Meetings. Interventions assessed after termly cycles and correlated with LoP (Levels of Progress). Current “stages” process: Teacher raises query with SENCO/Assistant SENCO /Senior LSA/Student Support Manager/CP Officer/SENCO/SEND Manager observe pupil in subject area. Suggested strategies are put in place by class teacher and review after next assessment date (various intervention and differentiation before adding to SEND Reg). Required training may be provided. Curriculum Leaders also track pupils after every report cycle and also have access to their own interventions. If no improvement, SENCO, contacts parents for a meeting to discuss concerns/possible next steps. If further “action”, pupil put on SEND stages. Initially, Additional Educational Need which may in time lead to Higher Need (EHCP).</p> <p>Some pupils with mental health issues may jump these stages depending on what has happened/the nature of their condition.</p>	<p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. The Bromfords School and Sixth Form College aims to ensure that:</p> <ul style="list-style-type: none"> • All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. • Members of staff understand that they are all teachers of students with special educational needs. • All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities, which are appropriate to their needs. • Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.
<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Equality Policy and Disability Access Policy.</p> <ul style="list-style-type: none"> • Disabled toilets. • Ramps. • Lifts. • Modified furniture. • Physio room. • Hoists. 	<p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or upon request.</p>

	<ul style="list-style-type: none"> • iPads (visual). • Mobility training. • Access to specialist teacher input – i.e. PNI, HI, VI. • Coloured overlays. • Access to laptop and tablet technology. • Specialist PE equipment. • Staff trained in lifting and toileting. • Specialist consideration for exams. • Partnership arrangements with local Specialist Schools. 	
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*Early Intervention and the Education Health and Care Plan		
Area	Response	Parents
11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.	<p>The school seeks to achieve the best outcomes for all students including those with special needs.</p> <p>The governing body in co-operation with the SEND Governor, Headteacher and SENCO determine the schools policy, approach and commitment to SEND provision. The schools policies in regards to SEND, safeguarding, equality and welfare make explicit the duty of the school to make referrals or seek advice/support from the local authority and other outside bodies to meet the needs of children with SEND. We endeavour to work with those agencies and professionals who can provide the best outcomes for those with SEND.</p>	
12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	<p>Please contact Mark Upward (SENCO) on 01268 474501 or SEND@bromfords.essex.sch.uk for advice on agencies and organisations that may be able to support your child and family's needs.</p> <p>You can also visit www.snapcharity.org which provides an A-Z for parents with children with special needs.</p>	
13. School arrangements for	Schools PHSE Programme and Careers. Guidance/Education.	Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could

supporting pupils transferring between stages of education and preparing for independent living.	<ul style="list-style-type: none"> • Personalised KS4 Programmes. • Working arrangements KS2-KS3. • Transition Pathways Service (Yr 9-KS4/KS5). • Travel Training. • Mobility Officer. • Personalised Work Experience. • KS5 College Life Skills Courses. • Professionals Meetings. 	include: <ul style="list-style-type: none"> • Close liaison with Primary Feeders to ensure successful transition into secondary school. • Working with the Information, Advice & Guidance Service (Yr9-KS4/KS5). • Schools PHSE Programme and Careers Guidance/Education. • Organising travel or mobility training. • Providing personalised Work Experience. • Facilitating transfer onto appropriate Post 16 College Courses.
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<p style="text-align: center;">Audit for Section 7 Above Table One Please note the following are subject to changes/amendments in line with Covid guidelines and restrictions</p>			
1.Communication and Interaction Examples from School Provision	2. Cognition and Learning Examples from School Provision	3. Social, mental and emotional health. Examples from school Provision	4. Sensory and/or Physical. Examples from school Provision.
<p>1:1/small group speech and language/small group teambuilding/social skills.</p> <p>Educational Psychologist. One to one Social Skills Time to talk Speech & Language Groups Specialist Teacher External support from Speech & Language Therapist Collaborative work with local specialist school Team building activities Innovations curriculum Horse Riding lessons</p>	<p>In class support to support pupils and teachers with differentiation. After school dyslexia group. Small group read – write including phonics. Paired reading (older/younger students). Accelerated Reader. Mathematics. Educational Psychologist.</p> <p>Literacy Interventions which may include:</p> <ul style="list-style-type: none"> • Dyslexia specialist programme – i.e. Toe by Toe. • Reading Intervention. • Spelling Intervention. • Individual and small group. • Dyslexia specialist. • Specialist teacher. • Star reading scheme. • Exam Access. 	<p>Small group teambuilding/social skills. 1:1 mentoring. Young Carers. EWMHS. Educational Psychologist. Counselling – 2 days per week. Pastoral Team. Mentoring Programme. Anger Management Course. Link LSA. SENCO. Go Guys/Go Girls Course. PACS Course. EP. Specialist Teacher.</p>	<p>Input from Specialist Teacher. Specific equipment (tables/hoists etc.) iPads (visual impairment). Input from Occupational Therapy. Physiotherapy. Specialist Staff. Physio room. Specialist equipment. Support from OT and Specialist Teacher Team.</p>

	<ul style="list-style-type: none"> • Handwriting Intervention. • PIXL code. <p>Numeracy Interventions which may include:</p> <ul style="list-style-type: none"> • Small group/Individual. • Specialist Teacher support. • Telling the time and money workshops. • GCSE Intervention groups. • One to one tutors. • Mentoring. • Learning to learn. • Homework Club. • Successmaker. • Specialist Teacher. • Literacy Days. • The Big Idea. 		
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Examples of External Provision	Examples of External Provision	Examples of External Provision	Examples of External Provision
Speech & Language Therapist Specialist Teachers Educational Psychologist	Educational Psychologist 1:1 Tutors	1:1 Renew Counselling Young Carers CAMHS YOTS EYS Educational Psychologist Behaviour Specialist St Lukes Bereavement	Input from Specialist Teacher Specific equipment (tables/hoists etc.). Occupational Therapy Physiotherapy
How do we evaluate the effectiveness of the impact of the provision listed above?	How do we evaluate the effectiveness of the impact of the provision listed above?	How do we evaluate the effectiveness of the impact of the provision listed above?	How do we evaluate the effectiveness of the impact of the provision listed above?
Track levels of progress with each report cycle (SENCO). Reading and spelling ages assessed twice a year (SENCO).	Track levels of progress with each report cycle. Reading and spelling ages assessed twice a year.	Track via weekly behaviour log. Attitude to learning scores on reports. Round robins. LSAs complete caseload notes after	Round robins. LSAs complete caseload notes after every lesson. Review meetings.

<p>Accelerated Reader STAR tests to track improvements. Round robins. LSAs complete caseload notes after every lesson. Review meetings.</p> <p>Start and end point assessments.</p> <p>LSA feedback sheets. External reports. Pupil feedback. Parent feedback. Reporting cycle. Review meetings.</p>	<p>Accelerated Reader STAR tests to track improvements. LSAs complete caseload notes after every lesson. Review meetings. SENCO tracks all progress Teacher feedback. Start and end point assessments.</p> <p>LSA feedback sheets. External reports. Pupil feedback. Parent feedback. Reporting cycle. Review meetings.</p>	<p>every lesson. Review meetings.</p> <p>SENCO tracks all progress Teacher feedback. Start and end point assessments. LSA feedback sheets. External reports.</p> <p>Pupil feedback. Parent feedback. Reporting cycle. Review meetings.</p>	
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