



# SEND INFORMATION REPORT

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## Document Control

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1	13/11/19	S. Laing	The BMAT SEND report is now a separate document from the BMAT SEND Policy.

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**Schools,  
teachers and  
pupils freed  
to succeed.**  
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## The Local Authority Local Offer

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area. [Essex Local Offer](#) is available on the [Essex Website](#) and tells parents/carers how to access services in their area and what to expect from these services. <http://www.essexlocaloffer.org.uk/>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN. This is the **SEND Information Report** for BMAT. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents/carers, careers and our children and young people and will be reviewed annually.

The diagram on the next page illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision, (which may be needed by some pupils) and the specialist provision available to the few children with significant or complex needs.

## ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After school clubs and educational visits*
- *Access to careers advice*

## Some pupils with additional SEND needs will access:

- *Targeted interventions and support matched to their need*
- *Individualised target setting*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*
- *Intervention from external agencies*
- *Learning Mentors*

## A few pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group work.*



Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: **schools, teachers and pupils freed to succeed.**

## SEND information Report

At BMAT, we pride ourselves in the way we treat each other. We expect all pupils to be respectful to the adults and to their fellow pupils. We expect our pupils to follow the instructions adults give first time and pride ourselves on the compliments we receive daily about how well behaved our pupils are in lessons and around school.

We believe when pupils are happy, safe and supported, they flourish at school and will achieve their personal best at the right time for them. Therefore, supporting pupils is our top priority at BMAT whether this is monitoring and keeping them on track with their learning or whether they need help to deal with personal, social or other issues. Visitors comment on the high-quality support and guidance offered, our pupils tell us consistently and overwhelmingly that once you walk through the school gates that they feel safe and happy.

Success and achieving qualifications is very important to us here. We believe very much in pupils achieving excellent academic results and going on to further education, employment or training. You can be assured that your child will be joining a school where learning is of paramount importance. At BMAT, we expect every child to leave us at the end of each day, enthused, having learnt many new things, in lots of new ways. We also believe that young people should have lots of enriching learning experiences. We organize many trips and have a wide variety of after school clubs. We want our pupils to leave school with great academic results but also memorable experiences.

As a community that respects people, values learning and understands that qualifications are valuable commodities, BMAT pupils leave us happy, fulfilled, successful and ready for the next stage of their learning.

### What kind of Special Educational Needs [SEN] are provided for?

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and / or physical

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

## How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

All parents/carers will meet a teacher to discuss their child's needs before they start at BMAT. Any information regarding SEND concerns or diagnosis the child has, can be passed on so that preparations can begin to prepare for your child's needs.

If your child's needs do not become apparent until they have started at BMAT, the class teachers will follow the guidance below from the BMAT SEND policy.

### 1. **Quality First Teaching** and

- Teachers use strategies from the Provision Guidance
- First contact and involvement with parents.

### 2. **SENDCO involvement** and

- Student placed on the SEN register
- SENDCO observation and assessment
- SENDCO meeting with parents
- Strategies in place with teacher
- Strategies reviewed

### 3. **One Plan** as a result of persistent and enduring underperformance.

- One plan meeting – SENDCO/Teacher/Co-Ed/Parent
- Targets set
- Monitoring
- 6/8 weekly review of set targets

### 4. **Educational Psychologist / professional involvement / EHCP** if there is likely to be a lifetime impairment, or four year chronological gap.

- **Investigation visit**
- **Review visit**

In addition, we use the following to assist in this identification:

- Assessment on entry
- Baseline tests – reading ages / spelling ages.
- Half-termly assessments.
- SENDCo, Teacher, Co-Educator: identification through observation, marking, professional instinct
- Parent information concerns

- Tracking progress through intervention groups.
- Provision guidance banding descriptors
- If children come into school with a Statement or EHCP already in place

## Who is responsible for the Special Educational Needs provision in school?

- Head of School / Headteacher
- The Special Educational Needs and Disability Co-ordinator (SENDCo)
- The Local Governing Body (LGB) Chair

## What should a parent or carer do if they think their child may have special educational needs?

Should you have any specific concern or worry about your child's learning or social life in school, you should contact these people in order:

1. Tutor/Teacher: (via the admin email addresses that can be found on the schools website)
2. At Secondary School: Head of Key Stage
3. The SENDCo or Assistant SENDCo
4. The Head of School / Head teacher

All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

## How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, SENDCo, external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning.

- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system and also at events such as parents/carers' evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed during regular progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will also follow the 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo/ in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
  
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil.

If progress rates are judged inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. other Trust schools or Academies.
- Social Services
- Health partners such as School Nurse and Emotional Wellbeing Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources. A request will be made to the local authority to conduct an assessment of education, health and care needs which may result in an Education, Health and Care (EHC) plan being provided.

### **What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?**

- One page profile
- My views document
- Pupil centred approach
- Conversation with teacher, SENDCo/Assistant SENDCo, Co-Educator.

## How will the curriculum be matched to each child's needs?

Class teachers provide children with resources and materials to enable them to access the curriculum and support assistants are targeted into classes and children where required. For those children with more severe learning or physical needs the curriculum will be highly differentiated to their individual needs.

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENDCo and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents/carers.

In addition, some BMAT schools have a Nurture group, which provides greatly differentiated provision in a small group setting with additional adult support and teachers with specialist knowledge.

## How are parents/carers informed and involved in planning to meet their child's needs and in setting targets for learning?

After assessing a child, if an intervention is required the parents/carers will be invited into school to set up an initial One Plan Meeting. They along with the child will have an opportunity to meet with the SENDCo and class teacher to set up the plan to help the child progress.

If there is little progress after one cycle of the One Plan, further intervention from outside agencies may be sort with parental permission. Time scales may be shorter if it is felt the child's needs are more urgent.

Attainments towards the identified outcomes will be shared with parents/carers termly through feedback regarding SEN support reviews but also through the school reporting system and parents/carers' evenings.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo if they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

### **How will parents/carers be helped to support their child's learning?**

The class/subject teacher, SENDCo may also suggest additional ways of supporting your child's learning.

Regular opportunities are provided for parents/carers to visit the school to discuss progress and support.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with LGB members and be judged by external moderators such as Ofsted.

### **What support will there be for children's overall well-being?**

BMAT Schools offer a wide variety of pastoral support for pupils, which includes:

- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups.
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the LGB for responsibility for this area.
- Learning Mentor
- Pastoral team.
- Cross Trust support and interventions.
- Key Stage Leaders.

- Schools have gained 'Healthy School' status which evidences the work undertaken within the school to supports pupils' well-being and mental health

## **Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan.

Staff who administer and supervise medications, will complete formal training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2014 and identified in the **BMAT Medicine Treatment of pupils and staff policy**

## **What specialist services are available at the school?**

At BMAT we utilise a wide range of support services to help our SEND children. Parental permission is requested before any outside agencies are invited to work with the children. The only exception to this, is if there is a serious safeguarding concern. Please see the **BMAT Child Protection and Safeguarding Policy**. The service requested will be specific to the child's needs.

### **Support Services include:**

- Educational Psychology,
- Occupational Therapy, Speech & Language Therapy
- Family Solutions
- Travel Train
- Social Services
- Counselling
- EWMHS

**In addition to the external support, we have specific interventions available in school which are delivered by trained staff. These include:**

- 1:1 & group targeted support
- Peer mentoring
- Mental health, emotional wellbeing through a Learning Mentor

## **What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?**

All staff will receive specialist training when required and available. In addition we consult and receive advice from a range of professionals including:

- Local Authority
- Educational psychologist
- Child Development Centre (CDC)
- Speech and language therapist
- Occupational therapist
- Physiotherapist
- Emotional Wellbeing Mental Health Service (EWMHS)
- SENDCo update meetings and specific training
- School nurse

## **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. Where appropriate, parents will be consulted with, regarding support on an educational visit for their child.

## **How are classrooms and other areas of the school adapted to meet a child's individual physical needs?**

The majority of the school buildings are accessible by wheelchair and we have accessibility toilets & changing areas.

## **How does the school prepare their children for their next stage of education?**

- We aim to make children work towards becoming independent learners. There is thorough transition of information across the year groups and Key Stages.
- Careers advice and support is provided for pupils in year 11 to assist them in making appropriate choices for their education after BMAT
- Taster days and visits are arranged with providers to further ease this transition.

## How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources including:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of need (learning behaviours, organisation, etc.)
- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents/carers and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. Learning Mentor (peer or adult) or from charities (e.g. Barnardos, NSPCC, Children's Society).
- Implementation of strategies from support agencies e.g. Behaviour Support, Educational Welfare.

**In addition:**

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents/carers are in the Armed Services.

**How is the decision made about how much support each child will receive?**

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent who will follow guidance provided by BMAT regarding SEN Funding deployment.

For pupils with an Educational Health Care Plan (EHCP), this decision will be reached in consultation with parents/carers when the EHCP is being produced or at an annual review.

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

This will be through:

- Discussions with the class teacher, SENDCo or Senior Leadership Team member.
- Parents/carers' evenings.
- Meetings with support and external agencies.

**Who can I contact for further information or if I have any concerns?**

If you have a concern about a school's [SEN support](#), you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEN Education, Health, Care (EHC) Plan.

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENDCo).
2. Follow the school's complaints procedure.
3. Complain to your [local authority](#).

Complain to the [Education and Skills Funding Agency](#) instead of the local authority if **both** the following apply:

- the school is an academy or free school
- your complaint is not about an SEN statement or an EHC plan.

There is a different process if you disagree with a decision your local authority has made about an [SEN statement](#) or an [EHC plan](#).

**EHCP:** Appeal to the Special Educational Needs and Disability Tribunal if you disagree with a decision your local authority has made about an education health care plan (EHCP).

#### **Additional support services for parents/carers of pupils with SEN:**

The **SEND Information, Advice and Support** service can help if parents or carers need additional advice or support.

Helpline: 03330 138 913

Email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

Website: [www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)

## **The Local Offer**

Under the Children and Families Act 2014 each Local Authority is required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND.

Visit the website for full details: <http://www.essexlocaloffer.org.uk/>

## Key definitions used in this policy

<b>Pupils</b>	Children and young people on roll in Trust schools/academies
<b>School/Trust School</b>	An Academy or school within BMAT
<b>SENDCo</b>	The Academy's Special Educational Needs Co-ordinator
<b>Assistant SENCo</b>	The Academy's Special Educational Needs Assistant Co-ordinator
<b>Pastoral Support Manager/Officer</b>	The Academy's designated Pastoral Leader
<b>Director of Learning</b>	In secondary school, each year group, or phase of year groups is led by a Director of Learning
<b>Key Stage Leader</b>	A member of teaching staff with responsibility for a specific phase of year groups in a Primary School
<b>Executive Principal/Head Teacher</b>	The Executive Principal/Head Teacher oversee the Head Teachers/Heads of School
<b>Head of School / Head Teacher</b>	An Academy is led by a Head of School or Head Teacher the most senior leaders in the school.
<b>The LGB</b>	Local Governing Board
<b>The Trust</b>	BMAT
<b>The Board/Directors/Trust Board</b>	The Board of Directors of BMAT
<b>PEP</b>	Personalised Education Plan
<b>LAC</b>	Looked After Child
<b>EHCP</b>	Education, Health and Care Plan

BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
RDA	Royal Docks Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

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## Appendix A – School Information

Assistant CEO	
Headteacher/Head of School	
SENDCo	
Assistant SENDCo	
DSL	
Director of Learning 13	
Director of Learning 12	
Director of Learning 11	
Director of Learning 10	
Director of Learning 9	
Director of Learning 8	
Director of Learning 7	
Key Stage Leader	
Pastoral Support Manager	
Pastoral Support Officer	