



Bishop Justus Church of England School

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Meeting the Needs of Pupils with Special Educational Needs and Disabilities

The School SEND Information Report

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Bishop Justus Church of England School is an inclusive school which seeks to provide support and appropriate provision for children with SEND.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

The school has retained for the second time the BDA Dyslexia Friendly School mark.

'Leaders have implemented strategies that support the needs of pupils who have special educational needs or disability well. The deployment of support staff in lessons is a particular strength and teachers plan for pupils' needs based on their starting points' **Ofsted – March 2016**

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher or form tutor

He/she is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on progress of your child and identifying, planning delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Learning Access Director (SENCO)

Applying the school's SEN policy.



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<p>Mr. J. O'Donovan</p> <p>Email: admin@bishopjustus.bromley.sch.uk</p>	<p>If you have concerns about your child you should speak to your child's class teacher/form tutor first. You may then be directed to the SENCO.</p> <p>He/she is responsible for:</p> <ul style="list-style-type: none"> ○ Coordinating provision for children with SEN and developing the school's SEN policy. ○ Ensuring that parents are: <ul style="list-style-type: none"> ● Involved in supporting their child's learning. ● Kept informed about the range and level of support offered to their child. ● Included in reviewing the progress of their child. ● Consulted about planning successful movement (transition) to a new class or school. ● Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties. ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Headteacher</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for students with SEN.
<p>AAC member for SEN:</p> <p>Mr. N. Mainwaring</p> <p>Email: admin@bishopjustus.bromley.sch.uk</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> ○ Supporting the school to evaluate and develop quality and impact of provision for students with SEN across the school.



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How do we identify Special Educational Needs? How is progress monitored and supported?

Types of Need

- **Communication & Interaction** (Autistic Spectrum Condition ASC/Social Communications Difficulties SCD, Speech, Language and Communication Needs SLCN)
- **Cognition & Learning** (Specific Learning Difficulties SpLD, Mild Learning Difficulties MLD)
- **Social, Emotional & Mental Health SEMH** (Mental Wellbeing)
- **Sensory & Physical Needs** (Visual Impairment, Hearing Impairment, Physical Disability)

On-going monitoring takes place by class teachers/form tutors to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties.

Dependent on the level of need, support is documented in an individual provision education support plan (ESP). In consultation with the Learning Director and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held annually. Parents, staff, relevant external agencies and, when appropriate, students are invited to this review. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is



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agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate.

If the Pupil Resource agreement is deemed not sufficient an Education, Health and Care Plan will be coproduced with all relevant agencies. Further details about this process will be explained in the LA Local Offer. The Education, Health and Care Plan is then shared between relevant professionals and is implemented using a Plan, Do, Review approach. The level of need and support is reviewed yearly and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.

Tests and Examinations: Access Arrangements

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include additional time, rest breaks or the use of a word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgement of staff within the school to inform their decisions about access testing eligibility. For more details about access arrangements, please see the school's Examinations Policy.



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What is the expertise of staff and what training is provided for them?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our Learning Access Director actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

We also have staff with specialised expertise and qualifications in school including:

- Specialist dyslexic teaching.
- Restorative approaches.
- Access arrangements testing.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited Training for Pupils with Autism
- Specialist dyslexic teaching
- Restorative Approaches
- Counselling
- Accredited training for pupils with speech, language and communication difficulties



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What is our approach to teaching students with SEND?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups of learners with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

How do we promote student voice for young people with SEND?

At Bishop Justus we believe taking into account the views of young people with SEND is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

All students are always encouraged to attend Parent's Evening interviews but also other meetings & discussions. For our students with SEND these opportunities are with appropriate members of staff who understand their needs better. Discussion with the SENCO is possible at all Parent's Evenings where necessary.

Students with Statements of SEND or Education Health & Care Plans play an integral part in their Annual Review meetings with students coming to the meeting in all cases unless parents request that they do not; in these cases their views are sought away from the meeting with a safe familiar adult.

For students with physical, medical or sensory needs it is paramount that the practical assistance where provided is in agreement with the young person following the advice of any external experts and the family. The young person's views will always be considered before any decisions are made.

All students within the school are involved in electing form representatives to the Student Voice and the Student Council. These are groups within the school which have real influence, having informed whole school decisions on such things as changes to the School Uniform; the canteen service and the facilities available in the outside spaces around the school.

Access to learning and the curriculum

Learning support staff:

- are available in all year groups;
- provide regular intervention within classes and during PSHE sessions;
- regularly attend training;
- play a key role in developing education support plans.

Strategies/programmes to support speech and language:

- Speech and Language Therapist advice is disseminated to teaching staff.



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<ul style="list-style-type: none"> • Vocabulary books for pre-learning of concept and topic words are available for some students.
<p>Strategies to support/develop literacy including reading:</p> <ul style="list-style-type: none"> • Small group intervention programmes. • Access to specialist dyslexia teacher/structured programme. • Touch typing - Read, Write, Spell and handwriting provision. • Reading support. • Handwriting
<p>Strategies to support/develop numeracy:</p> <ul style="list-style-type: none"> • Daily small group provision. • In class TA support. • Dyscalculia testing. • Learners who are underachieving are provided with small group in class support.
<p>Provision to support access to the curriculum:</p> <ul style="list-style-type: none"> • Bespoke long and medium term plans for low/medium/high ability learners.
<p>Strategies/support to develop independent learning:</p> <ul style="list-style-type: none"> • Mentoring by peers, support staff or teaching staff. • Homework club. • School planner. • Alternative recording methods. • Visual timetables for learners with a specific need. • Show My Homework - online access to homework. • Range of objective set resources.
<p>Pastoral Support</p>
<p>Strategies to support the development of students' social skills and enhance self-esteem:</p> <ul style="list-style-type: none"> • Small group programmes. • Mentoring. • Year Coordinator staff. • Regular 'celebration of success' opportunities. • Chaplaincy team, including the school chaplain and church mentors.
<p>Mentoring activities:</p> <ul style="list-style-type: none"> • Chaplaincy team including the school chaplain and church mentors. • Year 12/13 student mentors. • The role of the form tutor within school.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):</p> <ul style="list-style-type: none"> • Transition support, visits and events. • Access to Aquinas Summer Project (Y6 into 7 only). • Regular contact & liaison with parents. • Access to in school counsellor.
<p>Strategies to support good behaviour:</p> <ul style="list-style-type: none"> • School sanctions and reward system as set out in our School Behaviour Policy. • Local Authority Behaviour Support Service. • Mentoring (as above).
<p>Support/supervision at unstructured times of the day including personal care:</p>



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- Staff lunchtime supervision.
- Some extra-curricular clubs.
- Learning access area.

Planning, assessment, evaluation and next steps:

- 5 x termly points of data capture, reporting and analysis.
- Learning Director analysis of learner group progress.
- Learning Access Director analysis of SEN learner progress.

Transition

How will the school help my child move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving classes/forms in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class/teacher.

In Year 6-7 transition

The SENCO and/or class teacher will attend the primary/secondary transition day meeting to discuss the specific need of your child and the nature and level of support which has had the most impact. In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Year 9

In line with the Local Authority, all Statements of Special Educational Need are reviewed by the school, the LA and the Educational Psychologist. The school and the LA will then coproduce an Education, Health and Care Plan with all appropriate parties, including parents and carers.

During Year 9, we carefully review the provision of each student and look at how best to support their needs. Where students are more suited to vocational pathways or have expressed an interest in a more vocational pathway, we explore with them the alternative of a 14-19 provision at college where they still work towards GCSEs but also get to access a vocational course which may suit their needs or interests more. We work closely with local colleges, the student and their family to find the most appropriate provision and look to support students in every stage of their application from writing it to preparing for interviews. The students who have left us for college for Year 10 are thriving in an environment with smaller classes and more focused on their skill base and need.

Year 11



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To ensure Year 11 students receive appropriate, informative advice and guidance on their Post 16 Pathways we collaborate with impartial, external and expert careers advisers, as well as disseminating relevant information to students and parents/carers. In school our information, advice and guidance is delivered throughout Year 11 by various staff members, including Form Tutors, 6th Form Team, SEN team and our own Guidance Manager. Meetings or sessions may take place in small groups, as a whole assembly or tailored specific to an individual's needs.

There are particular focus points throughout the year where key information is shared with students and various activities arranged. These activities include visits to a number of colleges to participate in taster courses, exploring the opportunities available within apprenticeships, along with visits to and from local businesses and business minded individuals.

In essence, our IAG encompasses an extensive range of intervention and events that enable our students to feel confident and informed when making decisions concerning the Post 16 options open to them.

Year 12 and 13

Students from the lower year groups are advised about the work of our Guidance Manager and that they can always meet for direction and revisit these discussions when needed.

In the 6th form the students can arrange meetings with the GM themselves but mainly the 6th form team, including a dedicated Learning Mentor, arrange drop-in or appointments for them and always with a careful emphasis on the more disengaged students who may not have previously met with the GM. The students are given individual action plans after each consultation and the GM liaises with local and national employers and training providers on their behalf.

The students are given information about the range of education, training, apprenticeships and employment opportunities which enables all students to secure access to impartial careers guidance for their best interest. This guidance helps to make a more informed choice about the subjects they wish to take in the 6th form in relation to careers they have in mind. But it can also support any decisions to move onto another college for the courses that would be better suited for their career choice.

The Guidance Manager liaises with the 6th form team to arrange visits to Career Fairs and events such as those held at the ExCel exhibition centre in London where there is direct access to a huge variety of employers offering careers and courses. Every year groups of students have an arranged visit to The Big Bang STEM event in London (Science, Technology, Engineering and Maths). Although for some events we can only take smaller groups, all the information is emailed to each student and it is easily accessible around the 6th form area to encourage students to visit these events themselves.

Guest speakers are obviously invited into the 6th form to speak about University life, future careers and funding but other speakers are very much encouraged from various employment and apprenticeship providers. For instance we arrange visits and then further consultations from 'Step Forward' for each interested student - this organisation provides an enhanced work placement programme.



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Towards the end of Year 12 the student are required to gain work experience placements for three weeks. Although encouraged to find their own placements the 6th form team and GM support students to secure these positions as this can be seen as a daunting task for some young people and particularly those disengaged students who are still unsure of their career path. This scheme allows them to learn more about the workplace and the industry and pique their interest and motivation to achieve and pursue these careers without having to go through University.

Increasing accessibility

Access to strategies/programmes to support occupational/physiotherapy needs:

- The school is designed to enable access for all learners to all parts of the school.
- Where appropriate, all curriculums are designed to accommodate all needs all needs both academic and physical.

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers):

- Specialist equipment as required on an individual basis to access the curriculum.

Bishop Justus has a whole school approach to Inclusion which supports all learners engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can, where possible, join in with activities regardless of their needs, including participating in the wide range of extra-curricular clubs and activities available to all students e.g. various sports clubs, chess club, creative writing club, computer clubs, reading club, choirs.

To support students' inclusion on external trips if it is necessary, additional staff, with a knowledge of the specific student's needs, accompany the student. Where necessary, external advice will be sought to ensure an appropriate Risk Assessment has been carried out of the individual's needs at the venue/activity.

Partnerships with External Agencies



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<p>What other bodies and agencies do we work with?</p> <p>What support from outside does the school use to support my child? The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p> <ul style="list-style-type: none"> • Regular meetings by appointment. • SENCO available at all Parents' Evenings. • Referrals to outside agencies as required. • Limited Speech and Language Therapist for specific groups of learners. • Educational Psychologist; School Nurse; Social Communication Team all attend school at regular intervals to see specific learners. 	
<p>Access to Medical Interventions:</p> <ul style="list-style-type: none"> • Use of individualised Care Plans. • Referral to Paediatrician. • Referrals to CAMHS. • Referral via pastoral team to Bromley Y and associated agencies. • Access to whole staff training if required via Bromley Healthcare. 	
<p>Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:</p> <ul style="list-style-type: none"> • Use of individualised Care Plans. • Referrals to CAMHS. • Referral Bromley Y. • Access to whole staff training if required via School Nurse. 	
Agency	Description of Support
<p>Inclusion Support Service</p> <ul style="list-style-type: none"> • Educational Psychology Service • SEN Team • Sensory Support Service 	<p>School may refer to these services if it is deemed appropriate for individual students. Action will take place as a result of any advice received.</p> <p>Bishop Justus currently uses Bromley Educational Psychology Services.</p>
Speech and Language Therapy	<p>School may refer as required and implement recommendations following specialist assessment.</p>
School Nurse	
Occupational/physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Social Eyez	<p>School may refer to these services if it is deemed appropriate for individual students with social communication difficulties. Action will take place as a result of any advice received.</p>
<p>Information, Advice and Support Service Email: iass@bromley.gov.uk</p> <p>Tel: 020 8461 7630</p>	<p>The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for parents and carers of children with SEND.</p>



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Parent Partnership Service: Tel: 01689 881024	To be revised by PPS. The Parent Partnership Service provides independent information and advice for parents/carers of children with SEN/D.
Educational Professional responsible for children who are looked after	This oversees and monitors provision for children who are in the care of the Local Authority.
Voluntary agencies: <ul style="list-style-type: none"> • Bromley Parent Voice Tel: 020 8776 3170 • Bromley Mencap bromleymencap.org.uk Tel: 020 8466 0790 	

Coproduction of the SEND information Report

- Coproduction of the School SEND Information Report is an essential part of forming the School offer.
- All stakeholders, including parents, carers, Aquinas Trust SEND lead, Head of School and Trust representatives have worked to produce this document.
- The SEND Information Report should provide practical, straightforward information to parents/carers and other stakeholders about your school's inclusive practices and SEN/D provision.
- This has been achieved through focus groups, parental read-throughs and letters home for hard to reach parents. This will be scrutinised using the Local Authority Toolkit at the time of review.

Provider Response to feedback:

- **“We have read the SEN report and feel that it is a clear and comprehensive report. We have no changes to suggest”.**
- **“I found this easy to read. It was useful and helpful to me”**
- **“It was a pleasure to be a part of this and help in any way I could”.**
- **“Helpful for me to have a clearer understanding of the processes at school”.**



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We offer impartial, confidential information, advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from primary to secondary school.

FURTHER INFORMATION about support and services for pupils and their families can be found at www.bromley.gov.uk

- The Local Authority Local Offer.
- Bromley Parent Partnership.
- The DfE Code of Practice.

http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet

Current Personnel

Name	Role	Service Provided
Mr J O'Donovan	SENCo	Review statements/EHCPs, advice, staff meetings, planning.
Mrs L Stevens	Assistant SENCo	Administration and Coordination.
Mrs N D'Silva	Numeracy Teaching Assistant	Provision for learners who need Numeracy support in small group and class.
Ms M Way	Literacy Teaching Assistant	Provision for learners who need Literacy support in small group and class.
Ms Y Stoyanova	TA ASC	Provision for learners with ASC to engage in small group social skills and in class support.
Mr S Perry	Inclusion Practitioner	Bespoke mentoring centred on learning.
Miss K Cooper	TA SALT	Provision for learners with SALT targets, support in class.
Mrs J Barry	Bromley Wellbeing Practitioner	Coordinates and assigns appropriate levels of counselling and mentoring throughout the cohort.