



SEND Information Report: The school-based offer

Headteacher: Ms C Senior
Chair of Governors: Mr W Stone

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Blackfen School for Girls

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I. Key Staff for Special Educational Needs and Disability

SENDCO: Adriano Padiar-Romero; Wendy Freeman

SEND Manager: Sharon Mackay

SLT SEND advocate: Carrie Senior, Headteacher

Deputy Headteacher leading on inclusion: Ruth Makepeace

Special Interest Governor for SEND: Janine Wooster

Designated Teacher for Looked After Children: Jessica Tempest

Designated Safeguarding Leads: Carrie Senior, Ruth Makepeace, Clare Glen, Kim Brewer

Autism Champion: Kellie Russell

Careers Education Lead: Kellie Smith

Literacy Coordinator: Helene Norwood

Resource Provision (Jigsaw) Teachers: Elizabeth Baker and Jessica Tempest

Phoenix Provision Teacher: Donna Steggles

This SEND Information Report should be read alongside the school policy and the Bexley Local Offer. You can access the school policy for SEND on the school website at www.blackfenschoolforgirls.co.uk This report will be updated annually and also if there are any significant changes to the offer at Blackfen School.

There is also lots of advice for parents of our SEND learners and links to the Local Offer on the school website's 'The Advice Hub' tab.

The SENDCO(s) work under the leadership of the Headteacher and the Governing Body. The SEND manager has day-to-day responsibility for the administration of SEND and the co-ordination of provision made to support individual students with SEND, including those who have EHC plans. The school policy for SEND, which can be found on the website, sets out the different responsibilities of the Governing Body, Headteacher and other staff, parents and children in relation to SEND provision at the school.

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2. How to contact the school about SEND

To contact staff about a SEND issue or concern, please email admin@blackfen.bexley.sch.uk and write 'SEND' in the email title. The admin team will direct your email to the relevant member of staff.

Alternatively, you can use your Edulink app to email the SENCOs or SEND manager directly. The SENCOs can be contacted via telephone via reception 0208 303 1887.

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3. What are Special Educational Needs? What is a Disability?

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability *which calls for special educational provision to be made for him or her.*

A child or young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty in learning than the majority of others of the same age**, or
- has a **disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.

A child or young person has a disability under the Equality Act (2010) that is **‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities’**. This definition includes sensory impairments such as those affecting sight or hearing and can cover long-term health conditions such as asthma, diabetes, epilepsy. Cancer, HIV/AIDS and Multiple Sclerosis are deemed disabilities. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, local authorities, and others have towards disabled children and young people. The Equality Act requires that ‘reasonable adjustments’ to avoid substantial disadvantage must be taken. This means that if your child requires special educational provision that is different to or extra to the provision that is made for other pupils, the school must make reasonable adjustments.

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4. The Aims of our Policy for Special Educational Needs and Disability

At Blackfen School for Girls:

- We value all children equally.
- We welcome children with special educational needs and /or disability as part of our community.
- We ensure that all children have an equal opportunity to engage in the curriculum.
- We are committed to improving outcomes through high aspirations and expectations for children and young people with SEND.
- We recognise that some children need additional support to ensure access to the whole curriculum whilst in mainstream classes and that reasonable adjustments must be made to ensure access to all aspects of school life.
- We ensure that the needs of children and young people are identified and assessed and that appropriate support strategies are provided. If additional specialist advice and support is required, the appropriate external agencies are contacted.
- We recognise the importance of early identification and assessment of children with special educational needs. In particular, parents/carers know their children best and it is important that we listen and understand when parents or carers express concerns about their child's development. Additionally, we will listen to and address any concerns raised by children and young people themselves.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational needs provision.
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.
- Every teacher is a teacher of every child or young person including those with SEND. Every teacher will develop knowledge of inclusive practice and removing barriers to learning.
- Blackfen School commits to supporting all our children to prepare for adulthood, including independent living and employment.

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5. Admissions Arrangements for learners with SEND

Students who have an identified Special Educational Need but do not have an Education Health Care Plan (EHCP), should apply for admission under the usual arrangements for school admissions. For Year 7, this is through your Local Authority.

Students who have an EHCP have separate admissions arrangements and your choice of secondary school should be discussed at the Year 5 Annual Review. Please see your local authority's admissions website for further information. Bexley's information is linked here <https://www.bexley.gov.uk/services/schools-and-education/secondary-schools/starting-secondary-school>

Admissions to the Resource Provision (Jigsaw) are determined by the Local Authority via the SEN panel process. There are no admissions to Jigsaw for any student that does not have an EHCP. For further information, please see the Bexley Local Offer <https://www.bexleylocaloffer.uk/>

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6. Identifying Special Educational Needs and/or Disability at Blackfen

Transition between KS2 and KS3

Bexley Local Authority has a well-established transition programme which includes primary SENDCOs completing a RAG form for all Year 6 students; an information day when secondary school SENDCOs can speak with the primary SENDCOs to learn about those students identified at Red or Amber levels of needs in advance of the July transition day for all Year 6 students. The SEND manager will liaise with SENDCOs from feeder schools prior to admission. Visits to the feeder school will be arranged and the SENDCOs will meet new students and key members of staff to gather information to support a smooth transition to secondary school. Wherever possible the SENDCO will attend Year 6 EHCP Annual Reviews for students with a confirmed place for secondary school at Blackfen. The SEN department run an additional transition morning for Year 6 students with EHCPs and those identified as the most vulnerable. The SENDCO will relay information and specific classroom strategies to staff at the start of each new term. For EHCP students, this will be in the form of draft Individual Pupil Profiles.

Children starting Year 7 with an EHCP and those who are at SEND Support are placed on the SEND Register on transition and staff in school informed. All students in year 7 are assessed for Reading and Spelling ages. Small group interventions are in place for those with levels significantly below their chronological age, including Hackney Literacy, a bespoke year 7 programme.

These early collaborative partnerships enable staff at Blackfen to gather a holistic view of the child, plan personalised interventions, recommend appropriate peer groupings and ultimately develop productive relationships with the children and their families during transition.

Transitions into school at any other time

Where students with an identified SEND enter the school either as a Casual Admission or as a student on a Managed Move or Off-Site Direction, key information will be shared with SENDCO and SEND Manager. Where the pupil has an EHCP, an Individual Pupil Profile will be created at the earliest opportunity. Outline information on need will be provided to teaching staff at the earliest opportunity.

Identification of SEND when there has been no prior SEND need for support identified

All students on entry (at whatever age) will be assessed using nationally standardised computer-based testing programmes, such as the Access Reading Test. This is used as an initial screener for literacy-based needs. Where students attain a standardised score that is significantly below the national average (SAS of 80 or below), they will be referred to the SENCO for further screening and parents consulted.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Staff may identify students for whom their progress is a concern and their feedback or concerns may trigger a referral to the SENCOs.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers have access to the Bexley Quality First Teaching SEND Toolkit. Additional intervention and support cannot compensate for a lack of good quality teaching. Staff appraisal and faculty reviews enable scrutiny of the quality of teaching for all students, including those at risk of underachievement.

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Subject teachers, supported by Faculty Leaders and the Leadership Team make regular assessments of progress for all students. These assist in identifying students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to students making less than expected progress will be high quality teaching targeted at the student's areas of weakness. Where progress continues to be less than expected, the subject teacher, working with the SENDCOs, student and their parents/carers will use a graduated approach to gather evidence whilst putting into place interventions designed to secure better progress.

In deciding whether to make special educational provision, the teacher and SENDCO will consider information gathered about the student's current levels of attainment, alongside national data and expected levels of progress. Additionally, early discussions with students and their parents/carers will enable a good understanding of the student's areas of strength and difficulty. This will allow agreement of outcomes to improve progress in learning and help determine the support that is required. Consideration will be given here, to whether support is additional to provision made generally to children of their age.

For higher levels of need, the school will take guidance and advice by making a referral to the Early Intervention Team (EITs) to draw on more specialised assessments and guidance from external agencies and professionals such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and School Health and therapists (including speech and language therapists, occupational therapists and physiotherapists as necessary).

Whatever support is provided, there will be a date for reviewing progress with the student, parent/carer, teacher and SENDCO. The purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. If it is decided that the student does have SEND, arrangements for appropriate special educational support will be made through the school's approach to SEND support.

The school will complete referrals for community paediatric assessment as required and for Education Health Care Plan needs assessment.

Requesting an Education, Health and Care (EHC) needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the School, Health Care Services, Social Care and the parents/carers or young person (over the age of 16) should consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision, the local authority will expect to see an evaluated School Based Support Plan that has been in place and requires specific funding.

Blackfen School will support parents who wish to make a request for a needs assessment, either through the school or via the parental request route.

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7. Access Arrangements for Public Examinations and Assessment at Blackfen

Exam Access Arrangements KS4/KS5 are formally applied for students in years 10 – 13. All students are formally tested for their reading age and follow up assessments carried out as required. Most of these students should already be on the SEN register and teachers must provide evidence to show need and usual ways of working. The school buys in a qualified assessor who will make an assessment for the exam boards; this process is supported by information from parents, student, teachers and the SENCo. The final decision about exam access arrangements is made by the JCQ (Joint Council for Qualifications) and a letter of the decision is sent home. The most usual of these arrangements include 25% extra time, scribe, reader, prompter, rest breaks, use of a laptop.

KS3 assessments can become part of our evidence trail for JCQ (Joint Council for Qualifications) that some students might work at a different (slower) pace than others, this includes those with dyslexia, SLCN, ASD, ADHD.

Subject teachers are asked to follow JCQ guidance and make the following adjustments as required - allow a supervised rest break, or act as a prompter, (or give access to a laptop if this is the normal way of working). Where applicable teachers will note on an assessment where a student has worked at a slower pace than a peer of similar ability and note that they may perform better if they qualify for additional time at KS4. This will help to establish what will be a NWW (normal way of working) at KS4. Where appropriate teachers can also consider a 5%-mark adjustment to acknowledge this. This information is part of our evidence towards a formal application in KS4 for access arrangements if appropriate.

For students with an EHCP – teachers and TAs follow the same practice as in lessons (NWW) - adapted papers / TA support / use of Oasis smaller room - rm 85 / additional lesson time to complete the assessment.

Reading age testing and follow up testing

All students are assessed in reading on entry to the school (regardless of point of entry, including sixth form). The Access Reading Test (or an equivalent) is administered. Should a student attain a standardised score of 80 or less, parents are informed and follow up testing administered by an experienced member of the SEND team. These tests, currently the Lucid range of assessments, investigate word recognition, spelling, reading comprehension, typing and writing speed in preparation for application for exam access arrangements. This enables the SENCO to identify appropriate classroom adjustments for support, or identify whether further specialist assessment is required.

Assessment for dyslexia and dyscalculia

The school purchases access to a dyslexia and dyscalculia screener which can be applied by an experienced member of the Inclusion team. The screener programme can identify if a student is deemed 'at risk' of dyslexia or dyscalculia and areas of difficulty they may have.

Concerns / queries regarding dyslexia or dyscalculia are raised by parents / teachers / SSO and shared with the SENDCo via the SEND referral system. The SENDCo gathers information from the teachers and parents and the student completes a dyslexia or dyscalculia screener assessment.

If there are indicators for dyslexia or dyscalculia, then the SEND Manager or SENCo will share suggested strategies with parents / carers and with the student's teachers. If there are no or very few indicators for dyslexia or dyscalculia, then we will discuss with the parent and student how the school can best support the needs of the young person.

Parents / carers may choose to have their child privately assessed and the school will discuss any report/recommendations with the parents. Students with a diagnosis of visual stress who are prescribed use of a coloured overlay may have these supplied in school. On the rare occasion that a diagnosis prescribes additionally the use of coloured paper this will be discussed with the parent / carer and we always make our best endeavours to meet this prescription.

Screening for ADHD, Autism Spectrum Disorders and other neuro-developmental concerns

For specific neurological/neurodevelopmental concerns, the school must seek specialist support. Diagnosis can only formally be made after assessment by relevant NHS clinicians. In such cases, referrals will be made to community paediatrics, usually after consideration by EITs (Early Intervention Team) of the Local Authority.

9. SEND Support – The graduated approach

The SEND Code of Practice (2015) describes four broad categories of need:

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN). This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which may impact how they relate to others.

Cognition and Learning: Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific areas of learning such as dyslexia, dyscalculia and dyspraxia.

Sensory and/or Physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children and young people with Vision Impairment (VI), Hearing impairment (HI), Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning or rehabilitation support. Some children and young people with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Social, Emotional and Mental Health difficulties: A wide range of social and emotional difficulties can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Where a student is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four-part cycle (the graduated approach), through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. Keeping the child's progress under review means that we are able to identify what support is working and what isn't. This helps us to make the best possible 'reasonable adjustments' and provision for your child.

The graduated approach consists of the following actions:

- 1) **Assess:** The subject teacher, working alongside the SENDCO, should carry out an analysis of the student needs, including:
 - teacher's assessment and experience of the student
 - previous progress and attainment
 - individual development in comparison to peers and national data
 - the views and experiences of parents
 - the student's own views
 - advice from external support services or professionals from social and health services if already involved
- 2) **Plan:** When providing a student with SEND support, the parents/carers will be formally notified. The teacher and SENDCO will agree, in consultation with the parents/carers and student, the

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adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, with date for review. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Plans will seek parental involvement to reinforce or contribute to progress at home.

- 3) **Do:** The subject teacher will remain responsible for working with the child. Where interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the subject teacher in further assessment of the child's strengths and weaknesses and advise on the effective implementation of support.
- 4) **Review:** The effectiveness of the support and interventions and their impact on student progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated along with the views of the student and their parents/carers. The subject teacher, working with the SENDCO, student and parents/carers, will revise the support in light of the student's progress and development or removal from the SEND register. Where a student has an EHC plan, the review process will occur during the annual review meeting with the SENDCO.



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10. Our Provision for SEND: Teaching pupils with medical needs, SEND support (K) and EHCPs

Blackfen School for Girls recognises that students at school with medical conditions should be appropriately supported to ensure they have full access to education, including after school clubs, cultural activities, school trips and physical education. Children and young people with medical conditions will have individual support strategies which will be shared with all staff.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010). Blackfen School for Girls is accessible for disabled students and has qualified first-aiders across the school. Where possible we make laptops available for children with communication difficulties, specific learning difficulties or temporary disabilities. Children and young people with temporary disabilities may, in discussion with the SSO or a member of SLT, access a support room provision in our SEND rooms.

Some students with medical conditions may have an EHC plan which brings together education, health and social care needs.

Children and young people with SEND are regarded as full members of our school community and provision is inclusive. Children and young people have full access to the environment, resources, staff and activities.

In the vast majority of cases, children with special educational needs are able to enjoy and thrive in mainstream lessons. This is achieved through 'Wave 1' or 'Quality First Teaching.' In lessons, teachers are trained to make adaptations to support the achievement and progress of children with special educational needs. These adaptations may take on different forms depending on the educational need that the child has. For example, a child with working memory difficulties will benefit from having any task broken down into smaller steps and information 'chunked', so they don't have to hold so much in mind at the same time whilst completing a task. A child with communication difficulties might benefit from a visual reminder, such as a picture, to help them remember the meaning of a particular word. Staff use a resource called the 'Bexley Toolkit' which has lots of these useful strategies described. Parents can access a copy of the Bexley Toolkit here [Bexley Quality First Teaching and special educational needs \(SEN\) Toolkits | Bexley Local Offer](#)

These adaptations are excellent practice for every student, so feature frequently in lessons.

In some cases, students who receive SEND support may require some additional intervention. The aim is to ensure that this intervention is targeted at the specific need and time-bound so that the student is able to continue to access the full curriculum.

- Students receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils are marked with the code K.
- Additional support is available to provide one-to-one or small group tuition for children and young people with an Education Health Care Plan.
- Children with speech and language needs as identified in their EHCP will receive speech and language therapy supervised by a fully qualified speech and language therapist or directly from speech and language practitioners from the relevant Local Authority.
- Children with an Education, Health Care Plan will receive in-class support from a Teaching Assistant, if this support is detailed in their EHCP.

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- Children with EAL, who also have special educational needs, may receive some in-class TA support. This may be from the specialist EAL Teaching Assistant, who will also work with small groups of EAL pupils with similar levels of proficiency in English.
- Students with SEND may have a more personalised curriculum to match their individual needs which may include some teaching in smaller classes (such as the Hackney Literacy programme for year 7 and year 8 English), social skills intervention, word and text level or dyslexia support, or social communication programmes.
- Students with SEND at transition points between Key Stages 3, 4 and 5 will be a particular focus for individual and enhanced independent careers advice and guidance.
- Adapted provision for Sex and Relationships Education will be made for students placed in the Resource Provision or with diagnosed significant communication needs.

Teaching Assistants (TAs) both support in lessons and run small group and one to one intervention. TAs are allocated to classes where there are students with exceptional special educational needs and/or disabilities; this will most often be students with an EHCP or those where the school is undertaking an application for an EHCP. Teaching Assistants work with the subject teacher to identify areas of support for students with SEND. The subject teacher will deploy the teaching assistant to work with specific groups of students in the classroom. Most Teaching Assistants are classroom-based practitioners; however, all our TAs are able to deliver specific SEN programmes out of the classroom once they have received the appropriate training.

The Teaching Assistants' main priorities are to:

- Support students to access the curriculum
- Empower students to develop effective strategies that enable them to become independent learners
- Support the subject teacher to implement differentiated approaches and strategies in the classroom
- Deliver effective, time-limited interventions as required

The Jigsaw RP (Resource Provision) – Speech and Language specialism

Blackfen Resource Provision specialism is for students who have a wide range of special educational needs in the context of their Speech, Language and Communication Needs. They will usually be learning at 3 years below their chronological age. All learners can access the national curriculum, even though the teaching may need to be highly differentiated for the individual learner. Class sizes are extremely small and intended to support individuals with significant and/or complex needs, with EHCPs. Students may be taught according to age, or, alternatively, will be grouped according to stage in learning. Some classes may therefore be mixed in age of learners. In individual cases students may follow an alternative Entry Level pathway for English and maths, this would be discussed with parents/carers in the Annual Review. Students who attend our Resource Provision will undertake the range of subjects as described in the national curriculum and almost all will complete at least some GCSE qualifications at the end of year 11.

Admissions Process to the Jigsaw Resource Provision (RP)

Children and young people attending a specialist resource provision will have an Education, Health and Care (EHC) Plan issued to support their assessed special educational needs and the placement has been agreed as required and secured by the Local Authority via the SEN Panel Process. For further information, please see the Bexley Local Offer.

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The Phoenix Provision-Academic Support provision

'Phoenix' is a curriculum provision. It is a bespoke learning environment that supports the tailored adjustments made to an individual student's curriculum offer, usually in Key Stage 4. On rare occasions, a student in Key Stage 3 might access the 'Phoenix' provision on a temporary basis during a managed transition into mainstream lessons following long term absence or due to a medical need.

The purpose of 'Phoenix' support is to secure the academic achievement of students who cannot take on the school's formal curriculum offer for reasons that are not necessarily SEND-oriented but beyond their control: for example, unexpected or significant medical needs, psychiatric intervention, a safeguarding or family crisis. The school recognises that its usual adaptation of teaching and learning in lessons will not be sufficient to support the best academic outcomes for these students in their circumstances; therefore, they are offered scheduled and agreed time to work in 'Phoenix'. It is also the case that selected Key Stage 4 students from the Resource Provision may also work in 'Phoenix' for some of their lessons.

The 'Phoenix' classroom is a smaller learning environment compared to other teaching rooms. Students receive academic support from specialist staff whose aim is to assure that every learning journey enables the next stage of education or training to be accessed, commensurate with students' academic targets. 'Phoenix' staff are trained to deliver adapted teaching resources and to offer bespoke guidance to individual students. They cultivate a low-threat, high-expectation learning climate, in which students experience the same clear routines for classroom behaviour and high expectations of academic achievement, as demonstrated in all of the other lessons in school.

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11. How we support transitions between key stages, and preparation for adulthood and independent living

Transition into the school in year 7 is managed via the Local Authority transition events for SENCOs and with an additional transition day for those new year 7s with significant SEND (usually those with EHCPs, though other students may also be invited). At key transition points (choosing options in year 9 for GCSE and securing post 16 destinations), all pupils with SEND are entitled to a one-to-one careers advice session with our careers lead Ms Smith and with the external, independent careers advisor. The Leadership Team meet students (and parents as required) to ensure that KS4 and KS5 courses are appropriately selected. It is the expectation that the vast majority of students will undertake GCSE courses at Level 2 and A Level/Level 3 BTEC or CTEC courses. The school is able to accommodate a small number of Entry Level and Unit Awards in Key Stage 4. Discussions about appropriate courses and curriculum take place at the Annual Review Meetings. The outcomes of these discussions will always reflect the individual's strengths and capabilities-there is no 'reduced curriculum' for SEND students as we believe our SEND pupils have the same rights to a broad, challenging, rigorous and balanced curriculum as their non-SEND peers.

Preparation for adulthood and independent living is important for all students. Planning for adulthood and independent living is a key part of the Annual Review process. Our curriculum for SPCS (social, political and cultural studies) at Key Stage 3 and the tutor time programme at Key Stages 3 and 4, includes units on understanding the world around us, including the world of work, understanding our relationships with others and keeping safe. This teaching is adapted to the needs of our SEND learners through the deployment of Teaching Assistants and through one to one or small group interventions as required.

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12. How we support our SEND pupils with their emotional, mental and social development

All students at Blackfen receive a specialist lesson in SPCS (social, political and cultural studies) which encompasses the personal development curriculum as set out by the PSHE Association as well as elements of the RS and Citizenship curricula in KS3. SEND students may be supported by TAs in the lessons. SPCS teachers adapt resources and teaching strategies using advice from the Bexley SEN Toolkit as required. For some students with special educational needs, the SEN team will use social stories and one to one discussion or meetings with parents to share particular content. The annual review process will encompass areas of social and emotional learning.

All Blackfen students also receive support for mental health resilience and wellbeing through the tutor programme. Counselling and more informal wellbeing support are also available.

13. Anti-bullying measures at Blackfen

National evidence suggests that students with a diagnosed or undiagnosed SEND are more likely to experience unkind behaviour and bullying from other students in schools. Bullying is the repeated, intentional harming of one person or persons, by another person or group and usually involves an imbalance of power. Blackfen employs a number of preventative strategies, including named and anonymous reporting, active staff supervision at social times, early intervention to support students experiencing conflict in their relationships and through our anti-bullying curriculum. We encourage parents and students to report any concerns regarding relationship conflicts or potential bullying to us so that it can be addressed at the earliest opportunity. Please see the anti-bullying policy on our website for further information.

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14. How we work with parents and students and listen to their views

Our SEND pupils and families are involved in the co-production of Individual Pupil Profiles which are updated as frequently as required, particularly as we involve Educational Psychologists, CAMHS, Speech and Language therapists and other professionals and they identify changing needs over time. Students have the opportunity to identify where they would most benefit from TA support and to shape their support.

We meet parents of EHCP students formally for the Annual Review at least once per year and encourage and welcome at least six-monthly check ins.

Any safeguarding incident or wellbeing concern relating to our SEND EHCP students is escalated to the DSL team and the SENCOs, and social stories used where required to support understanding.

At parents' evenings, the SENCOs are available to meet with parents and students and subject teachers also available to discuss SEND adaptations in the classroom for the individual child.

Blackfen School undertakes regular parents' surveys and specific questions seek the views of parents of children with SEND (termly). Students' views are gathered at the end of interventions and support programmes using questionnaires or focus groups. Focus groups are also used to elicit student views on curriculum areas, behaviour, clubs and wellbeing provision.

We also host events for our parents, including a termly SEND update meeting and visits from Bexley Voice.

An Information report about provisions offered for children and young people with SEND can be found on the school's website <http://www.blackfen.bexley.co.uk>

Students and their parents/carers can find additional guidance and support through Bexley's local offer: <http://www.bexleylocaloffer.uk>

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15. How we work with external agencies and others

At the heart of effective SEND provision is an understanding that multi-agency working is crucial for the success of the child. As such, Blackfen is completely committed to working cooperatively and extensively with outside agencies to secure the best possible educational outcomes for our SEND learners.

At Blackfen, we recognise that some children with special educational needs can be at particular risk and can be more vulnerable to harm. A Designated Safeguarding Lead will review all alerts related to children with SEND and refer to the Local Authority safeguarding agencies as required.

Children with SEND who are also Looked After Children (also known as CLA or children looked after) can be especially vulnerable. In such cases, the Local Authority Virtual Head and the SENCO and Local Authority will work closely together to facilitate annual reviews.

Blackfen School works with a number of external providers and agencies. All are checked for Safer Recruitment practices in line with Keeping Children Safe in Education and therefore meet stringent safeguarding standards.

Blackfen School currently works with: Bexley Educational Psychology Service; Talk Autism; CAMHS; Bexley Voice; Bexley Speech and Language Therapy; Bromley Tutorial Foundation; Fleet Tutors; ELKLAN; the National Institute of Teaching; the National College.

You may be unhappy about the way that Bexley have handled a decision about your child's special educational needs. Regardless of whether your child has an EHCP, you can take a number of measures to resolve the situation, including disagreement resolution, mediation and SEND tribunals. The information to support you to do this can be found on the Local Offer website: [Disagreement Resolution, Mediation and SEND Tribunals Appeals | Bexley Local Offer](#)

16. How we evaluate the effectiveness of our provision

We evaluate the effectiveness of our provision in a number of ways. Firstly, we commission regular reviews of our SEN provision in the mainstream classroom and in the Resource Provision from the Bexley SEND team and via external consultants. These reviews are shared with our teaching and support staff and governors to share best practice and identify areas for improvement. There is an annual SEND action plan, in addition to the whole School Improvement Plan, which ensures that actions for SEND are prioritised at whole school and SEND department level.

The examination outcomes of SEND students in years 11, 12 and 13 are considered in comparison to their targets and to whole school outcomes, as is the progress provided in the annual 'progress updates' which are made available to parents and students for every year group. This therefore ensures that any gaps in outcomes and progress are identified and areas for improvement set at a subject level where this is appropriate. Destinations data is an important data set for the evaluation of our provision, as we ensure our students secure destinations relevant to their aspirations and potential.

SEND interventions (such as reading 'word level' interventions) are evaluated using pre and post intervention testing and pupil feedback.

The Annual Review process is another opportunity for the evaluation of our provision at the individual level.

The school's SEND governor monitors closely the progress of the SEND department at the school and undertakes frequent monitoring visits to the department.

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17. Staff training and expertise

Blackfen School recognises the critical role of staff expertise in supporting all learners, particularly those who have, or who may have, a special educational need. In order to ensure our staff have this expertise, the school undertakes annual training with a SEND focus for all teaching staff, including Teaching Assistants and Cover Supervisors. All staff have received training in speech, language and communication needs in teenagers from Talk Autism. In addition, the school has in place the following:

A qualified SENCO and a second SENCO currently undertaking the National Professional Qualification for Special Educational Needs Leadership, with the second SENCO holding a Master's Degree in Special Educational Needs

10 staff trained in the delivery of the Hackney Literacy Programme

4 teaching assistants with the Speech and Language Support Qualification for 11- to 16-year-olds

4 governors, the Headteacher, Deputy Headteachers and SENCOs are trained in Special Educational Needs and the Equality Act

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18. How to raise concerns or make a complaint concerning the provision at Blackfen

In the first instance where parents or carers are concerned about the provision made for their child, we hope that you will feel able to raise this with the SENCOs, Mr Padial-Romero or Mrs Freeman or with the Deputy Headteacher Mrs Makepeace. For children with an EHCP this may also be done as part of the annual review.

Parents / carers may also choose to raise their concerns with the Headteacher Ms Senior. We at the school will always work with all parties involved to resolve any areas of concern. Parents / carers are always welcome to attend meetings with a friend, family member for independent support.

If concerns cannot be resolved parents/carers should use the school's complaints procedure as set out in the Complaints Policy. Parents and carers may also find the following useful:

<https://www.gov.uk/complain-about-school/sen-complaints>

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19. The Local Offer

Details of the Local Offer for Bexley can be found here: <http://www.bexleylocaloffer.uk>

The Local Offer for other relevant authorities can be accessed here:

Greenwich: [Children and young people with additional needs | Greenwich Community Directory](#)

Lewisham: [Lewisham Council - Lewisham SEND Local Offer](#)

Bromley: [Special Educational Needs and Disability \(SEND\) Local Offer – London Borough of Bromley](#)

Kent: [About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

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Glossary of key terms

We recognise that there are many specialist terms used throughout this document. We hope you find this a useful guide to some of the terms and acronyms used.

Annual Review: The yearly review at which progress over time is discussed and new targets made for children with an EHCP

ASD: Autism spectrum disorder is a disability which affects how a person communicates and interacts with the world

Dyslexia: A learning disability that affects a person's ability to accurately read, including decoding words and spelling

Dyscalculia: A learning disability that affects a person's ability to understand numbers and maths

EAL: English as an Additional Language

EHCP: Education Health Care Plan

EHCP NA: Education Health Care Plan Needs Assessment

Early Intervention Team (EITs): Early Intervention Team (Bexley) made up of a social worker, Education Psychologist, SEMH (social, emotional and mental health) partner and SEND partner

Equality Act: The legislation (law) that requires schools and other organisations to ensure that children with SEND are treated fairly

Hackney Literacy: A Literacy Intervention Toolkit programme for year 7 and 8 pupils that accelerates progress in English (reading and writing)

Jigsaw Provision: Our specialist Resource Provision for Speech, Language and Communication Needs

Local Authority: The organisation that's responsible for the provision of services in an area

Local Offer: The provision for children and young adults with special educational needs in an area (usually a local authority)

Phoenix Provision: Our KS4 curriculum provision for study skills and additional support

SALT: Speech and Language Therapist

SEMH: Social, emotional and mental health

SENCO/SENDSCO: Special Educational Needs (and Disabilities) Coordinator

SEND: Special Educational Needs and Disabilities

SEND Code of Practice: The government document that provides guidelines for organisations who work with children who have Special Educational Needs and Disabilities

SEND Support (K): the terminology used to indicate a child has special educational needs that cannot be accommodated without extra/additional provision-the 'school action' stage

SSO: Student Support Officer-a member of our welfare team who is responsible for the care and wellbeing support of students in a year group