

SEND INFORMATION REPORT/SCHOOL BASED LOCAL OFFER 2023 - 24

(This should be read alongside the school SEND Policy)

Type of school	Mainstream Secondary School – Blackfen School for Girls
Specialist provision on site	Resource Provision (RP) for students with Speech and Language Needs. 20 Places in total Admissions made via the Local Authority admissions panel
SEND Register information as at Autumn 2023, September.	EHCPs – 42 SEN Support – 57 Placement of students on SEN Support is guided by the student's need for provision "different from or additional to" that provided to their peers. For this reason, the numbers of students on the register is dynamic and reviewed termly.
Any other key information	Ms Langridge, our SEN teacher in the RP, took retirement; she remains working with Blackfen SEND department as a higher level Teaching Assistant. In this role she has supported the smooth transition for students to our new teacher. We welcome Ms Baker back to Blackfen (previously Head of PE) as SEN teacher in the RP. Ms Baker brings experience of working in the primary as well as secondary sector. We appointed Ms Russell as our Autism Champion. We have 14 positions in our Teaching Assistant team (mainstream and RP), including 4 at level 3. Professional Development continues to be a focus. TAs and the SEN Manager completed professional development in a range of areas to continue to develop their expertise in working with students with additional needs. The SENDCo completed professional development through the Bexley SENCo Forum and Bexley SENCo mentoring programme and with external providers regarding JCQ Exam Access Arrangements; speech and language and dyslexia. Bexley SEN and the SENDCo delivered training to staff on the use of the Bexley SEND Toolkit. The SENDCo delivered training on SEND at Blackfen to staff and to PGCE students.

All Bexley maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

Bexley Local Offer for children and young people with SEND, which can be accessed via the following link:

<https://www.bexleylocaloffer.uk/>

The School's Policies Page, which can be accessed via this link:

<https://www.blackfenschoolforgirls.co.uk/page/?title=Policies&pid=29>

Government policies:

The SEND Code of Practice 0 – 25, 2014

[https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Equality Act, 2010

The Children and Families Act 2014

Blackfen School Vision

We believe that our school community is a happy and successful one because we offer a unique learning experience of ongoing challenge in a caring environment. Blackfen sets out to challenge students from day one in year 7 to their last exam in year 13.

We believe in hard work, resilience and a determination to succeed, learning from the lessons of failure to become successful. We believe in raising the aspirations of everyone in our community of inspiring a belief that 'anything is possible' amongst our students, staff, governors and parents.

We believe in developing our students into confident, responsible citizens ready to play an active role in the wider community.

The SEND department are committed to ensuring that students identified as having special educational needs are entitled to a broad and balanced academic and social curriculum that enables all students to achieve success.

In this Report you can find the following information:

- 1) What are the admission Arrangements for Students with SEND?
- 2) What types of SEND do we provide for?
- 3) How does the school identify SEND?
- 4) Who are the best people to talk to in this school about my child's difficulties with learning or with the social or personal development aspects of school life?
- 5) Who are the best people to talk to in this school if I feel my child's difficulties are because of their SEND or because they may have an undiagnosed SEND?
- 6) How will students with SEND be supported at Blackfen school?
- 7) How are the adults in school helped to work with children with an SEND and what training do they have?
- 8) How will we measure the progress of your child in school? And how will you know about this?
- 9) How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?
- 10) How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?
- 11) How might I be involved in my child's learning if I wish to do so?
- 12) What should I do if I have a complaint or a concern about the SEND provision?

1) What are the admission Arrangements for Students with SEND?

If your child has an Education and Healthcare plan (EHCP), then your choice of secondary school should be discussed at the Year 5 annual review. You are entitled to attend and contribute to the discussion along with any professionals who work with your child. You will have the opportunity to decide on your preferred choice of school which the Local Authority will consider alongside any other evidence.

If your child does not have an EHCP you should apply for your place in secondary school in the usual way. See www.bexley.gov.uk/admissions

2) What types of SEND do we provide for?

Blackfen school aims to reduce barriers to progress for students with SEN/D through a focus on quality first teaching, with reference to the Bexley SEND toolkit. If further support is required we use 'best endeavours' to secure special educational provision for students that is "additional to and different from" that provided already within the adaptive curriculum. This is to enable staff to respond effectively to the four broad areas of need:

- Communication and interaction (such as Autistic Spectrum Disorder, Asperger's Syndrome, Selective Mutism and Speech and Language Difficulties)
- Cognition and Learning (such as Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, Dyspraxia)
- Social, emotional and mental health (such as ADHD; ADD; attachment disorder)
- Physical / sensory needs including students with hearing or visual impairments

We are committed to listening, responding to and working with parent /carers and students in deciding on, planning and reviewing provision for the student and their level of need. We aim to ensure regular staff training that helps meet student needs. We will support students with medical conditions to achieve full inclusion in all school activities by speaking with health and social care professionals. We work in partnership with the Local Authority and other outside agencies, to access support and guidance.

3) How does the school identify SEND?

Students are identified as experiencing SEND according to the criteria set out in the Special Educational Needs and Disabilities Code of Practice (2015). We gather information in a number of different ways:

- At admission to the school from information given by parents/carers
- At transition from Year 6 or Year 11 from the student's previous school
- During school through a referral from a member of staff, parent, carer or the student that leads to an assessment of need
- Through data gathered from academic work and from the reading assessment sat by all year 7 students to give a baseline reading age
- From reports that leads to an assessment of need
- Through information given to the school from Health or Care partners or other Educational professionals

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. A diagnosis of a particular condition does not automatically mean that a student is recorded as needing SEN Support if provision in the classroom is enough to overcome possible barriers to progress.

4) Who are the best people to talk to in this school about my child's difficulties with learning or with the social or personal development aspects of school life?

Community tutor; SSOs (Student Support Officers); Faculty leaders; Subject teachers. They have a responsibility for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Ensuring that all children are supported to be safe and well and able to participate in the wider life of the school.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in a particular subject area or pastorally.
- Where a student has an Individual Pupil Profile (IPP) the teacher / SSO may contribute as appropriate, to the writing and review of the IPP.
- Communicating specific targets and sharing and reviewing these with parents at Parents Evenings or other times as required.
- Providing specific feedback to your child on what they have achieved and how they can progress through dialogue and through regular marking of your child's work.

5) Who are the best people to talk to in this school if I feel my child's difficulties are because of their SEND or because they may have an undiagnosed SEND?

The Special Educational Needs Co-Ordinator (SENDCO) Ms Siobhan McCauley (working Monday, Tuesday and Friday)

The SENDCo has qualified for the award of Postgraduate Certificate in Special Educational Needs (SENDCo Award) with Merit, in April 2015.

Key responsibilities are for:

- Coordinating the support for children with special educational needs (SEN) and/or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that as parent / carers you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - a part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist etc.
- Updating the school's SEND register, (a system for ensuring all the special educational needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Seeking specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Ensuring a successful transition from primary to secondary school for year 7 students with SEND.
- Ensuring all students with EHCPs are supported effectively; information is shared with school staff as appropriate; holding of Annual reviews and maintaining effective communication with parents/carers.
- Taking a lead role in Quality Assurance within the department, including lesson visits, work scrutiny and learning walks.
- Reporting annually to Governors about the work of the Department.

Contact by email: smy@blackfen.bexley.sch.uk

SEN Teachers for the Jigsaw RP (Resource Provision) – Speech and Language Ms E Baker; Ms Jessica Tempest

They are responsible for:

- Ensuring a successful transition from primary to secondary school for year 7 students in the Jigsaw RP.
- Planning and monitoring the integration of the students within the RP into mainstream lessons, tailored to the needs of the individual.
- Ensuring all RP students with EHCPs are supported effectively; information is shared with school staff as appropriate; supporting the holding of Annual reviews and maintaining effective communication with parents/carers.
- Liaising with parents to ensure that school and home work together in the interests of the child.
- Working with subject specialists to create a curriculum to be taught in the RP that takes into account the needs of the individual student whilst facilitating their move into mainstream.
- Provide an alternative pathway for KS4 students in the RP if and when required.
- Liaising with the SENDCo and other professionals as required.

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. 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.

Contact by email: eba@blackfen.bexley.sch.uk jte@blackfen.bexley.sch.uk

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.

<https://www.bexleylocaloffer.uk/Services/2291>

SEN Manager, Ms Sharon Mackay

The SEN Manager works very closely with the SENDCo to ensure the efficient and smooth running of the department. They are usually the first point of contact for the team and manage the calendar for the SENDCo and external professionals who work with students in school. **Key roles:**

- Leading the Teaching Assistant team
- Liaising with the SENDCo on the organisation of Exam Access Arrangements for students with SEND and liaises with the Exams Office.
- Directing the TA responsible for the dyslexia screening process.
- Supporting the SENDCo to ensure the SEN Register is kept up to date.
- Sharing key strategies and information from professionals' reports with staff as required to ensure staff are aware of individual student needs.

Who else works with and supports students with SEND?

Teaching Assistants (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

Who else has responsibility for students with SEND?

The Deputy Headteacher with responsibility for Inclusion, Ms Ruth Makepeace.

The Deputy Head teacher with responsibility for Inclusion holds the National Professional Qualification for Senior Leadership and is a Child Designated safeguarding officer.

She leads on the learning and progress of:

- Students with SEND
- Students with SEMH
- Students within the Resource Provision
- Students with English as an Additional Language
- The Most Able Students across the school
- Students for whom the year 7 catch up funding is targeted
- Pupil Premium students with SEND

The Deputy Headteacher works closely with the SENDCo

Contact by email: rma@blackfen.bexley.sch.uk

The Head teacher – Mr M Brown

He is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENDCO and other members of staff but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contact by: in the first instance is by calling 02083031887, ask to speak to the Head Teacher's PA.

SEND Link Governor – Mrs J Wooster

The Governing Body provides strategic leadership and accountability in schools and the SEN Governor, Mrs J Wooster is part of this team. Governors oversee the financial performance of the school to make sure money is well spent; hold the head teacher to account for the educational performance of the school, ensuring clarity of vision, ethos and strategic direction. The SEND Governor will review the SEN Information Report and the SEND Policy alongside the SENDCo and the Deputy Headteacher for Inclusion. The SENDCo provides reports for the Governor including how the Report and Policy are being followed, what may need to change or be updated. The SEN department's action plan is included within the whole school improvement plan and progress is monitored as part of this.

Contact in the first instance is by calling 02083031887 and ask to speak to the Head Teacher's PA.

6) How will students with SEND be supported at Blackfen school?

- High quality teaching adapted to the needs of individual students
- Teachers have access to the Bexley Quality First Teaching & Special Educational Needs Toolkit
- Regular meetings with student and / or parents/carers
- In class support from teaching assistants for students with an EHCP or as deployed by the class teacher
- Specialised programmes to improve literacy and spelling delivered by staff within the SEND Department
- Advice and support for teachers from the SENDCo
- ASD support programme both for students and their parents/carers
- Speech and Language Therapy advice and guidance for interventions from a qualified therapist from the Joint Communication Team
- Accelerated Reader programme to support reading development, delivered through the English department during library lessons in year 7
- Interventions designed for students with SEMH difficulties including anger management and restorative justice
- Access to the school counsellor
- Homework Club run by the school librarian supported by TAs 2 days a week
- Where appropriate, additional support may also be sought from outside agencies including a request for Educational Psychologist involvement, following discussion and advice from the meetings with EiTs (Early Intervention Team)
- Support from the local authority Visual and Hearing Impairment advisors
- Blackfen School is committed to ensuring that everyone is treated fairly and with respect; recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same. The school's Equal Opportunities Policy, Equalities Duties for Schools Policy and Accessibility Policy ensure protection for children with SEND

Exam Access Arrangements KS4 are formally applied for students in years 10 – 13. 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 SENDCo. 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 (the Joint Council for Qualifications) that some students might work slower 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. All the above information is part of our evidence towards a formal application in KS4 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.

Assessment for dyslexia: the school purchases access to a dyslexia screener which can be applied by an experience member of the Inclusion team. The screener programme can identify if a student is deemed 'at risk' of dyslexia and areas of difficulty they may have. Concerns / query regarding dyslexia are raised by parents / teachers / SSO and shared with the SENDCo via the SEN referral system. The SENDCo gathers information from the teachers and parents and the student completes a dyslexia screener assessment.

If there are indicators for dyslexia then the SEN Manager or SENDCo will share suggested strategies with parents / carers and with the student's teachers. If there are no or very few indicators for dyslexia 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, we can supply these 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.

7) How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCO works closely with Faculties to support the planning for children with SEN/D. The SEN team is in regular communication with the SSOs to identify students who require additional support.
- Members of the SEN team deliver CPD sessions for teaching staff as part of the whole school CPD programme; our SEN Manager and SENDCo deliver training to the TA team through regular briefings.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of all children including those with SEN/D. This may include whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff can apply to attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Staff are given information about children with SEN/D through the school information systems; IPPs are created for students at a particular level of individual need and these are shared with their teachers and teaching assistants

8) How will we measure the progress of your child in school? And how will you know about this?

Your child's progress is continually monitored by their subject teachers:

- Their progress is reviewed formally every term.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Those children who have an Individual Pupil Passport (IPP) will have this reviewed at least annually with a member of the SEN team.
- The SENDCO will also monitor your child's progress within any SEN Department interventions
- As with all children in the school a range of ways will be used to keep you informed, these can include:
 - Phone calls/text messages/emails home
 - Letters/certificates/postcards home
 - School Reports
 - Parents' Evenings
 - Additional meetings as required

9) How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

The school provides a range of extra-curricular activities to students. All students, including those with SEND are encouraged to attend. Risk assessments are carried out and procedures put into place to enable all students to participate in all school activities.

Each student with a disability or medical need is treated as an individual. The school is pro-active in making 'reasonable adjustments' for disabled students and those with medical needs to ensure that they have access to all buildings and therefore all of the curriculum.

10) How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?

When students work in an intervention run by the SEN team they are given opportunities to share their views about the success of the intervention, how it has helped and if they have suggestions for improvements. Children usually do this in discussion in their group.

Individual Pupil Profiles are a co-production with the child and the parent / carer and may also include recommended strategies from professionals' reports; these are reviewed at least annually.

Children with an EHC Plan are given the opportunity to contribute to the Annual Review – this can be directly in the meeting, in writing, through a member of staff the child is comfortable talking to or through the parent/ carer.

Students also know they can talk to the tutors, Student Support Officer, subject teachers or a member of the SEN team and their views are also sought at times through more formal groups / questionnaires at various times during the school year.

We also welcome your views and suggestions as to ways we can develop our SEN department, our SEN Report and Policy; you may choose to share these when meeting with the SENDCo or any members of the SEN team; or through an Annual Review or by email.

11) How might I be involved in my child's learning if I wish to do so?

As a parent or carer you have a key role in your child's education and will have your own ideas and experiences that guide you in this. The SEN team can also support you – please just ask us. You can help bridge your child's transition between home and school; you can support them with home learning, with establishing regular reading and study habits; encouraging and recognising their successes and efforts. You may also wish to ask questions of teachers, the SSOs or the SEN team. Bexley's Local Offer has a lot of excellent guidance and links to external support groups.

12) What should I do if I have a complaint or a concern about the SEN provision?

In the first instance where parents or carers are concerned about the provision provided for their child we hope that you will feel able to raise this with the SEN Manager, Ms Mackay or the SENDCo, Ms McCauley or with the Deputy Headteacher Ms R 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 Head Teacher, Mr M Brown. 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 from

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

Glossary of Key Terms	
IPP	Individual Pupil Profile
ISP	Individual Support Plan
SEN Support	School Action stage of the SEN Code of Practice
SEN/D	Special Educational Needs / Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs / Disability Coordinator