

BSG SEN information report

Persons responsible for Special Educational Needs

The Special Educational Needs Coordinator (SENCo) is Ms A. Collins
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The Designated Governor is Mrs J. Bowley.

Categories of SEND that are provided for

SEND support at BSG will include targeted support for pupils with speech, language and communication needs and young people with ASD (including Asperger's syndrome and Autism). It will also include pupils with specific learning difficulties which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Young people may also experience a wide range of social and emotional difficulties which manifest themselves in many ways. Some young people may have a visual and or hearing impairment or a physical disability and will require specialist support and/or equipment to access their learning. The school will seek to provide appropriate support for all these pupils guided by relevant outside agencies.

Some pupils with more complex needs such as severe autism, severe learning difficulties or severe physical or sensory difficulties might need to undergo a full assessment for an Education, Health and Care Plan. These pupils may require more specialist provision enabling enhanced access to the curriculum.

Procedures for identifying children and young people with SEN and assessing their needs

- Through specific reports from feeder schools on admission (in the Sixth Form references from a pupil's previous school), through visits to feeder primary schools and information given on pupil admission forms and from contact with parents.
- Through the monitoring of pupil work and progress by subject teachers.
- Through regular consultation between Heads of House and the SENCO.
- Through medical reports made by health professionals.
- Through assessments made by the school (cognitive ability tests and screening tests).
- Through assessments made by the Educational Psychologist.
- Through contact made by social services or CAMHS.

If you think that your child may have a special educational need that has not been previously identified then you should contact the school to make an appointment with the Special Educational Needs Coordinator (SENCo), Anna Collins.

Arrangements for consulting pupils with SEN and their parents and involving them in the child's education

Prior to a pupil being placed on the Special Education Needs Register, a meeting will be arranged with parents to discuss the specific needs of the young person, the level of support and type of interventions required. An Individual Education Plan (IEP) will be drawn up which will highlight the background information on the pupil, the areas of concern, the impact of these in the classroom and the recommended strategies of support. These will be devised in consultation with the school, parents and the SENCo.

Parents of pupils with an Individual Education Plan (IEP) will be invited regularly to contribute to a review, discuss their thoughts and suggest targets for the future.

Pupils with an Education, Health and Care Plan will have an Annual Review meeting. The pupil, parents, teachers and external agencies will be invited to contribute and attend.

Parents' Evenings occur annually for each pupil and are a chance for subject teacher, parent and pupil to discuss progress. The SENCo will be available at these evenings.

Parents can always contact the school to discuss their child via email or phone.

Arrangements for assessing and reviewing the pupil's progress towards outcomes and evaluating the effectiveness of the provision made for children and young people with SEN.

The effectiveness of provision is measured by the progress that pupils make over time. This progress is measured frequently and in several ways.

Teaching staff enter data on individual pupils following assessments to ensure that the information held is always relevant and up to date. Parents can access this information on line via the SIMS parent app.

Subject departments continually monitor and discuss pupil progress, and interventions such as subject action plans, will be put in place if necessary. Internal tracking systems are routinely used.

All pupils at BSG receive a progress report three times a year. This provides information about attainment and commitment levels, and allows the level of progress being made over time to be measured.

Pupils who have an Individual Education Plan (IEP) will be invited to a review meeting at least once a year. During this meeting performance is discussed as well as the progress made on the targets previously set. New targets will be set based on the level of progress made. For pupils with an Education Health and Care Plan a similar process of discussing performance and progress made towards targets will take place at their Annual Review meeting.

A report is produced by the SENCO on the provision and interventions made for SEN pupils across the school to the Governing Body.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

Before a pupil starts in Year 7, as much information as possible is gathered from parents and the primary school. This will include medical records, specialist reports, intervention notes and progress data. Important information from these sources will be communicated to teaching staff to ensure that appropriate support continues as the girl enters secondary school.

Pupils are visited at their primary school towards the end of Year 6 (pre-covid). The aim of this meeting is to provide the girls with information about the school, allow them to ask questions and generally reduce any anxiety about the transition. The visiting teacher will also liaise with the pupil's class teacher and establish what support is being offered and what specific needs the pupil has. In the case of girls coming from Bournemouth primary schools this exchange of information will take place at the Transition meeting with the Year 6 teachers in June.

A meeting may be arranged with the pupil and her parents before starting at BSG to make sure any specific needs are fully understood and to help make the transition a smooth one. A draft IEP may also be discussed and formulated at this meeting.

All pupils receive careers education to help them plan for the future. This includes two work experience placements, one in Year 10 and one in Year 12. Students will have the chance to meet with our Careers advisor to discuss their next steps in education.

Pupils with an Educational, Health and Care Plan have an additional one-to-one meeting with our Careers advisor to discuss transition in relation to their specific needs and how these can be met in the future. Transition advice will also be given during the Annual Review.

Once an application for further/higher education has been made, universities/colleges may contact the school to discuss the student's needs and the interventions and support that is currently in place at school. Further information, advice and guidance are always available, and a meeting can be arranged at any time with the school's Careers Advisor.

The approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment

The Register of Pupils with Special Educational Needs is held by the SENCo. All staff have access to this through the Pupil Needs Register and SIMS. All staff will be informed of any particular pupil concerns at the beginning of the school year and then as appropriate during the year. Copies of Individual Education Plans (IEPs) for pupils on the SEND register are kept on the school's information system.

Teaching staff support all pupils at a level appropriate to their need. This is carried out on a day to day basis through effective differentiation in the classroom and quality first teaching. Differentiation is a priority in lesson planning to ensure that all girls are able to fully participate in all aspects of the learning and make the best possible progress. When necessary, additional interventions may be put in place to ensure that a pupil is able to fully access the curriculum. This will be following consultation and advice from staff and external agencies. This may include one to one support in a lesson and or targeted support in the school's Learning Centre. Any provision put in place will be reviewed frequently to ensure that the pupil's needs are being met.

Some specialist resources or equipment may be provided where appropriate e.g. resources such as overlays and specific coloured paper and texts with enlarged font to assist the visually impaired, a writing slope, special seating cushion or chair and specialist ICT software.

The school works within Joint Council for Qualifications (JCQ) guidelines to put in place Access Arrangements for external examinations that are appropriate to meet the needs of individual pupils. Teaching staff are fully involved in reviewing and agreeing these arrangements.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCo and Teaching Assistants regularly undergo specialist training as required.

All teaching staff are provided with training on specific issues relating to SEN at the beginning of the school year e.g. ASD, Asperger's syndrome, Hearing Impairment. This training is provided by the SENCo, Educational Psychologist and other specialist advisors as appropriate.

How children and young people with SEN are enabled to engage in school activities with children and young people in the school who do not have SEN

BSG girls are encouraged to involve themselves in all aspects of school life. Clubs and trips are open to all pupils, with individual arrangements planned in advance to ensure that everyone is able to participate.

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Form tutors look after the needs of the pupils and provide initial pastoral support if it is required. The Heads of House and Head of Sixth Form coordinate this support and put in further intervention if it is needed. Other pastoral interventions include:

- Peer mentoring by the 'big sister' scheme
- Mentoring/coaching of some identified pupils by specifically trained teaching staff
- School nurse
- Liaison with external agencies including but not exclusively the Educational Psychologist, Speech and Language Therapist, Inclusion Team, Physiotherapy and Occupational Therapy Services, Vision and Hearing Support Services, CAMHS.

Measures to prevent bullying are outlined in the pupil planner and in the Bullying Policy which can be accessed on the school website.

Accessibility

The school is developing its provision for any pupils who may have a permanent or temporary physical disability which may impair their access to the curriculum. With the exception of the library and some technology facilities all areas of the curriculum are accessible on the ground floor, where necessary by use of room swaps. All the buildings constructed since 1997 have been constructed to meet the acoustic requirements at the time of construction. A grant was secured to fund an improvement programme in the main school building resulting in some classrooms having suspended ceilings with appropriate acoustic ratings.

Height adjustable tables/chairs/benches etc. are not generally available, but consideration will be given to providing such facilities if required. Provision has been made, as required, in the past for pupils.

There is a room equipped to allow pupils to have their physiotherapy in school.

There are disabled toilet facilities throughout the school.

There are specified access parking spaces in both main school car parks.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Where parents have concerns they should discuss these with the SENCO in the first instance. If the matter cannot be resolved then contact should be made with the Headteacher who will be able to advise on the appropriate course of action, following the school's published policy on dealing with parental complaints.