

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REPORT SPRING 2017

Welcome to our SEND Information Report which forms part of the Redbridge Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice. The information published will be updated annually. BBIH is also referred to by students, staff and professionals as 'The Hub'.

This report was reviewed: Spring 2017, next review due Spring: 2018.

This document has been framed using questions and answers that can be useful for parents. If you have any other questions please contact BBIH directly on 020 8418 4760 or email us [admin@bbih.org](mailto:admin@bbih.org)

Click the following link to access the Redbridge SEND Local Offer:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

Answers to these frequently asked questions are below.

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## What is the Special Educational Needs and Disabilities (SEND) information report?

This report provides information for parents on how students with Special Educational Needs and Disabilities are provided for at BBIH.

When we talk about what is provided or "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age.

## What is SEN?

SEN refers to Special Educational Needs. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified as having SEN, we will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

Many of the learners that come to us may have previously been identified as having SEN.

## What is a disability?

A person has a disability if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there can be a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

## What kinds of SEND are provided for at BBIH?

A student may have had an education interrupted by illness or have a physical or mental health need that requires a smaller, more personalised environment. Many of the students that the Hub is an appropriate provision for can be identified as having a SEN relating to **Social, Emotional or Mental Health** (including ADHD, anxiety and depression). It is however not a provision established to support students who present with challenging behaviour.

Students with **medical needs** that have resulted in access to mainstream education has not being possible may also be supported, in these cases a consultation with the Headteacher and appropriate medical professionals may be necessary.

It may be the case that students who require smaller group sizes and a more personalise environment will also have **Specific Learning Difficulties** (such as dyslexia) that will be supported but is not the primary reason for them attending the Hub.

Students with a diagnosis of Asperger’s Syndrome currently attend the Hub but again this is not a specialist provision for students on the Autistic spectrum (**ASD students**). Students who have **moderate learning difficulties** that are able access level 1 courses can also be catered for.

Attending a smaller more personalised environment may be suitable for some students for a range of reasons who have a range of SEND.

## How do you identify students' needs?

Students often come to the Hub with their needs already identified. However, it is also the case that in the new environment the need for SEN intervention becomes more apparent.

The Hub identifies students who have additional needs in a number of ways and at any time during the year. The principle of **early intervention** underpins the approach taken at The Hub to ensure the student gets the most out of his or her time here.

Identification of SEN is through:

- initial assessment on entry of literacy and numeracy abilities is undertaken (using the BKSb)
- student focused meetings
- staff link management meetings
- analysis of student work and progress (academic levels)
- analysis of behaviour records
- observations made by staff including the Senior Leadership Team
- reading ages
- social integration - friendship groups
- behaviour in class and behaviour around the school site

All of these indicators can prompt a member of staff to begin further investigation. This can include assessments carried out by the school staff or outside agencies that support the school including the school's educational psychologist which could lead to a request for an Education and Health Care Plan (EHCP) assessment being requested by the local authority.

If you think your child may have a SEN that has not been identified please contact your child's coach directly or you can email [admin@bbih.org](mailto:admin@bbih.org) which will then be referred to the Vice Principal with responsibility for SEN.

## How are parents of children with SEN involved in their child's education?

We recognise that co-production (parents, child and school working together) is an important part of any child's education. Parents/carers are asked to consider any possible SEN identification and are involved in any decision making regarding assessments. The impact on the young person and family is discussed sensitively and openly so that all involved understand the process and implications of any assessment.

Parents/carers support for a young person identified as having an additional need is vital in helping the young person navigate the assessment process with confidence. It is also important that parents and carers understand the nature of the possible SEN need so that they can support their child to succeed.

All students have a Personal Learning Coach who is in regular contact with parents, we believe the involvement of parents/carers (Including those who of children who have identified SEND) is very important for their child's progress.

If an EHCP assessment is agreed by the Local Authority to access appropriate support for your child then parents are required to engage with a number of professionals throughout the assessment process.

If a parent or carer wishes to discuss their child's progress or is concerned that their child may have a form of SEN they should contact their child's coach or any staff member with whom they are

comfortable. The staff member will then refer the student to the Vice Principal for SEN. The parent may also make direct contact the Vice Principal directly.

## **How are students with SEN involved in decision about their education?**

The Personal Learning Coaches and Specialist Progression Coach provide excellent support for all students (including those with SEN) in making decisions about their education. As our students are 14 at youngest, preparing students for adulthood (using the Preparing for Adulthood themes) is an important focus throughout their time at BBIH.

Students meet with their coach each week and reviews of academic progress with coaches happen each term in line with progress reports from subject teachers. Parents are also invited to attend these reviews.

All SEN students will have targets that they work with their coaches on achieving, the nature of the target will require a greater or lesser involvement from parents. Where students have Education and Health Care Plans (or Statements of SEN) these documents are reviewed at least twice a year and once through the formal annual review process. We recognise that co-production is an important part of student's success and the involvement of parents/carers is crucial in supporting our students with making progress towards their aspirations.

## **How are students helped when joining The Hub, in Preparing for Adulthood and Moving On from The Hub?**

With support from their Personal Learning Coach students are supported in joining the school community, it may be that students join us during the year and staff at The Hub will support students with making friends and understanding routines. The student's Coach is a vital link during the integration period and they provide a high level of support during this time. The Preparing for Adulthood themes of Employment, Independent Living, Community Inclusion and Health are considered in the work of the Personal Learning Coaches.

When a student is used to receiving a high level of support it is sometimes hard for them to feel confident without it. Often the support will remain with the student into college or an apprenticeship but it is important that we assist students to develop their independence.

Developing independence and reducing the need for support is an important part of young people's development. We help students to develop the skills necessary that will enable them to request and access support independently.

Communicating the needs they may have is an essential skill for young people with SEN as they leave school education so that they can ensure their needs are met in the wider world. Support staff work on this with students throughout their time at BBIH.

Depending on their level of need students have access to the Connexions service which can advise students of appropriate college and work placements. Connexions staff are able to work with parents and care givers as well to provide advice and support.

In school the students' Personal Learning Coaches will assist them with preparing applications for colleges. In addition all our young people have access to the Specialist Progression Coach who works with Personal Learning Coaches and students directly.

## What is the approach to teaching students with SEN?

The level of support will depend on the level of need the young person has. If the student has an Education, Health and Care Plan the school will work with the student and parents/carers to achieve the outcomes. The plans will be reviewed at least twice a year (with one formal annual review) and the Individual Education Plans (which are prepared in school) are reviewed termly. All reviews are carried out with a person centred approach where the views of the young person are at the heart of the review and future planning.

The Vice Principal (SEN) works with all Class Teachers, Coaches, Teaching Assistants, Curriculum Leaders and Outreach teachers to ensure that the young person's needs are met and targets in their Individual Education Plan remain relevant and challenging. The nature of the support your child receives will depend on their level of need. The level of support will be agreed and discussed at the beginning of each academic year or when an assessment of SEN is made and reviewed regularly depending on the nature of the need and progression.

The school will involve parents in all support plans for the student. School staff will measure the impact of the support given to the student and the progress he or she is making.

BBIH will provide specific interventions to meet each young person's needs. This will take a variety of forms:

- differentiation within the curriculum
- general support in class from an additional adult
- targeted and specific support outside of lessons by the class teacher or teaching assistant
- withdrawal from lessons or an adapted timetable may be provided
- Access to the school's counselling service
- Specialist Progression Coach

All adjustments and provision of appropriate equipment will be met by the school; advice of experts will be sought by the school as to the best way to support your child. BBIH take a flexible, personalised and thorough approach to meeting your child's learning needs.

## How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Students are able to select a level of study that matches their ability and potential achievement level. This is possible for all courses studied at BBIH. This enables students to succeed and progress at the level that is right for them regardless of their age or year.

BBIH is a physically accessible site so all students can participate in all curriculum options available on site.

What staff training has taken place to support student with SEN?

As we are a small provision with a personalised approach staff training takes place when specific areas of need are identified. The Vice Principal (SEN) provides support for all teachers and teaching assistants and administration staff when appropriate by providing advice, and strategies for working with our SEND students.

Various members of staff have areas of SEND expertise including working with Autistic Spectrum Disorder (ASD) students, specialist Outreach teachers (Little Heath) provide training and advice as does the school's Educational Psychologist. Training is provided to staff when it is required; if a new student enters the school not all staff may be familiar with the SEND of this student and how best to support them.

Most recent general training for staff included:

- Differentiation in the classroom
- Autistic Spectrum Disorder awareness

## **How is the effectiveness of provision evaluated?**

The Assess, Plan, Do, Review model is used to monitor provision with students Coaches being the primary monitor for students progression and the impact of provision. The effectiveness of provision is overseen by the Vice Principals.

The goal of supporting students to become independent in their learning, having the skills for independent living, social integration and being able to work successfully towards achieving their aspirations we believe are supported by academic achievement.

The monitoring of the progress of a student will depend on their SEND and their starting point. It may be that students will not immediately be showing academic progress if their primary barrier to learning is not directly related to learning but the environment or working with peers for example.

The Personal Learning Coach plays a key role in helping students identify goals and achieve these goals. Progress (and the effectiveness of the provision) is evaluated with parents and students. Coaches monitor progress and students' progress (and effectiveness of the provision) is evaluated with line managers on a regular basis.

## **Will my child's SEND mean that they are not able to participate fully in school activities?**

BBIH ensures that all students attending BBIH are offered the chance to participate in school activities. Only where activities are advised against by medical professionals or it is not possible to ensure the health and safety requirements can be met will students not be offered places on activities. In this case the school will look at how partial participation may be possible.

The wishes of the student and whether participation will be a positive experience for them is also considered.

## **What support for improving emotional and social development of students with SEND is in place at BBIH?**

BBIH is an inclusive and supportive environment where all students with SEND are completely integrated into the school.

Lunchtime is shared by most students and staff in the common area and is a time when staff will actively encourage students to participate in socialising.

Access to other activities which might support a young person with SEND such as work experience or physical activity is provided on a student by student basis.



Students are supported by their personal learning coach in weekly sessions where they reflect upon their personal and academic progress and review any issues they have or support they need. Our young people may be vulnerable and as such coaches will discuss any concerns and be alert to potential bullying that may arise.

A drama therapist is also part of the school's support team, students can self-refer or can be referred by staff.

## **How does the school work with Specialist Services such as Health and social care?**

Specialist services are matched directly with the needs of a young person. BBIH works with health and social care organisations including voluntary organisations to access services that we feel can be of benefit to our students. We recognise that parents know their children best but also that professionals outside of the school can provide expertise in different contexts and that it is important to involve people with this experience. Students who are looked after by the local authority are given specific consideration and support.

Students will also receive dedicated educational advice monitoring and support for their SEND if appropriate. This is provided by outside agencies such as the Joseph Clarke Service for visually impaired students or Little Heath Outreach service who supports students with ASD and learning difficulties.

## **Who can I contact at the school if I have questions about SEND?**

The school's Vice Principal with responsibility for SEN (Ryan Stores, [admin@bbih.org](mailto:admin@bbih.org)) oversees the SEND provision at BBIH. Ryan works alongside the SENCo (Cormac O'Neill) to ensure that assessment, implementation and reviewing of provision is effective. Ryan Stores can be contacted directly by parents/carers or through your child's coach.

## **If I have a complaint or concern relating to SEND provision who can I contact?**

Any complaints or concerns can be emailed to [admin@bbih.org](mailto:admin@bbih.org) for the attention of the Principal

A link to the Redbridge local offer is below link.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>