



## **SEN/D Information Report**

### **What should I do if I think my child may have Special Educational Needs or Disabilities (SEN/D)?**

Bilton School is committed to the early identification of Special Educational Needs or Disabilities. We believe that close parental liaison is fundamental in supporting students and we value your input. If you have any concerns or queries regarding your child, there are several people you can contact:

- Your child's Pastoral Leader or Tutor
- Your child's Subject Teachers
- Bilton Boost
- School SENCO – P Moorcroft
- Family Action (formerly Warwickshire's Sendias)

Also, at Parent's Evenings there are members of the school leadership team available to answer any questions you may have.

### **How does the school know if students need additional support?**

Before your child starts at Bilton School, we liaise closely with the primary school to gather information and data about any SEN/D. This enables us to understand what type of support has been provided at primary school so that we can support students with SEN/D as soon as they start at Bilton.

When your child is at Bilton School, we monitor their progress through various tests. This provides us with data and information which may indicate that your child needs additional support. In year 7 all students complete a range of different tests, which can include Cognitive Ability Tests (CATs) and NGRT (Reading Test) during their first few weeks so we can identify early an additional support which may be required within literacy or numeracy.

Also, we use a 'staff request' Referral form to allow staff to raise any concerns they have regarding students. This may lead to observations, issuing fidget/calming aids, feedback from other subject teachers, access arrangements, further assessments or discussing concerns with parent/carers.

### **How will the school support my child?**

Having identified your child's needs, we use the compiled information to decide how best to support your child. We strongly believe that high quality, outstanding teaching is an essential part of supporting children with SEN/D. If it is decided that additional support is needed, this will be a graduated response. For example, a Teaching Assistant may be placed in the lesson to provide support for your child and/or a Pupil Passport could be produced to outline support strategies for staff. These Pupil Passports are

reviewed regularly. If the decision is that your child needs a higher level of support, additional interventions may be offered.

*“My teacher helps me all the time, makes sure I understand before she moves on, even if I’m the only one who doesn’t understand” Yr 10 SEN Student*

### **How do teachers use Class Charts to benefit SEND students?**

Class charts is used by teachers to gain information on the SEND needs in their classes. This enables them to plan their seating plan appropriately, plan support for individuals and the report back on the impact this support has had. Class charts also gives parents the opportunity to view all homework set for students and to monitor their house points/behaviour.

### **What is the Bridge Group?**

The Bridge groups are specific groups in year 7 and 8 who receive bespoke support and nurturing. Students for these groups are selected following advice from Primary Schools. The Bridge groups have the same teacher for all Maths and English lessons, bridging the gap between primary and secondary school.

### **How will the curriculum and other teaching strategies be matched to my child’s needs?**

As part of our ethos for high quality teaching, we expect teachers to differentiate their lessons to meet the needs of all students. Staff have been given resources to aid the teaching of SEN students and through the use of Pupil Passports, staff are aware of your child’s strengths, needs and strategies to support them. In some subject areas, students may be placed in ability groups or smaller sized classes. Some students may be removed from a subject and placed in English intervention to support them with their literacy needs. Other students, with more complex needs, may follow a personalised curriculum.

### **How is the decision made about what type and how much support my child will receive?**

We encourage all our students to be independent learners as much as possible in every lesson. We carefully review all transition information which is collated, alongside our initial standardised tests, to help determine the support a student needs. Depending on this information, further support may be offered. If your child has an Education, Health Care Plan, we use the objectives to determine the type and level of support. Bilton Boost will ensure the students are accurately placed on the SEN/D register and support will be matched to the needs of the child. The SEN/D register is reviewed based on student progress and any intervention that has been put in place.

### **How will I know how my child is doing and how will you help me to support my child’s learning?**

We monitor the progress of every student and inform parents /carers through the school’s report system and Parent’s Evenings. There is also the opportunity to liaise with staff via email or through reception via a phone call. Additionally, students who are identified as having a Special Educational Need will often receive further contact with

Bilton Boost if the need arises. We value parental input and welcome feedback at any time.

### **What support will there be for my child's overall well-being and independence?**

On admission, your child will be placed in mixed ability tutor groups with a tutor and pastoral leader responsible for monitoring the progress and development of each student. Tutors will see their tutor group during registration periods at the start of each day. On Thursday there is an extended registration where students follow our Character and Culture curriculum. Their tutors are a constant point of contact to celebrate and reward achievements and alleviate any concerns students may have. We also have access to a number of specific specialists who can work with individual students.

### **What specialist services and expertise are available at, or can be, accessed by the school?**

Firstly, we have our Teaching Assistants who have a range of training, qualifications and experience in several areas. Also, within our school we have a Refocus Centre which helps to support students who require support to integrate successfully into the main stream setting. If further additional support is needed for students who, without help, are at risk of not achieving a positive outcome, pastoral leaders may start a EHA (Early Help Assessment) to ensure that relevant agencies are working together to support the child.

*"Teaching Assistant helps me with my work, with my time management and gives me lots of praise" Yr 8 SEN Student*

Where necessary, we seek support and advice from a range of external agencies and services. For example: Vulnerable Learners Service, ASD Specialist, Child and Adolescent Mental Health (CAMHS), Occupational Therapists, counselling services, Positive about Young People and Educational Psychologists.

### **What training have the staff supporting students with SEN/D had or will be having?**

We are committed to the continuing professional development of all our staff. A range of training opportunities have been delivered, and will continue to be, in supporting students with autism, attachment disorder, hearing or visual impairments, emotional and social difficulties and literacy / numeracy interventions. Examples of this include whole staff ASD Lv1 training, Acquired Brain Injury awareness training, Occupational Therapy training and dealing with Seizures.

### **How will my child be included in activities outside the classroom, including school trips?**

Educational visits and off-site activities greatly enhance students' personal and social development and contribute to the breadth of the curriculum. School residential trips are some of the most memorable experiences for students at Bilton School and

help to bring learning alive. They are heartily encouraged and mapped out across all school years. All trips are planned carefully so that all activities are enjoyable, of maximum educational benefit and are as safe as possible.

We make every effort to include all students onto school trips. On occasion, we may need to complete individual risk assessments to ensure safety. All students are encouraged to attend extra-curricular activities and clubs during the school day and afterschool.

### **How accessible is the school environment?**

We aim to make Bilton School as accessible as possible through reasonable adjustments. The school provides reasonable access to all facilities, including wheelchair access to some areas. Reasonable adjustments will be made in response to the needs of the individual student. Where access is limited, alternative provisions so that the student can access the whole curriculum are available.

### **How will Bilton School prepare and support my child to join the school?**

Bilton School has an excellent transition programme. It starts at the Summer Term Open Evening when Y5 parents/carers can come in and meet the SEN/D team. From January onwards we begin to work with primary schools and share EHCP, attending reviews where possible. The information gathered is used to see how best to support the student and to help write the Pupil Passport for Bilton School. Visits are made to all relevant local primary schools to gather data to help personalise their future education. This helps to build their confidence and enthusiasm about starting at Bilton School. Bilton Boost can also arrange extra visits to the school for SEN/D students to reassure and answer any questions that parents/carers may have. Induction days follow with all students being placed in their tutor group. Induction Evening allows parents to gathering information from key staff and gives an opportunity for parents to liaise with members of Bilton Boost, including the school Senco.

*“Teachers, friends and other students all help me to feel good about myself at Bilton” Yr 8 SEN Student*

### **How will Bilton School prepare and support my child to transfer to a new school or college?**

Transition to post-16 education is co-ordinated for most students by our Careers Advisor, year 11 team and P16 team. The team supports students in exploring potential careers suitable and available to students and they also advise students on post-16 opportunities. We co-ordinate with local colleges to ensure that relevant information and data is transferred to ensure smooth transition. Also, we work with outside agencies to support SEND students with transition to P16, e.g. the Autism Support service. For students who are transferring to a new school, for example due to relocation or a more appropriate placement, Bilton School will help to prepare students for this transfer by supporting any visits to the new school, ensuring all information is passed on and by supporting parents with the move.

### **How are the school's resources allocated and matched to children's SEN/D?**

Our finances are monitored and we utilise resources to support the strategic aims of Bilton School, as well as individual learner needs. Our school's Business Manager oversees resource allocation. For the majority of students, funding is sourced from the school's budget. For some students with an Education, Health, Care Plan, additional 'top up funding' is allocated by the Local Authority to support their needs.

### **How are parents / carers involved in the school? How can I be involved?**

We aim to support every student by working in partnership with parents and carers; keeping them informed at all times about the achievements of their children and by asking them to keep us informed about what is happening at home. Through developing strong home school links, we aim to ensure that students are fully supported to develop their talents in the best possible way. We value close communication with parents and aim to keep them fully informed about the schools' activities and the progress of their child. Parents can access information on events in the school, such as parents' evenings, through the school website and newsletter. In addition to these formal contact points, parents are welcome to see their child's tutor, teachers, the SENCO and Pastoral Leader by appointment at any time throughout the school year.

### **Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their child's form tutor or relevant subject teacher. Parents/carers can also contact the Pastoral Leader, Assistant Head teacher or Helen Way who is the school Parent Liaison Officer. For SEND queries please contact Paul Moorcroft who is the school SENCO. All staff can be contacted via Bilton School reception: 01788 840600.

### **For more information on SEND issues and help from Family Action go to**

<https://www.family-action.org.uk/what-we-do/children-families/send/warwickshire-parent-partnership-service/>

## SEN 2019/20



### Year 7

Bridge Tutor group, same teacher for all English, Maths and Science.  
Small group so teacher can give more support.  
TA supporting Bridge tutor group in lessons.  
Interventions, including: Lego, food therapy, paired reading, literacy intervention.  
TA support in other key lessons.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template

### Year 8

Bridge Tutor group, same teacher for all English and Maths.  
Small group so teacher can give more support.  
TA supporting Bridge tutor group in lessons.  
Interventions, including: Lego, food therapy, paired reading, literacy intervention.  
TA support in other key lessons.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template

### Year 9

Support for students starting GCSE subjects and ensuring that they have chosen correct pathway for them.  
TA mentor for EHP students, during registration and check up on them during day.  
TA support in key lessons and for key students.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template  
Students start process towards getting exam access arrangements.

### Year 10

Build up groups. Students in small groups with designated member of staff. Students get time to complete work for other subjects while staff can mentor them.  
Support for students in GCSE subjects and vocational subjects.  
TA mentor for EHP students, during registration and check up on them during day.  
TA support in key lessons and for key students.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template  
Exam access arrangements

### Year 11

Build up groups. Students in small groups with designated member of staff. Students get time to complete work for other subjects while staff can mentor them.  
Interventions/revision sessions during registration, lunch and after school.  
Support for students in GCSE subjects and vocational subjects.  
TA mentor for EHP students, during registration and check up on them during day.  
TA support in key lessons and for key students.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template  
Exam access arrangements

### P16

Support for students both transitioning to Bilton P16 and away from Bilton.  
Interventions/revision sessions during registration, lunch and after school.  
Information on class charts to support teachers in lessons.  
Teachers planning for key students using school planning template  
Exam access arrangements