

The Frances Bardsley Academy SEND Information Report:

Ethos:

The Frances Bardsley Academy exists to empower young women with the knowledge and personal characteristics needed to live successful and fulfilling lives. This ethos is adhered to for all our students with Special Educational Needs, creating a fully inclusive school. Our characteristics **KRACERS**, standing for being Knowledgeable, Resilient, Articulate, Creative, Empathetic and Reflective, is something we inspire to instil in our students, no matter which barriers to learning they may face.

We are an all-girls multi-ethnic comprehensive school providing high quality education to all students, regardless of their abilities and circumstances. We work closely with external agencies within the area and with surrounding schools, in particular primary schools, to ensure smooth transitions for students leaving Year 6 and joining our Year 7, which can be a very daunting and worrying time for them.

In addition to the general provision of in-class support, we offer personalised Learning Support Department (LSD) and small group work. Students may find that they benefit more from extra individual support on a 1:1 basis for:

- Literacy, spelling and reading
- Numeracy and maths skills
- Speech and Language development
- Dyslexia support
- Memory work
- Social and communication skills
- Handwriting
- Mentoring
- Behaviour support
- EAL support
- Emotional and Mental Wellbeing support

Our department is always open to any students who require some extra support or who feel vulnerable, and we offer:

- Homework Support – before school, break time, lunch and after school
- Social support and mentoring- break time and lunch time

We take a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities. The School is accessible for students with physical disabilities.

Detailed information is provided in our SEND and Inclusion Policy, which follows the Assess, Plan, Do, Review process. The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2014). The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

IDENTIFYING CHILDREN'S ADDITIONAL NEEDS

How will the school know if my child needs additional help and how will the school share information with me?

The school uses end of KS2 results from primary schools, as well as other information such as the CAT4 assessment and the Accelerated Reader programme in the English department to identify students who may require additional support. If members of staff alert us that a student is not making the expected progress in certain subjects despite interventions from the subject teachers we will also carry out a LASS assessment to explore further possible difficulties. The Learning Support Department ensures teachers are aware of any difficulties or certain needs and offers advice regarding strategies which will enable students to have maximum access to the curriculum.

Parents will know that special educational needs and provision can be considered in four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will work closely with the young person and their parents/carers to identify why support is needed, what the barriers to learning are and to understand why a student may not be making progress.

The school works alongside a number of specialist external agencies including the Educational Psychology Service, the CAD 5-19 team (Children and Adults with Disabilities team), Education Welfare Officers, Social Services and the Child and Adolescent Mental Health Services (CAMHS). Advice is also sought from a variety of other specialist providers where necessary.

CONTACTS AT THE SCHOOL

Who should I contact if I have any questions or concerns about my child?

There are many different ways in which parents/carers can raise questions or concerns regarding any difficulties they feel their child may be experiencing. Usually concerns are raised with the relevant Progress Manager for each year in the first instance by either telephone or via e-mail.

Mrs A Goulding & Mrs E Cole	Progress Manager Year 7	Year7pms@fbaok.co.uk
Mrs A Worth & Mrs K Wood	Progress Manager Year 8	Year8pms@fbaok.co.uk
Miss Z Tauheed	Progress Manager Year 9	ztauheed@fbaok.co.uk
Miss L Potter	Progress Manager Year 10	lpotter@fbaok.co.uk
Miss A Johnson	Progress Manager Year 11	ajohnson@fbaok.co.uk
Mrs H Mond	Head of Year 12	hmond@fbaok.co.uk
Ms A Warriar	Head of Year 13	awarrier@fbaok.co.uk

For Specific concerns regarding Students with a Special Educational Need (SEND) and students who have English as a Foreign Language (EAL) can be directed to the following staff:

Miss Rebecca Ford	SENDCo	rford@fbaok.co.uk
Mrs Debbie O'Shaughnessy	SEND Support Manager	dlickfold@fbaok.co.uk

In order to raise general concerns, you have with your daughter at home/in school with regard to her safeguarding and wellbeing please contact our Wellbeing Team (Welfare Inclusion Safeguarding and Emotional Wellbeing).

Mrs Fiona Martin	Wellbeing Manager, Pupil Premium and Deputy Child Protection Officer	fmartin@fbaok.co.uk
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INVOLVING STUDENTS AND PARENTS/CARERS IN PLANNING SUPPORT

How will the School involve me as a parent and my child in meeting our SEND needs and in general school life?

There are a number of ways in which we will involve parents/carers in meeting the needs of their children:

- Discussions between teachers and individual students
- Statutory meetings and reviews
- Planning and review meetings involving teachers, students, parents/carers and external agencies as appropriate
- Regular contact between home and school, e.g. emails, letters and phone calls
- Parents' Evenings

RANGE OF SUPPORT AVAILABLE TO MY CHILD

What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation
- Specific teaching interventions
- 1:1 support or small group interventions
- Support for health needs
- Accessible site for those with physical disabilities
- Support and counselling for emotional and social well-being
- Involvement of external agencies when appropriate
- Literacy and numeracy support groups

MEASURING PROGRESS

How will the School know how well my child is doing and how will they inform me about this?

The school is committed to ensuring that all teaching is good or outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of all students. We aim to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum
- Members of staff understand that they are all teachers of students with special educational needs
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs
- Every student is provided with opportunities to make progress in every aspect of their development, enabling them to be the best that they can be. The school places great importance on informing parents/carers about the progress of their child and any additional intervention provided. Progress is closely tracked as part of the whole school assessment cycle and review meetings are held. Progress will be measured three times a year. Parents/carers will receive three data monitoring reports per year. SEND Individual Education Plans are updated regularly with parents and staff provided copies. Individual Education Plans are updated with relevant information provided by the student to give the student a voice and accessible for teaching staff so they know exactly what the student feels they should be aware of when teaching them and how best to support their individual needs in the classroom.

SUPPORT AND TRAINING FOR STAFF

Have any staff received specialist training in SEND?

The Learning Support Department is led by a senior member of staff (the SENDCO) who is actively involved in whole staff training sessions on a regular basis. The school employs a SEND Support Manager and a skilled team of Learning Support Assistants (LSAs) to help students with SEND in their everyday classroom environment in the different subject areas. They work alongside teachers and students in the classroom but also offer small group work and one-to-one support. There is a Learning Support Centre in the Wellbeing Centre offering a variety of clubs and interventions. Teachers are offered ongoing advice and training regarding differentiation and how best to support individual students with SEND. All new teaching staff receive training regarding our students with SEND.

SUPPORT AND TRAINING FOR PARENTS/CARERS

What support and training within the school is available for parents and carers?

At all times parents/carers are encouraged to contact the Learning Support Department, or teachers, to seek advice regarding clarification of any issues regarding SEND. They are welcome to write, telephone or e-mail. Where questions are raised which cannot be fully answered by members of the Learning Support Department, advice will be sought from external professionals. Parents/carers will be directed to specialist services where relevant.

ACCESSIBILITY

How is the school accessible to children with SEND?

All buildings on the Frances Bardsley Academy site are accessible for students with physical disabilities. Classrooms and seating plans are organised to enable good access to seating positions and to enable pupils with sensory impairment maximum access to information (for example, proximity to the teacher or whiteboard). Specialised equipment can be used in classrooms when necessary. There is a lift available to access the first and second floor, and relevant stairs are equipped with an evacuation (Evac) chair to support students in case of an emergency.

INCLUSION

How will the school ensure that my child will be included in all activities at school, extra-curricular clubs and on school trips?

Frances Bardsley Academy is an inclusive school and will seek to ensure that all students are offered maximum possible access to the curriculum at all times. The school offers a vast range of enrichment opportunities and numerous clubs run on a daily basis; all students are encouraged to participate in these. There is support available for any trips or visits that our students with SEND may be required to undertake. These are staffed according to the particular needs of those attending and additional support is offered as required. The school always consults parents/carers regarding any particular requirements their child may have and, where possible, the school will manage these.

STARTING OR CHANGING SCHOOLS

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Frances Bardsley Academy seeks to support students at all stages of transition and preparation for life as an adult. Relevant information from outside agencies is sought for any student who has particular difficulties during a transition period. Some of the ways in which we seek to ensure smooth transition are:

- Year 6 Open Evening
- Parents' Evenings
- Transition meetings between student, parents/carers, Year 6 staff, Progress Manager and the SENDCO
- Year 6 Induction Days and taster lessons
- Additional school visits and tours as requested
- Transition meetings between student, parents/carers, Post 16 staff, Progress Manager and the SENDCO
- Involvement of the Children and Adolescent Team for People with Disabilities Service where necessary for guidance on GCSEs and applying to higher education
- Use of our in-house careers advisor - Rebecca Woods

CONCERNS/COMPLAINTS

Please refer to the school's Complaints Policy which is published on our website for more information.

Within school, the procedure has three stages, which must begin with the informal stage. Parents/carers are encouraged to discuss any problems or grievances with the school. Any problems should be referred to the SENDCO in the first instance.

FURTHER INFORMATION FOR FAMILIES AND PRACTITIONERS

Further advice is available on the Frances Bardsley Academy website or via the following links:

The London Borough of Havering will publish their provision on their website (Local Offer) under

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

For help and advice for parents please go to: SEND Information and Advice Support Service (SENDIASS)

www.havering.gov.uk/SENDIASS

☎ 01708 433885

SENDIASS offer a free, impartial, confidential information, advice and support service offering support to young people (16-25) with SEND and parents of children with SEND.

Add+UP

59 Billet Lane, Hornchurch RM11 1AX

☎ 01708 454040

Add+Up is a registered charity for Havering and the surrounding areas, who provide support to families living with and professionals working with ADHD.

Positive Parents

☎ 01708 524627

An independent group for parents and carers of children and young people aged 0-25 with special educational needs and disabilities living in the London Borough of Havering.

Dyslexia Action

Dyslexia Action is an organisation which supports teachers and educators in helping those with dyslexia and other specific learning difficulties reach their potential.

This document should be read in conjunction with the school's Accessibility Policy and the SEND and Inclusion Policy (available from the School and on the website).

(Please also see the 'Quick guides for parents/young people' published on our website)