The Frances Bardsley Academy SEND Information Report:

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.

The SEND Department works with those identified as having special educational needs, medical needs and/or disabilities. We focus on fostering independence and developing skills they need to achieve and thrive in later life. All pupils have access to a broad and balanced curriculum, and we provide intellectual, emotional and social growth opportunities. We believe in including pupils in all aspects of school life. We endeavour to make reasonable accommodations, whenever necessary, to make this happen. High aspirations, the development of independence and reduction of the need for support over time remain as a focus of all staff. This facilitates preparing our students for the next steps of their education and life, Preparation for Adulthood drives all aspects of our work with students and families. We endeavour to work closely with parents and pupils to achieve this.

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 or small intervention group basis for:

- Literacy, spelling and reading
- Numeracy and maths skills
- Speech and Language development
- Dyslexia support
- Social and communication skills
- Mentoring
- Behaviour support
- EAL support
- Access Arrangements
- Emotional Literacy Support Assistant
- 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 Approach 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. Students who are receiving support that is 'in addition to' or 'different from' other students will formally be added to the SEND register.

CONTACTS AT THE SCHOOL

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

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

Mr Aodhan Lynagh	Assistant Head of Inclusion (SENDCo/Senior Mental Health Lead)	alynagh@fbaok.co.uk
Mrs Debbie O'Shaughnessy	SEND Support Manager	dlickfold@fbaok.co.uk

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

Miss Ingabire	Head of Year 7	aingabire@fbaok.co.uk
Ms Poh	Head of Year 8	apoh@fbaok.co.uk
Mrs Fdaoui	Head of Year 9	jcox@fbaok.co.uk
Miss Oakley	Head of Year 10	soakley@fbaok.co.uk
Mrs Wood/Mrs Cole	Progress Manager Year 11	Year11pms@fbaok.co.uk
Mrs N Bull/ Miss O'Gara	Deputy Heads of Year 12 /13	nbull@fbaok.co.uk aogara@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

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 in lessons

• 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

If deemed necessary, students will have a Pupil Passport created for staff to refer to in their planning and preparation for supporting that student. Staff also have access to Quality First Teaching strategies to support students which provide supportive measures that cover the four broad areas of need.

IDENTIFYING AND ASSESSING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

How does the school identify and assess pupils with special educational needs?

Frances Bardsley Academy follows the ASSESS, PLAN, DO, REVIEW cycle. This allows the SEND team to build a picture of need from teacher feedback, student voice, work samples and meetings with parents/carers. Teachers continue the ASSESS, PLAN, DO, REVIEW cycle in their classrooms in order to adapt to the needs of their students.

The following is a summary of the process:

- All students take part in baseline testing when they join the school. The results are analysed alongside previous information from primary school/previous secondary school to assess any needs and decide on the appropriate provision.
- The school work collaboratively to identify and support students with additional needs. The SENDCo meets with the pastoral and medical team regularly to discuss students and develop or adapt provision where necessary.
- Parents/carers and students are invited to discuss needs and possible support that can be put in place. Emphasis is placed on the value of the student's voice in decision making.

- Students will follow a cycle of ASSESS, PLAN, DO, REVIEW to establish whether the support is making an impact. Regular meetings ensure this process adopts a graduated approach and is reflective of the student's needs.
- Where students require a higher level of support, EHCPNAs (EHCP needs assessment) will be discussed with parents/carers. This application is completed through the Local Authority associated with the child's local home address.
- To ensure student's transitioning from Primary to Secondary school are adequately supported, the SENDCo attends the Havering's Primary to Secondary Transfer meeting to discuss the new cohort of students joining us. The SENDCO will attend Person Centred Review meetings at the Primary Schools to gather more information on a student's needs and the support available.
- If it is felt a student needs a higher level of intervention, support or specialist assessment than the school can provide there are a range of external professionals to refer to e.g., Educational Psychology, CAMHS, Speech and Language Service etc.
- Students on the SEND register will have a personalised Pupil Passport that is available to all staff. This will detail their needs and the best way to support them. These are securely held on the school's intranet.

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

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.

Pupil Passports 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. These are regularly reviewed with parents/carers and students.

If a student is struggling to make progress and require a high level of support, EHCPNAs (EHCP needs assessments) are applied through the appropriate Local Authority. Applications are made to the child's home local authority in conjunction with the parents/carers.

SUPPORT AND TRAINING FOR STAFF

Have staff received specialist training in SEND?

The SEND Department is led by Mr. A Lynagh (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 through interventions. There is a Learning Support Centre in the school, known as the Platform, offering a variety of interventions. Teachers are offered ongoing advice and training regarding adaptive teaching strategies 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?

All parents of students with SEND have access to the typical home/school interaction events such as Curriculum Evenings, Parents' Evenings and Information Evenings. At all times parents/carers are encouraged to contact the SEND Department via e-mail or telephone to seek advice regarding clarification of any issues regarding SEND. Where questions are raised which cannot be fully answered by members of the SEND Department, advice will be sought from external professionals. Parents/carers will be directed to specialist services where relevant. The school ensures that the **Local Offer** provided by the Local Authority is made available to parents/carers to ensure they are aware of what support is available to them. This can be found through the following links;

Havering Local Offer	https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0
Barking & Dagenham Local Offer	https://localoffer.lbbd.gov.uk/

STUDENT VOICE AND INVOLVING STUDENTS WITH SEND IN THEIR EDUCATION

What arrangements are in place for consulting young people with SEND and involving them in their education?

Students are encouraged to drop in at an appropriate time when they want to say something or ask for something. Learning Support Assistants play a key role in advocating for the students they work with when that child is unable to communicate a need for support. Students are involved in the creation and updating of Pupil Passports to ensure their views are taken into account. For students who have EHCPs participation at Annual Reviews is encouraged, more detailed questionnaires in preparation for meetings support the participation and involvement in the design of their provision as part of the student and family centred approach that we take.

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. Any students with a physical disability joining us will be invited in to assess their accessibility to the school and where possible, adjustments will be made to the environment, structures, organisation and practice of staff.

The facilities and/or adjustments for students depend on the barriers they may experience. We work closely with students, parents/carers and specialist provision when needed. Current examples of adjustments include;

- Allocating teaching rooms on the ground floor so difficult movement is limited
- Access to disabled toilets
- Provide devices to overcome visual impairments
- Adaptations in lessons to support a variety of needs (writing slopes, reading pens, supportive stools)
- Support and visits from the Team Around the School which includes; an Educational Psychologist, Advisory Teacher for Communication & Interaction, Advisory Teacher for SEMH
- Support and visits from the advisory teacher for the deaf and vision impaired

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.

TIMES OF TRANSITION

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.

Primary to Secondary education

The programme of primary liaison which includes:

- Year 6 Open Evening
- Transition meetings between student, parents/carers, Year 6 staff, and the SENDCO
- Extra days of induction with a special programme before the main induction day
- Year 6 Induction Days and taster lessons
- Meetings with parents

- Additional school visits and tours as requested
- Heavily support in the first two weeks of term and parents are invited in to review the beginning of Year 7.

Transition from Key Stage 3 to 4 and GCSE Option Choices:

- Year 9 Options Evening
- Support meetings through the options process with the SEND Department
- Meetings with the Careers Advisor to support GCSE Options

Transition to Post 16 Education

- Offer of a bespoke pathway for students during 6th Form Taster Day
- Specialist careers interviews
- Taster days and induction days at college
- Specific annual review meeting that focuses on preparation and support for the transition
- Liaison between SENDCo and the equivalent member of staff at Post 16 provider.

STUDENTS WITH A DISABILITY

What are the admission arrangements for students identified as having a disability?

Any student who has been identified as having a disability will have their access needs considered during their admissions meeting. The relevant member of the pastoral team will then work with the SENDCo and Headteacher to ensure the students' needs are met. Please refer to the admissions policy for further details which is available on the school's website.

What are the admission arrangements for students identified as having a disability?

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).