

Frederick Bremer School



SEND Policy and Information Report 2023-24

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1. Vision

Frederick Bremer School fully endorses the core principles of the SEND Code of Practice (2015). In line with the Code of Practice the school aims to include its pupils with SEND within its mainstream provision, as long as it is an efficient use of the Local Authority's resources and providing that the school is appropriate for the child's, ability and aptitude and that their inclusion within the school is not incompatible with the efficient education of other pupils.

The school is committed to making the principles of the SEND Code of Practice (2015) a reality at Frederick Bremer: *to this end all children and young people are entitled to a fully inclusive education within the mainstream classroom experience the whole school curriculum alongside their peers. All pupils are enabled to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.*

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

[Equality Act \(2010\)](#)

3. Definitions

A pupil has SEND if they have a learning need or disability which calls for special educational provision to be made for them.

They have a learning need or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Ms Ria Mills (020 8498 3480) r.mills@bremer.waltham.sch.uk.

They will:

- work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support



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- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the Local Authority and its support services
- liaise with potential next providers of education to ensure pupils and their parent/carers are informed about options and a smooth transition is planned
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class including children with SEND need.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum condition, speech and language needs
- Cognition and Learning, for example, dyslexia, dyspraxia
- Social, Emotional and Mental Health needs, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing needs
- Medical needs associated with SEND

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry through meetings with primary schools, which will build on previous settings and Key Stages, where appropriate; meetings with pupils follow from initial assessments. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline

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- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parent/carers. We will use this to determine the support that is needed through assessment by the SENDCO and whether we can provide it by adapting our core offer, or whether something different or additional is needed. SENDCO assessments may include observations, SEND checklists and the involvement of outside agencies such as the school Educational Psychologist and Speech and Language Therapists.

5.3 Consulting and involving pupils and parent/carers

We will have an early discussion with the pupil and their parent/carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and need
- we take into account the parent/carers' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent/carers. We will formally notify parent/carers when it is decided that a pupil will receive SEND support and they will be added to the SEND Register.

Parent/carers of children with SEND are consulted regularly by person-centred reviews, regular reviews, home and school contact through phone and email, and regular parent/carer voice and questionnaires. SEND and ASC staff make themselves available at parent/carer/carer evenings and other events such as Careers and Progression evening for year 11 pupils; as well as hosting regular coffee afternoons, book looks and work showcases to ensure parent/carers are involved in pupil's education and learning.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENDCO and SEND department will carry out a clear analysis of the pupil's needs. This will draw on:

- class teachers assessment and experience of the pupil
- their previous progress and attainment and behaviour
- termly data and reports
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parent/carers
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required; these support plans are available in our schools secure Staff Shared Area. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



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5.5 Supporting pupils moving between phases and preparing for adulthood

Transition arrangements are made for SEND students for year 6 to year 7 entry, changeover through year groups and transition to higher education post KS4.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parent/carers and pupils which information will be shared as part of this. Meetings and visits are arranged with next providers both pre- and post- entry to ensure a successful and sustained transition. Pupils are supported in completing college/higher level applications, and are given the opportunity to study BTEC qualifications to develop tailored work and life skills.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND, known as Ordinarily Available Provision. This will be adapted for individual pupils.

We will also provide the following interventions:

- Literacy and Maths, such as Rapid Reader, RWFS, Precision Teach and Power of 2
- before and after school GCSE interventions
- 1:1 support with keyworkers (wrap around)
- work in smaller groups (wrap around)

5.7 Adaptations to the curriculum, practices and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- adapting our curriculum to ensure all pupils are able to access it, for example, by smaller grouping in lesson, teaching style, modified learning objectives and outcomes, etc.
- adapting our resources and staffing, e.g. visual prompts, vocabulary lists, to-do lists, now and next boards, work with SEND/ASC TAs etc.
- using recommended aids, such as chrome books, coloured overlays, visual timetables, adapted font, etc.
- adapting our teaching, for example, allowing longer processing time, pre-teaching of key vocabulary, reading instructions aloud, key visuals, staggered workloads etc.
- the school behaviour policy is modified to meet the needs of SEND learners – sanctions are modified to meet the needs of each individual pupil and the circumstances.

5.8 Additional support for learning

There are a variety of systems put in place to support social and emotional development. The department work with and make referrals to CAMHS, as well as having access to counselling teams and mentors. We have resident speech and language therapists, arts therapists and workers, and the department also runs social skills groups, friendship groups, and groups for anxiety. Pastoral Support Officers run peer mentoring systems, and there is also an SEND break and lunch-time club. Each student has an individual pupil profile and Zones plan which is shared with all staff.

We have 30 teaching assistants who are trained to deliver interventions such as ELKLAN speech and language training for students with Autism.

We work with the following agencies to provide support for pupils with SEND:

- [Flourish](#)
- [CAMHS](#) / [NELFT](#)
- Educational Psychologist Team
- School Nurses
- Speech and Language Therapy Team
- Occupational and Physiotherapy Teams
- Arts/Play Therapists and Workers

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5.9 Expertise and training of staff

Our SENDCO is four years into the role of SENDCO and has achieved the NASENCO qualification, the Assistant SENDCO is an English teacher who also has the NASENCO qualification. There is an experienced ASC manager who leads on the provision for autistic pupils and a SEN Manager (Specialist Assessor) who leads on the provision for mainstream pupils with SEND as well as exam access arrangements. There are 3 HLTAs who lead on SALT, Anxiety and Interventions. We have an EAL Mentor who runs a curriculum alongside the whole school curriculum for our new to English learners. We have a team of 25 teaching assistants and regularly recruit into teaching via the TA route, many of whom stay within the school.

In the last academic year, staff have received in-house INSET training for SEND and ASC. All staff are offered tailored SEND training sessions three times a term. SEND training by outside agencies such as Flourish, AET, speech and language therapists and educational psychologists are also organised. Support staff have received regular SEND training, and the department receives regular outreach support from Flourish. We are working closely with the [Parent Forum](#).

5.10 Securing equipment and facilities

The funding for the mainstream provision does not cover the cost, the shortfall is made up by the funding for the ASC provision and from the schools overall budget.

TA Cost	£720,115
Costs including HLTA	£870,115
Costs including Managers, Admin (50%), Assistant SENCO (48%) and SENCO (68%)*	£1,070, 878
Therapies Cost	£12, 425
SALT/EP Cost	£40, 122
Mainstream Student Funding	£368, 000
ASC Student Funding	£428, 000

**percentage based on time allocated to Department outside of teaching and other duties.*

5.11 Evaluating the effectiveness of SEND provision

The effectiveness of the provision is evaluated by consistent quality assurance and observations of lessons and support staff, with regular feedback. Provision mapping is used to log and track the effectiveness of support and interventions for individual SEND students. The provision for SEND students was rated as Outstanding by an external review carried out by Swiss Cottage Teaching School and by Challenge Partners. The SEND department also has quality assurance visits from the SEND governor and input from professionals from the Flourish team.

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- using pupil questionnaires
- monitoring by the SENDCO
- provision mapping to measure progress
- frequent communication with home
- holding annual reviews for pupils with EHC Plans

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5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Frederick Bremer is a fully inclusive school which encourages SEND students to play a significant role across the mainstream school, they are expected to attend all lessons and work is adapted to meet their needs so they are able to participate in all lessons. The school works closely with Flourish and other services to ensure that disabled students are carefully transitioned to mainstream school and on an on-going basis for training and support in meeting specific needs such as Visual Impairment or Hearing Impairment.

In addition, the school work closely with the local authority SEN Team on the admission of disabled pupils with EHCPs into the mainstream school and the Specialist Resourced Provision for Autism (SRP). The school works with the team on an on-going basis to secure appropriate funding and resources for all pupils.

SEND students are encouraged to join mainstream extra-curricular clubs as well as being part of the school leadership programme, in addition many interventions are mixed with SEND and non-SEND students. All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

Pupils are encouraged to attend residential and day trips available across the school, with specialist arrangements made where appropriate. All pupils are encouraged to take part in sports day and school productions. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The schools accessibility plan supports our commitment to delivering provision that is appropriate for all our pupils including those with disabilities, it can be found

5.13 Support for improving emotional and social development

All our interactions with our pupils are based on the trauma informed approach.

SEND students are offered keyworker sessions weekly, where students can talk to a trusted adult about school life. There are also opportunities for SEND students to contribute to the school parliament to voice their views. SEND students are encouraged to apply for the various student leadership programmes and are assisted in their applications.

Bullying is consistently addressed; there are frequent assemblies on respect, acceptance and inclusion. Autism awareness week is featured and publicised to all students and staff. We endeavour to promote and celebrate a diverse range of conditions, diagnoses and abilities.

Pupils who required additional support for their emotional well-being may be offered strategies such as sensory weighted belt, fidget toys, ear defenders and a calming sensory tent to regulate. Pupils can use the sensory garden within the school grounds if an outside space is beneficial.

5.14 Working with other agencies

The school has involvement and liaises closely with the Educational Psychologist, school nurse, speech and language therapy team, and the occupational and physiotherapy teams. In terms of social care, there is liaison with social workers, the Early Help Team and CAMHS. There is a home school worker team which helps support families in the school.

5.15 Complaints about SEND provision

Complaints from parent/carers of SEND students are arranged through email contact and then meetings can be arranged either with Heads of Year or with the SENDCO. There is an up to date complaints procedure policy found on the [website](#).

This complaints procedure includes the contact details of staff which can be contacted regarding concerns about SEND students.

The parent/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:



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- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parent/carers of pupils with SEND

You can find information on SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) through the Citizens Advice Bureau located at:

Call: 074 9428 0073

Email sendiasswalthamf@centre404.org.uk

Address

1 Russell Road

London

E10 7ES

Opening Times

Monday to Friday, 9:00am – 5:00pm.

5.17 Contact details for raising concerns

Parent/carers can contact Ms Ria Mills (SENDSCO) in the first instance, on 020 8498 3480 or r.mills@bremer.waltham.sch.uk.

Additionally, parent/carers can contact their child's head of year, contact details for whom can be found in our Parent/Carer Handbook.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send>

6. Monitoring arrangements

This policy and information report will be reviewed by Ms Fenella Hewitt (Deputy Headteacher) and Ms Ria Mills (SENDSCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

www.bremer.org.uk

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- SEND Policy
- Anti-Bullying Policy

8. Admissions

In order to gain a place at Frederick Bremer, when there is an EHCP in place, you need to go through the Annual Review Process. If you wish to have a place in the SRP (Specialist Resource Provision) then this must be clearly stated



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in the application for a place here- Frederick Bremer SRP. If you do not state this then the Local Authority will apply on your behalf for a place in the Mainstream.

If your child has an Education, Health and Care Plan (EHCP) and you want to change their school, contact the SEND Service on 020 8496 6503 or 020 8496 6505. You should inform your current senco and sen team officer.

All pupils without an EHCP must go through the Local Authorities Admissions Team. Links from the Waltham Forest Website are below:

Year 6:

<https://www.walthamforest.gov.uk/schools-education-and-learning/apply-school-place/apply-secondary-school/when-should-i-apply-secondary-place>

Mid year:

<https://www.walthamforest.gov.uk/schools-education-and-learning/apply-school-place/year-admissions>

Ratified