



# **London South East Academies Trust**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

### **SEN INFORMATION REPORT AND POLICY (BBA)**

<b>Responsible post holder</b>	Executive Headteacher
<b>Approved by / on</b>	
<b>Reviewed</b>	September 2020

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equality and Diversity Policy, Safeguarding Policy, Attendance Policy, Complaints Policy and Supporting Pupils with Medical Conditions Policy.

This policy will be reviewed annually.

### **Definition of SEN**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 16)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

## **1 The kinds of special educational need for which provision is made at the school**

Bromley Beacon Academy has a specific duty to educate children with SEN specifically, those identified as having a primary need of ‘Social Emotional and Mental Health Difficulties’, (SEMH) as well as having secondary SEN’s.

Working together with families and professionals BBA is committed; to ensuring the

children placed with us make good or better progress and achieve well through identifying and setting provisions as set out in individual EHCP's, with a joined up approach working with families, local authorities and other external agencies.

## **2 Information about the policy for identification and assessment of pupils with SEN**

All pupils at Bromley Beacon Academy will have an EHCP in place when being accepted. The SEN Lead will consider admittance if the needs set out in the child's EHCP Match the SEMH provision the school offers. In many cases, a preadmission interview and view of the school may be arranged with the child's SEN Caseworker before making a final decision on whether we would be able to meet the child's needs long term. A further visit to the school or trial days may occur before a place is offered, if deemed appropriate. After a place has been offered, funding will need to be agreed with the child's residing local authority and an induction period will take place. The induction includes a risk assessment, handover of school uniform, detail of our expectations and behaviour policy, completion of admissions paperwork, outline of school rules, literacy and numeracy baselines, as well as the completion of a Pupil Passport.

The pupil passport consists of an 'about me' section, individual targets and EHCP Outcomes, as well as how best to support the child within the classroom. SEN needs and EHCP Outcomes are shared with staff in this way and reviewed termly with the child's tutor and parent/carer at Academic Review Day.

Most pupils will start at the Academy on a reduced timetable that gradually increases over a transition period of usually one to two weeks; to ensure a successful transition and integration. Cross-curricular baselines will take place during the first six-week period of joining the Academy.

Bromley Beacon Academy offers a Central Assessment Package (CAP) for all pupils upon entry which assesses the following:

1. Visual Stress
2. Learning Style
3. Single Word Spelling (SWS)
4. Single Word Reading (SWR)
5. Reading Comprehension
6. BBA Orpington students are also tested for Dyslexia (Nessy Dyslexia Quest)
7. Maths
8. Therapeutic Needs

The assessments within CAP are accessible to pupils of all ages, ability and Special Educational Needs and are consistent across the Orpington and Bromley campuses, with the exception of the PM Benchmark reading comprehension tool. All tests are administered 1:1, although the SWS assessment can be carried out with groups of pupils. Information gathered through CAP is disseminated to teaching staff. Assessments will identify those requiring an intervention programme as well as identifying more able pupils and.

The **Visual Stress Test** identifies a coloured overlay that may help pupils when reading. Each classroom has a set of the different coloured reading rulers for pupils to use.

The **Learning Style** questionnaire determines the best way in which individual pupils learn. This may be auditory (listening), visual (looking/watching) or kinaesthetic (doing).

The **Single Word Reading and Single Word Spelling** assessments generate a spelling/reading age, a raw score (RS) and a standardised score (SS). Raw scores and Standardised Scores are used to track progress and inform re-assessment. Pupils achieving a SS of <90 are re-tested twice per year. Pupils achieving a SS of 90+ are only re-tested if concerns are expressed that the pupil is not making expected progress. Spelling/reading ages can have a negative impact on pupil self-esteem so SSs are used in pupil feedback and reports to parents.

**Reading comprehension** is assessed using PM Benchmark; the starting level is determined by a pupil's SWR results. This assessment tool levels pupils within coloured book bands, a nationally proven approach to developing successful readers. Since a standardised score is not generated, all pupils are re-assessed at least twice per year and progress is recorded using the terms – beginning, developing and secure. A reading comprehension age is obtained based upon the pupil's ability to read unseen texts, to retell events/facts, answer orally literal and inferential questions as well as questions on applied knowledge and vocabulary at higher levels.

When pupils are reading securely at the highest book band level, and towards the end of Year 8 (in preparation for transition to the Bromley campus), reading comprehension is assessed using Access which generates both a reading comprehension age and a SS. The criteria for re-testing using Access are the same as those for SWR and SWS (see above).

Baselining at BBA Orpington following the Collins Scheme of Work and is taken twice more during the year.

**Baseline at BBA Bromley differs in the following ways:**

Student will receive a Learning Style questionnaire giving an indication of the pupil's preferred learning style. This may be auditory (listening), visual (looking/watching) or kinaesthetic (doing).

**Numeracy/Mathematics Skills**

Curriculum topics are adapted and in many cases bespoke to meet individual learning needs looking at what stage students are at individually; rather than where they should be when looking at their age and in comparison with child/young persons peers. Any weakness highlighted are monitored using 'I can' statements across all key stages (see Teaching and Learning Policy for more details)

We baseline in numeracy using the ACCESS 2 results, as well as the Numeracy Test taken on entry. For those who did not have a scale score of 90+ are assessed again in January and July using the same ACCESS 2 paper. Student's progress is monitored throughout the academic year to ensure progress is being made.

### **Specific SEN procedures for all BBA school sites.**

The Academy follows a graduated approach to identify and assess need, using the 'Assess, Plan, Do, Review' Model. Both sites are currently piloting a new SEN Cause for Concern Log where staff are able to share specific concerns from classroom observations about a child/young person's SEN with the SEN departments at each site.

Our close working relationships with external agencies ensures advice and support is sought in time to make a difference to the difficulty the student is experiencing. This is underpinned by evidence, about a pupil who, despite receiving a differentiated learning approach, the learner is not making his or her expected progress.

All pupils at both sites arrive with an EHCP and will include relevant professional reports; these may include reports from Educational Psychologist, Community Paediatrics, Child Adolescent and Mental Health Services - ASD & ADHD Services and Speech and Language Advice.

Needs are identified from individual EHCP's and a bespoke provision is planned and mapped on a provision map; Both sites are currently piloting a new Provision Tracker software to rigorously monitor and track progress and interventions. Provision are reviewed annually during the annual review of the student's EHCP; when current outcomes and provisions are reviewed and new outcomes or provisions are set. Targeted interventions are planned and delivered where appropriate, these may be delivered in small groups, in-class and/or one to one.

Both sites have Speech Language Therapy delivered, weekly at BBAO and fortnightly at BBAB. The Speech Language Therapist will carry out screening, assessments and interventions with pupils. The SLT at BBAB is also SLT at LBB YOS and so, trained to specifically work with challenging behaviours and those difficult to engage in such interventions.

Pupil Passports are shared with staff and used in combination with baseline data, to assist with lesson planning and the delivery of teaching and school activities.

Students benefit from the Academy having therapeutic 1:1 support and intervention available daily at both sites.

### **3 Information about the school's policies for making provision for pupils with special educational needs**

#### **3a How the school evaluates the effectiveness of its provision for such pupils:**

The *SEN Code of Practice (2015)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress widens the attainment

gap

Every pupil accessing a placement at the provision will be involved in a pre-admission meeting in advance of the induction and baseline testing processes. This will involve the site's SEN Lead and possibly a Senior Leader.

From the initial baselining of pupils, progress is measured on a termly basis in every subject area and reported to parents via written reports on a termly basis and during Academic Review Day (ARD).

Progress and attainment data is collated at both sites and analysed by the Data Leads in conjunction with the Head of School to identify the impact of intervention programmes and to measure progress. This is reported to the Executive Headteacher and key interventions are discussed, specific to the subject areas and whole school.

Class/subject teachers are met by Data Leads and the Head of School on a termly basis where progress reports are presented and any pupil underachieving is discussed in more detail. This allows the school to evaluate the effectiveness of the provision overall and compare the progress and intervention plan for all our pupils.

Pupils and their families are encouraged to attend and engage with planning and review meetings (ARD, annual review meetings) to equally have a contribution in the planning and support delivered. Parent views are collected on a termly basis at ARDs and through Annual Review meetings.

The SEN Lead's will meet with the Trust School Improvement Partner on a termly basis in regards to key areas of SEND. These are reported to the LGB and Trust where applicable.

### **3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:**

Every pupil has their progress tracked via data drops calendared throughout the academic year and any underachievement in progress is identified and appropriate interventions are put in place.

All pupils at BBA are working towards EHCP outcomes for the end of their next key stage and involve updated contributions from an EP and SLT.

These transitions are important and represent key points in the young person's life, education, development and employment. The outcomes are individual and are across a number of relevant areas such as social emotional and behaviour, health, independence, travel, speech and language and preparing for adulthood. Preparation towards adulthood will be during KS4 and will comprise of career guidance, financial independence and life skills.

EHCP outcomes are broken down into short term targets, displayed on pupil passports and

termly student reports. Targets are reviewed termly at ARD and during the annual review of the EHCP; reviewing areas of need and ensure provision or intervention are in place.

The SEN Lead will meet parent/carers for an annual review of the pupils EHCP annually. Feedback is given about progress towards EHCP outcomes based upon a comprehensive collection of data and reports from staff, If outcomes are achieved new ones will be put in place. The School will then request that the CYP's residing local authority to amend the EHCP as directed.

### **3c The school's approach to teaching pupils with special educational needs:**

At BBA the quality of teaching was judged to be Good by OFSTED in January 2019.

High quality teaching differentiated for individual pupils, is the first step in responding to a pupils needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37)

The school employs additional teaching approaches such as;

- Vocational curriculum
- Learning breaks
- Time out in inclusion
- Receives coaching sessions as and when needed
- Therapy is offered and drop in sessions are made available
- Quiet areas during break and lunch available
- Extra small group sports activities weekly – rugby, boxing
- Access arrangements
- Individual workstations
- Withdrawal/learning breaks
- 3 warning countdown system

All staff come together for pupil focus CPD termly where individual students are discussed and approaches and strategies are shared.

In terms of support for Social, Emotional and Mental Health needs. Therapists at both sites work with students in groups and individually. in partnership with teaching staff to support the ability of pupils to overcome their own barriers and successfully transition to the next Key Stage.

The Academies therapy team worked hard to gain the Carnegie Centre of Excellence for Mental Health in Schools Award in 2018 highlighting the academies commitment to improving and strengthening the mental health of its pupils, parents and staff.

The SEMH Tracker is Led by the Therapy Teams and embedded at both sites (*see 3g of this report; therapeutic support and wellbeing paragraph*)

### **3d How the school adapts the curriculum and learning environment for pupils with special educational needs:**

At BBA we follow the principles of quality first teaching and excellent inclusive practice using the National Curriculum and GCSE qualifications where possible, ensuring positive outcomes for all students learning environments for pupils are appropriate and differentiated for CYP with SEN. for all pupils is appropriate and differentiated appropriately for special educational needs. Advice provided as a result of assessments, both internal and external, strategies and approaches described in EHCP's are incorporated into the CYP's unique ways of learning.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the school is highly committed to ongoing training of staff via training programmes which and calendared throughout the academic year. SEN Training is coordinated via the SEN Lead and Leadership teams, who track all staff training statutory duties are met.

Training is provided to staff to support learning. This includes Positive Handling, Emotion Coaching and Speech and Language training, assessment tool and data management system training. Other staff continue to gain training in Safeguarding and First Aid. Training is specifically related to the needs of the student cohort and as required by statutory guidance.

There is access to good practice sharing at BBA through, Challenge Partners and IMPACT Teaching Alliance. Across the School, all staff have clear job descriptions which detail the required qualifications for each post in school.

The Academy was identified as an OLIVI Designated Centre of Excellence in January 2020 and continues to commit to having qualified facilitators in school for courses such as OLEVI – Outstanding Facilitator Programmes, Price – Positive Handling. We have Designated Safeguarding Leads and deputy Safeguarding Leads on both sites who deliver Safeguarding and coordinate PREVENT training for all staff.

### **3e Additional support for learning that is available to pupils with special educational needs:**

Additional support is offered to pupils whose reading ages are significantly below the expected for their chronological age as well as to those pupils where the gaps in progress are not being reduced; reading support is embedded at both sites.

Additional support is sought if a CYP is having difficulty accessing learning opportunities due to their SEN or disability; vocational curriculum, learning breaks, time out in inclusion Small class sizes, use of PPs, coloured paper/larger print, visual tasks, Alternative methods to record

ideas, reduced and bespoke timetables, welfare and pastoral support teams and Community Learning Programmes.

In terms of managing behaviour, support is identified through need and targeted to match individual areas, requiring development.

Support for SEMH is on both macro and micro levels and for our client group their primary SEN need and thus the rationale behind placement with our school.

### **3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities):**

All trips and activities offered to pupils at BBA are available to all pupils, following an in depth risk analysis. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of all pupils in the activity.

### **3g Support that is available for improving the emotional and social development of pupils with special educational needs:**

At BBA we understand our students require targeted social and emotional support. An important feature of the school is to enable all pupils to develop emotional resilience and social skills, behaviour mentoring, PSHE as well as indirectly with every conversation adults have with pupils throughout the day.

For those with a greater need for help and or support they may also receive the following support and interventions; 1:1 support through a Behaviour Learning Mentor; support in class with a Progress Partner; reduced and bespoke timetable, 1:1 and group therapeutic intervention with on-site therapist.

#### **Therapeutic Support and Well-being**

The therapy and wellbeing service offers a specialised provision for the entire school community. The school prioritises social emotional and mental health within every aspect of school life - policies & environment, academics, relationships and individual wellbeing especially when related to SEND. We have a team of highly qualified and experienced therapists on both sites. The Therapy lead at each site manages the provision alongside input as needed from counsellors, arts therapists and speech and language therapy teams who provide input.

Data is gathered on a termly basis by a consistent SEMH tracking team. This team is made up of the school's therapist's/mental health leads, teachers and Pastoral teams. This team makes evaluations based on the observations of the CYP within the school. Findings indicate the strengths and areas of focus for the school to develop. From this data, an action plan is then generated to address any gaps. This informs provision from an individual level to whole school.

#### **For Pupils**

We provide weekly sessions for pupils who have a sustained need for support. The priority

list and intervention type is determined in consultation with Senior Leaders, SEND and individual history. Pupil and parent consent is obtained before clinical intervention begins; this is usually gathered during the admissions process.

Therapeutic work is tailored according to need, combining either a creative indirect or direct approach to supporting emotional wellbeing. These interventions may occur individually or in groups. Depending on suitability, a pupil may be offered time with a drama therapist, integrative arts therapist, music therapist, counsellor or speech and language therapist.

### **Supporting pupils' positive mental health**

We believe we have a key role in promoting pupils positive mental health and helping to prevent mental health problems. Our school is developing a range of strategies and approaches including;

#### *Pupil-led activities*

- Campaigns and assemblies to raise awareness of mental health
- Enterprise days – building self- esteem and confidence – exposure to business and entrepreneurial qualities (BBAB)
- SEMH Conferencing – building self-esteem and confidence, social skills and practising Wellbeing skills (BBAO).

#### *Transition programmes*

- Induction period
- Back into education after being out
- Transition Programme to secondary and post 16 programmes and courses
- Therapy transition sessions offered for pupils seeing an onsite therapist at time of transition

#### *Class activities*

- Mindfulness and PHSE sessions for pupils
- Mental health teaching programmes
- Visits and workshops from External Services

#### *Whole school*

- Wellbeing week
- SEMH linked into the school curriculum with each pupil and teacher developing termly SEMH targets linked to Education Health Care Plans
- Class teachers work closely with their group of pupils to monitor any changes or developments to mental health and can refer to Therapists as needed.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- Personal, Behaviour, Development & Welfare Drop Down Days at BBAB
- Strong Pastoral and welfare teams at both sites who have good relationships with parent/carers

### *Small group activities*

- Music Therapy
- Drama therapy
- Family Play Therapy
- Speech and Language Therapy
- Boxing
- SLT
- Social Skills
- Bromley Croydon Women's Aid – also for boys
- Iheart (BBAB)

### *Individual Psychological Therapies*

- Drama therapy
- CBT/REBT
- Integrative Arts Therapies
- Counselling
- SLT
- Social Skills
- Bromley Croydon Women's Aid – also for boys

The IHEART curriculum educates young people about their natural resilience, innate health and mental health and delivered to year 10 students at BBAB. It does this through a series of lessons starting with six foundation lessons, which explore thought and where our thoughts come from. Once this understanding is established, the lessons move on to the implication lessons whereby students explore the idea of 'thought' in conjunction to a range of topics from 'appreciating difference' to 'self-image and identity'.

### **For Parents & Carers:**

The school offers confidential group sessions for parents and carers led by the school therapist at its Orpington Campus. The group provides a place to seek support and connect with others. Additionally, if parents would like to book time to see the school therapist on an individual basis, they can do so. Both sites have strong welfare support and close relationships with parent/carers.

### **4 The name and contact details of the SEN Lead/Co-ordinator:**

The SEN Lead at BBA Bromley is Lauren Hilton, who has 13+ years of experience with Mental health and disabilities. She also holds the following qualifications: BA HONs in Psychosocial Studies and completed an Access to Social Work; also successfully completed the Outstanding Leadership in Education Programme. You can contact Lauren at [Lauren.hilton@bromleybeaconacademy.org.uk](mailto:Lauren.hilton@bromleybeaconacademy.org.uk).

The SEN Lead at BBA Orpington is Sarah-Jane Smith, who has 14+ year of experience working with children with challenging behaviour. She hold the HLTA qualification alongside being a

qualified Nurture Group Practitioner and is currently undertaking the Outstanding Leadership in Education Programme. You can contact Sarah at [sarah.smith@bromleybeaconacademy.org.uk](mailto:sarah.smith@bromleybeaconacademy.org.uk)

For general SEN enquiries or if you are unable to reach either of the SEN LEADs you can contact [SENAdmin@bromleybeaconacademy.org.uk](mailto:SENAdmin@bromleybeaconacademy.org.uk)

## **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:**

All teachers and progress partners have had the following awareness training: PREVENT; E-Safety; Safeguarding; CSE; Price Positive Handling Training; Speech and Language; Emotion Coaching; in-house training for supporting learners in the classroom for all support staff.

In addition, the staff have received the following enhanced and specialist training:

- Whole school ongoing training: The Language rich curriculum, working with Speech and Language needs in receptive and expressive language
- Insights into SEMH needs.
- Tracking the SEMH needs of pupils.
- De-escalation techniques
- Specialist CAMHS training workshops
- Trauma presenting within the classroom – LBB Virtual School delivery
- OLIVI – AF TA programme

All teaching staff have weekly meetings where specific teaching and learning CPD is delivered to support key findings from our SRE process.

### **BBA Academy Staff SEN survey**

A SEND staff survey is regularly conducted at both sites of the Academy; the survey enables us to track staff's confidence in their SEND knowledge in a number of key areas. The survey shows us if all staff are making a significant improvement in their knowledge of pupils individual SEND needs.

Our staff are highly skilled in specialised areas of SEND. They are supported by SEN Champions in the areas of Communication and language, ASD, ADHD and Dyslexia. All of our staff are highly skilled in approaches to working with SEMH pupils.

Pupil Focus meetings are held with staff termly as part of the CPD calendar where staff can be reflective and share concerns and approaches. There is good communication between staff and the SEN team and this is only going to develop further now the Cause for Concern Logs are being rolled out across both sites. Staff will request further advice as needed.

Where a training need is identified beyond staff specialisms, we will find a provider who is able to deliver it. Training providers we have approached previously include Educational

Psychologist, Speech and Language Therapist, Mermaids, Bromley Virtual Schools.

## **6 Information about how equipment and facilities support children and young people with special educational needs will be secured:**

The vast bulk of our funding is via the ESFA core funding and through the High Needs budget of the Local Authority. In addition to this, we have access to Pupil Premium, other minor grants and out of borough funding.

Through careful budgeting, we are able to provide appropriate equipment and improve our facilities to support our children and young people.

## **7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their child's education:**

All parents of pupils at BBA are invited to discuss the progress of their children on ARD (three occasions a year) and receive a termly report.

Parents are also contacted on a daily basis in regard to both positive and negative aspects of behaviour.

BBAO use Tick Sheets to reflect with parent/carers how their son or daughter has done that day. Tutors and pastoral leads also contact parents on a weekly basis to discuss social, emotional and behavioural progress, along with their progress towards academic targets at both sites.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map and details shared with parents at meetings.

In addition, all parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8 The arrangements made by the Trust Board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:**

The normal arrangements for the treatment of complaints at BBA are used for complaints about provision made for special educational needs. The Complaints Policy is consistent across the Trust and accessible on our website and on request. We encourage parents to discuss their concerns with the Form Tutor, Pastoral Lead, SEN LEad, any member of the SLT, Deputy Head of School and Head of School to resolve the issue before making the complaint formal to the Executive Head Teacher and subsequently to the Chair of the LGB or Chair of the Trust Board.

If the complaint is not resolved after it has been considered by the Trust Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **9 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:**

BBA provides significant support throughout all transitions from KS2 to KS3 although these pupils are based in the same school. Parents and pupils are met to discuss the transition and any concerns are addressed at this stage.

The transition from year 8 into year 9 is handled once again very sensitively as the pupils move to a new site.

The transition process starts from April onwards with pupils and parents visiting the site out of hours initially and meeting the staff and getting to know the building.

The pupils will then carry out taster mornings and afternoons where they will experience lessons at the new site. Year 9 pupils will begin at the new site one day earlier than the other pupils in September supporting a smoother transition.

The transition from KS4 to KS5 is supported by specific careers interventions by the Trust Careers Lead. The Careers Lead will support the pupils to decide on whether they will stay on at our 6th form or go onto FE college. The Pastoral Lead for Year 11 will carry out significant work on careers along with the Careers Lead who will gain support from outside providers to further support in CV writing and interview techniques etc.

### **10 How the Trust Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

The Trust Board have engaged with the following bodies:

- A Service Level Agreement with Educational Psychology service
- Membership of professional networks for SENCO e.g. SENCO forum etc.
- Youth offending services
- Health, social and welfare services
- IASS
- Mencap

**11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):**

Information Advice and Support:

IASS - [iass@bromley.gov.uk](mailto:iass@bromley.gov.uk) 020 8461 7630

IPSEA - [www.ipsea.org.uk](http://www.ipsea.org.uk)

SOS SEN - [www.sossen.org.uk](http://www.sossen.org.uk) 020 8538 3731/0300 302 3731

**12 Information on where the local authority's local offer is published.**

The local authority's local offer is published on <http://bromley.mylifeportal.co.uk/home> (0208-464 3333) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.