



London South East Academies Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SEN INFORMATION REPORT AND POLICY (BBA)

Responsible post holder	
Approved by / on	
Reviewed	October 2022

We are proud of Bromley Beacon Academy where our students and staff work hard together to create a safe and happy learning environment. We aim to create an atmosphere of mutual respect and resilience that supports our students to grow into purposeful young adults so they are able to contribute to society in a positive way by offering the following:

- Specialist staff who are highly committed and have extremely high expectations of every student to ensure that our young people achieve their potential
- The opportunity for students to experience a wide variety of curriculum subjects and enrichment programmes
- A strong and effective partnership with parents to provide the necessary support for every student as we believe the education of our young people is a shared responsibility

Our Core Values for older students are: *RELATIONSHIPS, INTEGRITY, HONESTY, TEAMWORK and TRUST (RIHTT)*

Our Core Values for younger students are: *LEARNING, INDEPENDENCE, FRIENDSHIP, EMOTIONS (LIFE)*

We are on an exciting learning journey and believe that with the support of all stakeholders, we are able to achieve our absolute best for all our young people and School.

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.

The Code of Practice (2015) identifies four broad areas of Special Need, under which SEND can be classified:

- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Cognition and learning

Category of Need	Examples of Need	Examples of provision
Communication and Interaction	Speech and language difficulties Social Communication difficulties ASC - Autism Processing difficulties Challenging presentations	Links to Speech and Language dept Use of the Learning Zone to help foster social relationships / provide a safe space for students. Social Communication groups. Extra-curricular clubs to help improve communication Direct strategies tailored to the child Use of outside agencies such as
Social, emotional and mental health	ADHD Anxiety/Depression/Self-harm Eating Disorders Attachment Disorder Obsessive Compulsive Disorder -OCD	<ul style="list-style-type: none"> • Mentor / Counselling system. Use of "Drop in" system for pupils who are struggling. • Use of fidget toys. • In school counsellor. • Supportive Pastoral system • Links to CAMHS • Robust staff training around SEMH. • Use of the SEND base
Sensory and Physical	Hearing Impairment Sight Impairment Hypermobility	<ul style="list-style-type: none"> • Inclusion hub provides a calm respite for pupils with sensory difficulties • Adaption of equipment and resources. • Adjustments to alleviate visual stress. • Use of IPADS, Laptops • Specific TA support • See also School Accessibility plan
Cognition	Dyslexia	<ul style="list-style-type: none"> • Reading Intervention.

and Learning	Dyscalculia Dyspraxia Processing/memory difficulties SPLD - Specific learning difficulties MLD - Mild learning difficulties.	<ul style="list-style-type: none"> • TA support • Use of Overlays and coloured paper • Targeted teaching strategies • Memory aides and teaching strategies to help processing difficulties • Outside Agency support e.g. SENIS. • Use of a C-Pen. • Use of a Lap top. • Access arrangements for exams
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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 all cases, a pre-admission 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 / profiles.

The pupil passport consists of an 'about me' section and used with the younger students, individual targets and EHCP Outcomes, as well as how best to support the child within the classroom. Older students have pupil profiles with 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).

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.

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.

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 and will work with the local offer.

Needs are identified from individual EHCP's and a bespoke provision is planned and mapped on a provision map. Provision is reviewed annually during the annual review of the student's EHCP's; where current outcomes and provisions are reviewed and new outcomes or provisions are set. Targeted interventions are planned and delivered where appropriate using the graduated approach, these may be delivered in small groups, in-class and/or one to one.

Both sites have Speech Language Therapy delivered, weekly with younger students and fortnightly with older students. The Speech Language Therapist will carry out screening, assessments and interventions with pupils.

Pupil Passports and profiles 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 to all.

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 and analysed by the Data Leads in conjunction with the Headteacher to identify the impact of intervention programmes and to measure progress. This is reported to the Trust and Governors and key interventions are discussed, specific to the subject areas and whole school.

Class/subject teachers are met by Data Leads and the Headteacher 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 and student 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 regularly. 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 students are working towards EHCP outcomes for the end of key stage and involve updated contributions from an EP and SLT where required.

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 on all student reports and discussed during ARD with families and tutors.

Progress is ragged and reviewed at next ARD, reviewing areas of need and ensure provision or intervention is 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. When outcomes are achieved new ones will be decided and discussed during the annual review meeting. 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 and continue to commit to raising aspirations for its pupils.

High quality teaching differentiated for individual pupils, is the first step in responding to a pupil's 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;

- Maths interventions weekly
- Literacy intervention weekly
- Engage as soon as Billy arrives
- Lots of positive praise and encouragement
- Embarrassing or making Billy feel belittled will definitely trigger a negative response
- Encourage empathy and seeing things from someone else's point of view
- Reading interventions weekly
- Support in writing. Scribe used sometimes in writing
- Separate workstations
- Specialist SEMH provision
- SEMH Progress Tracking
- Behaviour coaching support
- Pastoral / Welfare support
- Local-offer collaborative working
- Bespoke approaches to learning
- Settle periods supported by Inclusion Team
- Access Arrangements scribe, breaks and extra time
- Vocational Curriculum
- Go to adult
- Small group learning
- BBA 7
- Learning breaks
- 3 warning countdown during lesson

- Read, Write Inc. programme used – small Group / in class
- 1:1 Therapeutic intervention
- Drop in – therapeutic intervention
- Extra small group sports activities weekly – rugby, boxing

In terms of support for Social, Emotional and Mental Health needs. Therapists work with students in groups and individually. Therapists also have a drop in where students are able to seek support throughout the day.

Therapeutic work is tailored according to needs, combining either a creative indirect approach or direct talking approach to supporting emotional and psychological wellbeing. The aim of therapy may include improving self-awareness, relationships, coping mechanisms, general wellbeing or making difficult events more bearable. These interventions may occur individually or in groups.

We at Bromley Beacon Academy are delighted to announce that all of our schools within London South East Academies Trust have been awarded the Carnegie Centre of Excellence for Mental Health in Schools prestigious silver award for a pioneering mental health initiative. The Carnegie Centre aims to recognise and promote high standards in mental health support for children, their parents/carers and staff at all levels of educational provision. 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 OLEVI Designated Centre of Excellence in January 2020 for its teaching and learning approaches with SEND CYP.

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:

We have Designated Safeguarding Leads and Deputy Safeguarding Leads on both sites who deliver Safeguarding and coordinate PREVENT training for all staff.

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

We recognise that people need support to thrive and reach their full potential. The therapy and wellbeing service offers a specialised support for students who may benefit from regular therapy sessions; drop-in sessions are open to all. The school prioritises social emotional and mental health within every aspect of school life - policies & environment, curriculum, special events & campaigns - to positively impact outcomes for students.

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, integrative arts, music, 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 workshop – building self-esteem and confidence, social skills and practising Wellbeing skills.

Transition programmes

- Induction period
- 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
- Assemblies
- 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 with older students
- Strong Pastoral and welfare teams who have good relationships with parent/carers

Small group activities

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

Individual Psychological Therapies

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

For Parents & Carers:

The school offers confidential group sessions for parents and carers led by the school therapist please speak with your child's therapy team for more information. 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@bromleybeacon.lseat.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@bromleybeacon.lseat.org.uk

For general SEN enquiries or if you are unable to reach either of the SEN LEADs you can contact SENadmin@bromleybeacon.lseat.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
- OLEVI – Outstanding Teaching Assistant Programme

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

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. Parents are welcomed to track positive rewards via the online app Carrot rewards. Please speak with your child's teacher for more information on this or see the behaviour policy.

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.

In addition, we are happy to arrange meetings outside of 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.

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 Staff, Leadership and Trustees of Bromley Beacon Academy accept that no establishment is immune to mistakes and it is important to hear from all stakeholders who use the services of the Academy when it is felt that mistakes have been made. Please see complaints policy for more information and systems.

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 after being named. 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 KS1 to KS5. Parents and pupils are met to discuss the transition and any concerns are addressed early.

The transition from KS1 and KS3 is handled once again very sensitively as the pupils move to a new site.

The pupils will then carry out taster mornings and afternoons where they will experience

lessons at the new site.

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:

- Bromley Healthcare Service
- Local Offer
- Youth offending services
- Police services
- Welfare and community services

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 020 8461 7630

IPSEA - www.ipsea.org.uk

SOS SEN - 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.