

SEND Information Report 2023 - 2024

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This report should be read alongside our [SEND Policy](#).

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Who's Who in Learning Support



Our SENDCo is Mrs Seed and can be contacted at seedh@busheymeads.org.uk

The SENDCo's duties include:

- Ensure that all staff are aware of students' needs.
- Ensure that all staff receive the necessary training to meet the needs of all students.
- Ensure that all statutory requirements are being met.
- Ensure that the provision across the whole school is effectively managed, including that provided by external agencies.

SLT link for Learning Support - Assistant Head Teacher Mr Mitman - mitmand@busheymeads.org.uk

SEN Governor - Mrs M Robey and can be contacted via - reception@busheymeads.org.uk

Deputy SENDCOs



Mrs Lee
Deputy SENDCo for
Teaching and Learning.

leel@busheymeads.org.uk

Mrs Hedges
Deputy SENDCo for Classroom
Support

hedgesj@busheymeads.org.uk



- Ensure that the SEN Registers are up-to-date.
- Ensure that all staff are aware of the needs of the students on the Register.
- Ensure that staff receive the relevant training and support.

Mrs Lee only works on Mondays and Tuesdays.

- Ensure that the Learning Assistants are deployed to meet the needs of students.
- Ensure that teachers and Learning Assistants are working together effectively.
- Ensure that teachers and LAs receive the relevant training and support.



SEND Manager

Richard Ash

ashr@busheymeads.org.uk

- Ensure that the right students are accessing the right provisions.
- Ensure that all provisions are monitored and evaluated regularly.
- Lead the Student Engagement Team.
- Support the SENDCO with consultations.
- Lead the development of the Alternative Provision curriculum.

Lead SEN Teacher Specialist Resource Provision Mrs Bevil-Gahan



bevil-gahant@busheymeads.org.uk

- Ensure the smooth day-to-day running of the SRP.
- Ensure that all students in the SRP have up-to-date Mini One Plans and are receiving the specialist support they need.
- Ensure that all staff are aware of the needs of the SRP students.
- Ensure that all staff receive the relevant training and support.

Lead Learning Coordinators



Mrs Hughes
Communication and Interaction.

hughesn@busheymeads.org.uk

Miss Kent
Engagement and SEMH

kentl@busheymeads.org.uk



- Ensure that the right students are receiving the right provisions.
- Ensure that Learning Assistants receive relevant training.
- Run interventions and ensure they are monitored and evaluated effectively.
- Ensure that the Lead Learning Assistants are running effective interventions that are monitored and evaluated effectively.

Lead Learning Assistants

Miss Smart	Speech and Language.
Mrs Rigby	Communication and Interaction
Mr Rasmussen	Sensory and Physical
Mrs McDermott	Extra English & Access Arrangements support
Mr Kwok	Physical Education
Mrs R Isles	AQA Awards/Prince's Trust Lead

Intervention Officers

- Mrs Foster Numeracy Intervention Officer.
- Mrs Owen Reading and Phonics Intervention Officer.
- Mrs Doran Engagement and SEMH.
- Miss H Bailey Engagement and SEMH.

Administration Team

- Ms K Jadeja Operations Manager.
- Mr A Berthoud SEN Administrator.

Learning Assistants

Ms P Cleall

Mrs T Cassata

Mr J Edrupt

Mr M Smith (Outdoor Education)

Mrs S Ellicott (Work Related Learning)

Mrs S Davies (Work Related Learning)

Mrs Z Gray (Work Related Learning)

Mr P Hammond (SEN IT Support)

Ms R Bailey

Mr J Wilmot

Mrs A Malik

Mrs R Malik

Mrs H Coombs

Mrs N Butt

Mrs Smale

Mrs M Hofer

The Graduated Approach - supporting students with SEN



Assess

Teaching staff and the SENDCo work together to assess the needs of students with SEN.

Plan

If it's decided that a student needs SEN support, then Learning Support, the parents/carers and the student will develop a plan and ensure that it is shared with all the relevant staff members.

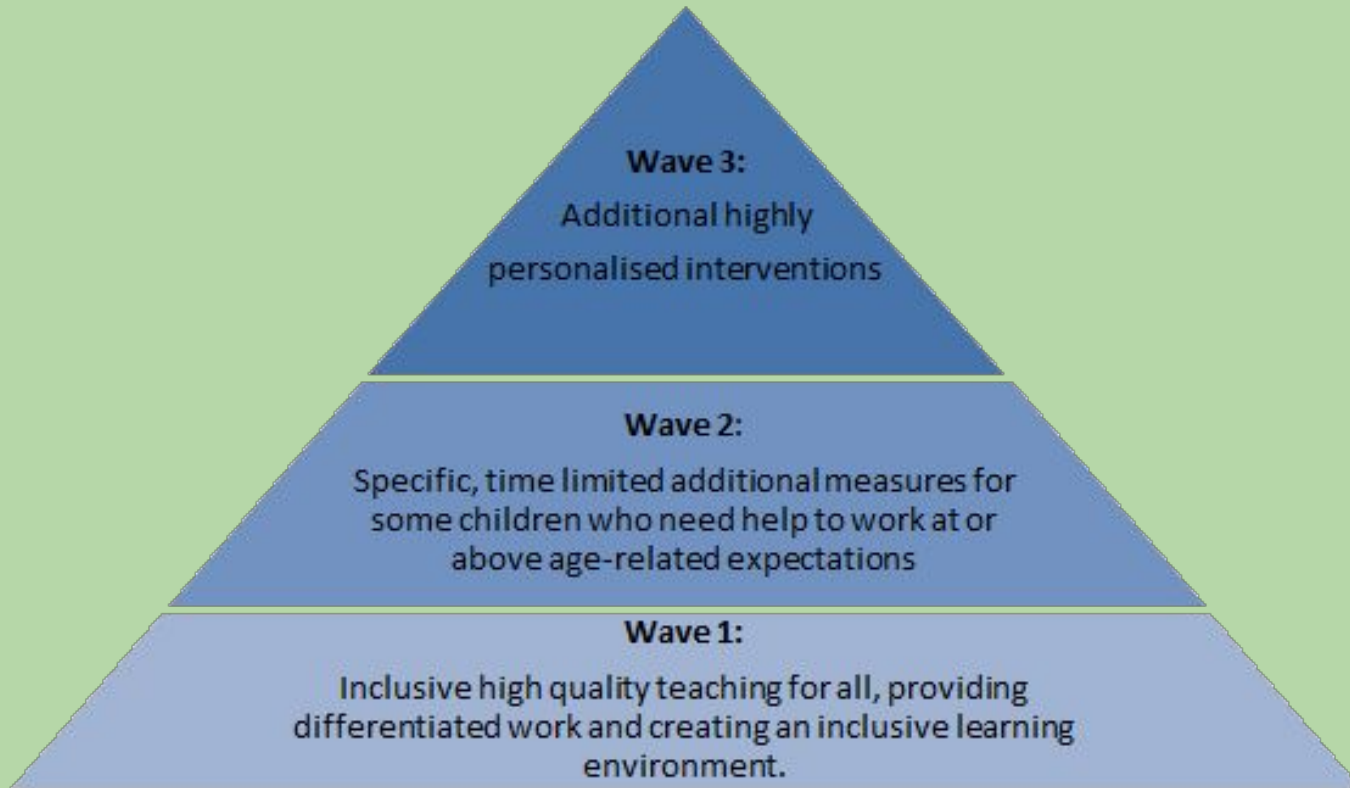
Do

All staff use the plan to support the student.

Review

The plan will be reviewed a minimum of three times a year, where progress will be evaluated and any adjustments made, ready for the cycle to start again.

Three Waves of Inclusion



Identifying SEN

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graph TD; A([Identifying SEN]) --> B[Parents/carers raise concerns with teachers about their child's academic progress or have other concerns about their child's development.]; A --> C[Teachers notice that a student is working below age related expectations or have other concerns about a student's development.]; A --> D[Results of screening tests.]; A --> E[Information provided by previous school.]; A --> F[Information from external agencies such as GPs or CAMHS; or information from a diagnosis report.]; A --> G[Students raise concerns about their ability to access the learning or have other concerns such as friendship issues or problems with reading.];
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Parents/carers raise concerns with teachers about their child's academic progress or have other concerns about their child's development.

Results of screening tests.

Information provided by previous school.

Teachers notice that a student is working below age related expectations or have other concerns about a student's development.

Information from external agencies such as GPs or CAMHS; or information from a diagnosis report.

Some of the signs we look for might be:

- Struggling to complete work in lessons.
- Avoiding lessons or school.
- Needing extra support from the teacher to complete work.
- Inappropriate social interactions.

Students raise concerns about their ability to access the learning or have other concerns such as friendship issues or problems with reading.

Communicating with Parents/Carers

- Dedicated email address that is constantly monitored and the quickest way parents/carers to get in touch with the most relevant person - send@busheymeads.org.uk
- The SENDCo and/or Learning Support Leadership team attend all Information Evenings including Year 7 transition evening, Options Evenings, Sixth Form Information Evening etc.
- All students with an EHCP will have an advocate who will be the first point of contact for parents/carers.
- Students on the wider SEN Register will be able to contact the Character Development Coach.
- Students' plans will be reviewed three times a year with the relevant members from Learning Support and parents/carers. This is in addition to normal parents' evening and Annual Review's for those students with EHCPs.
- Pupil Passports are shared with all members of staff and parents/carers.
- All parents have access to Arbor where they can monitor their children's reward and consequence points.
- Parent/carer drop in sessions once a term - dates will be communicated to parents/carers and will be on the website.

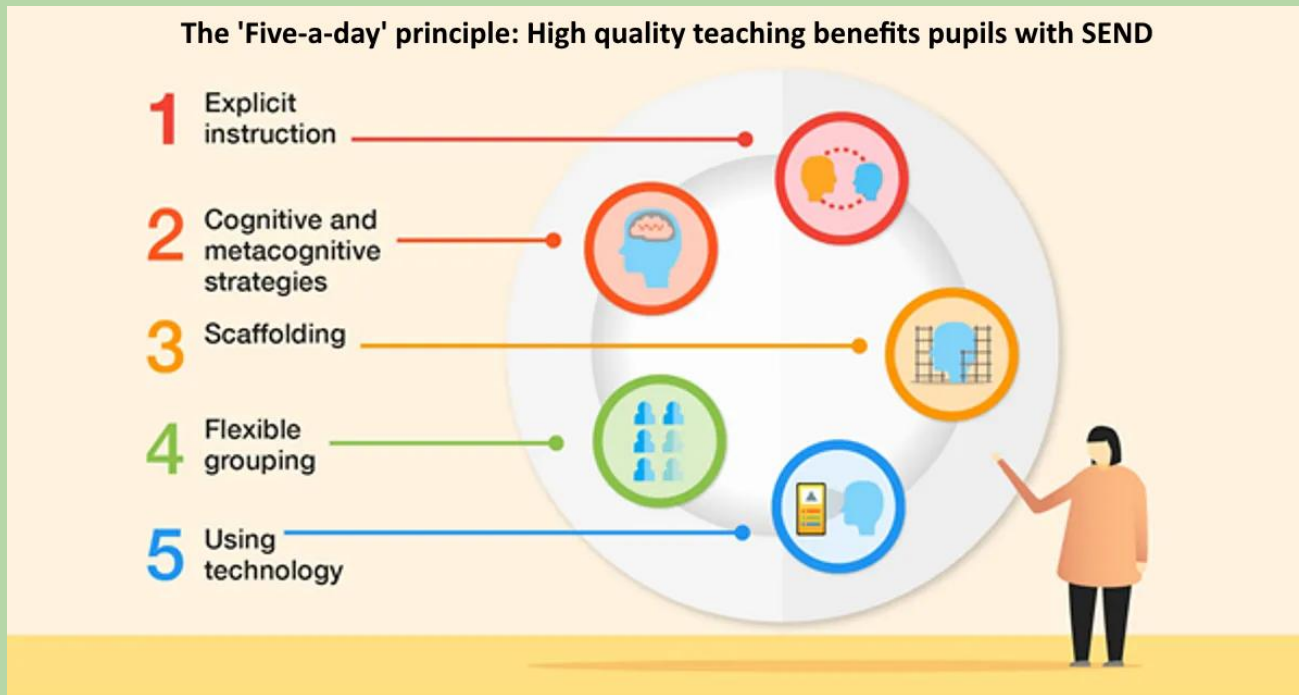
Transitioning to Bushey Meads School

At BMS, we work hard to ensure that all students with SEN have an individualised plan for transition. This may include:

- Visits by the SENDCO and/or Lead SEN Teacher to students in their primary or current settings, where they will observe the student in lessons and talk to the relevant members of staff.
- Conversations with SENDCOs and an early exchange of written records is encouraged.
- Where appropriate, a visit to the school with parents to see a normal day in action.
- We encourage students and parents to attend BMS Open Evenings and SEND Information Evenings - especially for students in Year 5 and Year 6 with EHCPs who are considering BMS.
- We have Enhanced Year 6 Transition mornings for those students who may need extra support with transition.
- In exceptional cases, a reduced timetable may be offered to begin with, with a gradual increase in time spent in school.
- For transition into KS4 and KS5, the SENDCO and other members of the Learning Support Department, are always available to support students with their choice of Options and courses in the BMS Sixth Form.
- In Year 9, 10 and 11 some students will be able to access support from Services For Young People to help them and their parents/carers with decisions about what options to choose for KS4 and to explore Post 16 opportunities.

Quality First Teaching

Evidence indicates that the best way to improve all students' progress, is through high quality teaching that is adaptive to the needs of all students. This year, BMS' CPD focus is on Adaptive Teaching.



Meeting the needs of SEN students through an adapted Curriculum

- Pathway curriculum in Key Stage 3 and 4 for students working significantly below age related expectations.
- AQA Awards at KS3.
- AQA Art and Music Awards offered at KS4, as part of the Options available.
- Prince's Trust available as an option at KS4.
- AQA Step Up To English and Functional Skills Maths offered in KS4, alongside GCSE English Language, English Literature and Mathematics.
- Outdoor Education - an opportunity for students to work on horticulture projects - currently in the development stage.
- Springboard - a range of one year courses offered by the Sixth Form, for those students who need more support in making the move from KS4 to Post 16.

A Highly trained and Experienced Learning Support Department

The SENDCo has:

- BA HONs
- QTS
- Postgraduate Award of Proficiency in Assessment for Access Arrangements.
- Level 5 Diploma as Specialist Teacher of SPLD.
- Working towards the National Award of Special Educational Needs Coordination.
- Herts Steps Tutor
- 10 year experience of working in a specialist setting.

Within the department we have a huge wealth of training and experience. The following is just a small example of what is on offer.

- Accredited ELSA lead
- Qualified teachers
- NASENCO qualified Deputy SENDCo
- Accredited Arts Awards, AQA Awards and Prince's Trust Leads
- Herts Steps trained Lead Learning Coordinator
- Staff working towards the ELKLAN accreditation

Across the school staff have had a wide range of training including: Autism, Pathological Demand Avoidance, Herts Steps, Zones of Regulation, how to work effectively with Learning Assistants and Marking and Feedback for students with SEN.

The Specialist Resource Provision

The Specialist Resource Provision, opened in September 2023, is a provision for young people with Communication Disorders as their main presenting need, as documented in their Education and Health Care Plan. Students are likely to be at a Targeted + level and must be able to access a mainstream curriculum and school environment. Places in the SRP are allocated by consultation through the young person's SEN Officer and a Provision Panel. Please be aware, that due to the nature of the SRP, visits can only take place once a consultation letter has been received.

The SRP is managed by our Lead SEN Teacher, Mrs Bevil-Gahan and Mrs Seed, the SENDCo. Students will have access to highly trained staff, supported by external professionals. Staff will work with students, parents/carers and professionals to build an individualised plan, with the aim of integrating students into 80% of their mainstream classes.

All SRP students will have access to a classroom in The Laurel; Bushey Meads exciting, newly renovated building, that will be exclusively for their use.

Other provisions in place for them could include:

- trained and experienced Learning Assistant support in lessons.
- A designated Key Person is called an Advocate. This person will be the parents' first point of contact and will be responsible for maintaining the Pupil Passport.
- Small group interventions for social skills, emotional regulation, numeracy and literacy led by experienced Learning Assistants - as identified in Section F of their EHCP.
- Pathway curriculum at KS3 and KS4 for those students working **significantly** below Age Related Expectations.
- Blue cards that allow them access to the safe space in The Laurel when needed.
- SEN Clubs for Breakfast, Homework, Music and Sports.
- Dyslexia Club
- Outdoor Education

Extracurricular Activities

SEN Sports Club.

SEN Music Club.

SEN Breakfast Club

SEN Homework Club

Dyslexia Club

The Learning Support Department works closely with all faculties to ensure that all trips and extracurricular activities are accessible to all students.

Safeguarding and Well-being

Our Safeguarding Lead is Ms S Court who can be contacted at courts@busheymeads.org.uk

The SLT lead for safeguarding is Deputy Head for Safeguarding, Standards and SEND - Mrs Ash.
ashs@busheymeads.org.uk

Mr Ash - SEND Manager - is the qualified safeguarding lead in the Learning Support Department.
ashr@busheymeads.org.uk

Our Children Looked After (CLA) lead is Mrs Ash.

For children with an EHCP, the advocate should always be the first person for students and parents/carers to contact.

For children with SEN but no EHCP, first point of contact should be the CDC and/or their Head of Year, who will contact the Learning Support Department if needed.

For further information please see the relevant Safeguarding and CLA policies [here](#).

External agencies and providers we may work with.

- Integrated Services for Learning - ISL is a multi-professional service working in four integrated area teams across the county helping schools, settings and families to improve outcomes for children and young people with additional and special educational needs. This includes Educational Psychology, Communication and Autism, Physical and Sensory Impairment, Access to education for Refugees and Travellers, Herts Steps, Attendance and ESMA. Click [here](#) for more information.
- Delivering Special Provision Locally (DSPL 9)
- NHS Speech and Language Team
- NHS Occupational Therapy Team
- Chessbrook
- Lifestyles
- Old Town Riding School
- Aldenham Country Farm

Complaints Procedure

Parents should discuss any concerns they have with their child's Character Development Coach or Head of Year. Alternatively, you can contact your child's advocate or the SENDCo.

It's important to us that all concerns are addressed and resolved as quickly as possible. Most concerns can be resolved informally, without the need for more formal procedures. However, if you do feel your complaint has not been dealt with appropriately then you should refer to the Bushey St.James Trust policy for complaints, which you can find [here](#).

Hertfordshire Local Offer



Search...



Give feedback

Menu



The Hertfordshire Local Offer

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

New to SEND? [Learn more](#)

All information you may need about how Hertfordshire support SEND, click [here](#) for the link.