



**"Learning together, working together,
achieving together."**

The Bemrose School SEND Report

Updated- March 2023

Review Date- March 2024

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1. SCHOOL PROFILE

The Bemrose School is an inclusive school where diversity is celebrated.

The Bemrose School is a foundation, mixed comprehensive school. We are an all through school and we have a Sixth Form provision. Our Primary school building opened in September 2014. The Secondary school opened a new building, Oak Tree in 2019, and the main building is fully refurbished. We have an Enhanced Resource provision for 40 pupils of secondary school age who need additional support because they have a diagnosis of autism or an identified communication and interaction need. The Local Authority have commissioned 40 placements within our Enhanced Resource for pupils in year between the years 7 – 11.

Definitions of SEND and the categories of need use at The Bemrose School

SEN&D stands for Special Educational Needs and/or a disability.

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to CYP of the same age.'

There are four categories of SEND:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical Disability.

This section the aims of our provision in regards to pupils with special educational needs and/or disability is set out:

1. SCHOOL PROFILE

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN as much as possible
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure staff have expertise to meet pupils’ need, through well-targeted continuing professional development
- To support pupils with medical conditions to be fully inclusive in all school activities by ensuring consultation with Health and Social Care professionals in order to meet the medical needs of pupils
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Below is a breakdown of pupils’ needs, according to the primary areas of need specified in the [SEND Code of Practice](#).

Primary data

Year group	Rec	1	2	3	4	5	6
E	1			2	1	1	2
K	3	11	6	12	16	12	10
%	8	24	11	29	29	27	21

Secondary data

Year group	7	8	9	10	11	12	13
E	11	18	7	8	5	0	0
K	20	25	21	20	14	2	1
%	18	22	17	15	11	7	4

School Summary

Students on roll 1318 of which 4.2% E and K 13%

COMMUNICATION AND INTERACTION			COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
	96	43	58	2	49	8	12	2

2. WHO IS RESPONSIBLE FOR SEND WITHIN SCHOOL?

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. Often these barriers will be address by classroom practitioners, pastoral staff or pupil progress leads. A few children will need extra help for an extended period of time or all of their time in school.

Responsibilities of staff supporting children and young people with SEN/D at The Bemrose School:

The subject/class teacher has responsibility for:

- Checking on the progress of pupils
- Identifying, planning, and delivering the differentiated curriculum for pupils in class as required
- Personalised teaching and learning for pupils.
- Ensuring that the school's SEN&D Policy is followed in their classroom.

Special Educational Needs Coordinator (SENCO): Miss Anne-Marie Kearney

Deputy SENCO: Ms Sara Macleod & Miss Sophie Emms

SEN&D governor: Ms Natalie Birkinshaw and Mrs Claire Amos

2. WHO IS RESPONSIBLE FOR SEND WITHIN SCHOOL?

Other key staff: Mr M Rowe (Deputy Head of Secondary)
Mrs Kate Beecroft (Head of Primary)

The SENCO and Deputy SENCOs are responsible for:

- Developing and reviewing the school's SEN&D Information report/ policy
- Co-ordinating all the support for pupils with special educational needs or disabilities
Updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of pupils in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- Providing specialist support for teachers and support staff in the school, so that they can help pupils with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving
- Involved in reviewing how your child is doing and liaising with all other agencies who may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

Our ethos at The Bemrose School is that every teachers are teachers of pupils with SEND.

3. IDENTIFYING PUPILS WITH SEND

How are children and young people with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all CYP. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Where there are concerns after adjustments have been made in the classrooms staff make a referral to the SENCO. Other factors including attendance, punctuality and health are considered and these are discussed and provision is planned via weekly inclusion meetings. Consideration is also given to the particular circumstances of pupils, for example those who are in Local Authority Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO/Deputy SENCO, Deputy Head teacher in charge of inclusion and Care and Guidance Team Leader to consider all the information gathered from within the school including information or input from classroom teachers.

Action will be taken when concerns are raised by:

- Teachers
- External agencies
- Parents or carers
- Previous settings
- Screening tests (reading tests, Speech and Language Link and CATs tests)
- Observations
- Pupils

Parents/carers will be notified by a telephone call or letter and asked to offer their input to preferred provision, parents are invited to attend meetings on Parents Evening and Target Setting Days to discuss:

- The CYP areas of strengths and difficulties
- Any parent/carer concerns
- Plan any additional support your child may receive
- Discuss with you, any referrals to outside professionals, to support your child's learning.

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own outcomes.

CYP have the opportunity to complete a questionnaire about aspects of the school.

4. PROGRESS MADE BY PUPILS WITH SEND

How we measure progress?

CYP progress is continually monitored by subject teachers, Learning Directors, Progress Leads as well as the SENCO and Deputy SENCOs. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has an EHC Plan, you will receive an annual report on their progress as well as having the opportunity to speak to subject teachers, support staff and the SENCO at a parents'/carers' evening.

The progress of CYP with an EHC Plan is formally reviewed at an annual review. The SENCO and Deputy SENCOs will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

4. PROGRESS MADE BY PUPILS WITH SEND

Within the Primary Phase there is a half termly pupil progress meetings which takes place to identify, monitor, track and support CYP needs. The discussions enable the Deputy SENCO and class teacher to use the graduated response for children of concern and ensure that progress is aspirations, achievable and inform leaders of children who need extra support to implement interventions quickly and ensure targets are SMART.

Evaluating Effectiveness

Class teachers, the SENCO and school Leadership Team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach.

Within the Primary Phase we have an intervention cycle which links to our data points within each term, documents are shared with support staff and teacher, these are used to identify any gaps or next steps in their learning. This is also monitored with learning walks and books looks to ensure interventions are being delivered to a high standard along with supporting staff delivering.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

Secondary Data

Name	Cohort	Student Count	KS2 Prior	EBacc APS	A8	Eng A8	Mat A8
SEN Provision	No	110	98.5	0.8633	31.69	3.69	2.8
SEN Provision	Yes	28	92	0.55	20.75	2.285	1.895
GAP				-0.313	-	-	-
Summary	All	138	97	2.4	29.47	3.405	2.615

Name	Cohort	Student Count	KS2 Prior	Eng P8	Mat P8
SEN Provision	No	110	98.5	-0.13	-0.45
SEN Provision	Yes	28	92	-1.4	-0.88
GAP				-1.27	-0.43
Summary	All	138	97	-0.44	-0.56

Year	SEND	Non SEND	Gap
English 7	5.6% On Track	15.2% On Track	-9.6%
Maths 7	83.3% On Track	69.5% On Track	13.8%
English 8	10% On Track	44.8% On Track	-34.8%
Maths 8	55% On Track	56.5% On Track	-1.6%
English 9	52% On Track	61.1% On Track	-9.1%
Maths 9	76% On Track	70.2% On Track	5.8%
English 10	Lang 13% On Track Lit 12% On Track	Lang 29.7% On Track Lit 30% On Track	-18% -16.7%
Maths 10	4% On Track	25% On Track	-21%
English 11	Lang 8.8% On Track Lit 11.8% On Track	Lang 53.3% On Track Lit 36.3% On Track	-18% -26.5%
Maths 11	12.1% On Track	26% On Track	-13.9%

Primary Data

% on track	SEND	Non-SEND	Gap
Reading Year Y1	38%	66%	-28%
Writing Year Y1	27%	66%	-39%
Maths Y1	45%	72%	-27%
Reading Y2	33%	70%	-37%
Writing Y2	17%	56%	-39%

Maths Y2	33%	100%	-67%
Reading Y3	21.5%	53%	-31.5%
Writing Y3	7%	45.5%	-38.5%
Maths Y3	14%	67%	-53%
Reading Y4	40%	62%	-22%
Writing Y4	12.5%	41.5%	-29%
Maths Y4	37.5%	60%	-22.5%
Reading Y5	57%	65%	-8%
Writing Y5	0%	47%	-47%
Maths Y5	0%	50%	-50%
Reading Y6	27%	73%	-46%
Writing Y6	12.5%	81%	-68.5%
Maths Y6	33%	71.5%	-38.5%

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

- **Assess** - An analysis of CYP need will be carried out by the subject teacher and SENCO. Outside agencies may also be involved.
- **Plan** - If the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.
- **Do** – interventions/support will be delivered.
- **Review** – the effectiveness of the intervention/support will be reviewed regularly.

We implement The Graduated Response. Where pupils are not making progress having received Quality First Teaching and evidence based intervention we would begin to collect evidence to support an application for assessment by the Local Authority for an EHCP to be written for the pupil.

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

We aim to work with the CYP and parents through this process.

The kinds of special educational needs (SEN) for which provision is made at the school.

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

[Admissions - Bemrose](#)

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person.
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.
- This is in line with our equality policy:
[Equality-Diversity-jan-19.pdf](#)
[Equality-information-and-objectives-June-20.pdf](#)

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of CYP with SEN&D
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

These provisions are monitored through observations and work scrutinise made by LT, SENCO, Deputy SENCO's and Learning Directors.

Specific group work intervention

This could be for reading, reading comprehension, spelling, numeracy, social skills, and emotional regulation. These interventions could be delivered by a teacher, TA, learning mentor or a member of pastoral staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. These include:

- Sitting to the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early to avoid busy corridors.
- Use of colour overlays
- Visual timetable provided.
- Soundfield systems used.
- Use of a scribe
- Reduced or individualised timetable
- Speech and language programs
- Social skills lessons
- Emotional regulation and emotional support sessions
- Online interventions such as Mathswatch, Lexia and Bedrock Reading program
- Seating plans
- Hackney Reading Program
- SALT support

There are many more that may be put in place depending on the individual pupils needs.

If your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as requested.

When moving classes in school:

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Information will be passed on to new class teachers and subject teachers. All relevant information will be shared.
- Within the Primary school extra transition time is planned to support your child moving classes or key stages. EYFS-Yr1 / Yr2-3

Transition from Key Stage 2 to Key Stage 3:

- Assistant Headteacher KS2 and KS3 will visit your child's primary school. Where areas of need are identified, the SENCO will contact the school for information
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff.
- Extra support for tests, assessments and examinations will be considered as and when necessary.

Transition from Year 9 to Key Stage 4:

Our School has high aspirations for all pupils and gives a range of guidance to ensure that pupils choose the most appropriate courses for them.

- Support with options and meetings with key staff to discuss options.
- Options evening for all parents/carers to inform them about options and courses available.
- During Year 9, identified pupils will be tested for eligibility for examination access arrangements.

Transition from Key Stage 4 to Key Stage 5 /and liaison with alternative provider:

- During Year 10 your child will have the opportunity to take part in a work experience placement
- Liaison and visits to post-16 providers
- Record sharing
- Meeting with careers advisor.

Transition from Key Stage 5 to further study/employment:

- Guidance and advice about different pathways available and support for pupils with SEN&D at university.

6. SEND FUNDING

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN National funding'. Element 3 funding is in addition to this for pupil who are part of the ERF. Pupils receive an additional £9000. School bid for E3 funding to support the provision in plans for pupil who have an EHCP but are not part of the ERF.

The Executive Headteacher decides, with the SENCO on the budget allocation for SEN&D in consultation with the School Governors, on the basis of needs within the school. Discussions with the Leadership Team and Governors focus on:

- CYP already receiving extra support.
- CYP needing extra support.
- CYP who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as necessary.

CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs.
- Progress Leaders
- Heads of House / Learning Mentor
- Nurture group / base
- Educational Psychology Service
- Educational Welfare Officer
- ERF/Elmtree

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service

6. SEND FUNDING

- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And more

For more information go to www.derby.gov.uk/sendlocaloffer this website gives parents access to all of the support available in the city for children with SEN&D.

7. STAFF DEVELOPMENT

Staff within the SEND department have had training in the following areas:

- Elkan SALT language builder 11 -16
- Derby University – Understanding autism and ADHD.
- Reciprocal reader
- Support Pupils with Emotionally Based School Avoidance
- Recall and Retrieval
- Supporting SEND
- Edu Key
- Dual Coding
- De-escalation training
- Quality first teaching
- Phonics training
- Unconditional Positive Regard
- PECs training
- Training to support writing effective IEPs.
- Making best use of Teaching Assistants

8. WORK WITH EXTERNAL AGENCIES

Outside agencies

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g., teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service
- An Educational Psychologist
- Speech and Language Therapist

How we support parents/carers of a child with SEN&D

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent):

- Class teacher, subject teachers, form tutors, pupil progress leads, learning Directors, Heads of House, SENCO and deputy SENCO are available to discuss issues, as appropriate to their roles in school
- Pupil's target will be reviewed throughout the year, we will work with parents to plan and review these via post
- Parents/carers are invited to meet staff 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold year information evenings/open evening.
- We will share information with you about parent/carer support groups.

How to make a complaint

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

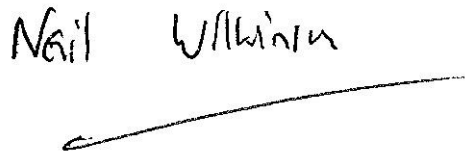
If you still want to complain you can do so in writing to the Executive Headteacher. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Behaviour Policy
- Safeguarding Policy

All the above policies can be found on our website:

[Policies - Bemrose](#)

SENCO	Miss Anne-Marie Kearney		March 2023
Executive Headteacher	Mr Neil Wilkinson		March 2023
SEND Governor	Natalie Birkinshaw		March 2023