

Transition: A robust and thorough transition programme is in place for all Y6 students joining BBS. Future Focus provides career support for our Post-16 transition students.

Agencies: The SENDCo can seek support and advice from a range of external agencies, including the Learning Support Advisory Team, Occupational Therapist, Behaviour Support Advisory Team, Hearing and Visual Impairment Team, Speech and Language Therapist the Sensory Inclusion Services and the Educational Psychologist.

The Inclusion Support team: The Vice Principal for Inclusion, SENDCo, Assistant SENDCo, Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs), Head of Wellbeing and Emotional Literacy Support Assistants (ELSAs).

Whole School: The Inclusion Support Team will ensure all necessary staff are aware of your child's needs and ensure that the correct support is in place so that your child becomes a confident learner. All SEND students have Student Support Plan (SSP) or Individual Education Plan (IEP).

Parents/Carers: At BBS, we work in partnership with you to identify the needs of your child so that we can put the correct support in place. We will involve you in decisions and listen to your views. We will ask for your permission before agency involvement. We have coffee mornings, SEND drop-ins, a SEND Working Party and frequent Parent/Carers questionnaires so that your voice is heard.

Students: We will encourage and involve your child in the decisions about improving their learning. We recognise that their educational priorities and future aspirations must be our priority when talking about provision. All students are key in creating their Student Support Plan (SSP) and EHCPs.



Personalised Curriculum: All school staff have received training to adapt their lessons according to individual student needs and use a range of resources to support their learning. Our teaching assistants also adapt resources, including visuals, enlarged text, simplified language, podcasts or videos.

Assessment: We identify students who need additional support in many ways, including a robust transition process from Years 6 to 7, assessment data, standardised tests, observations and learning conversations with students themselves, parents/carers and external agencies

SEND: A young person has a special educational need or disability (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. This provision is additional or different to support usually available to students of the same age in mainstream schools.

Hubs: We have two Inclusion Support Hubs supporting Cognition & Learning and Communication & Wellbeing. Students can access the hubs for planned interventions, immediate support or as a breakout room from the mainstream classroom.

Intervention: We follow a four-step cycle called the 'Graduated Response'. This involves **assessing** need, **planning** the appropriate provision, **completing (do)** the provision and **reviewing** its impact in order to decide next steps.

Wellbeing Room: This is a breakout room where students can receive targeted support for their mental health or wellbeing needs. Interventions run for issues such as friendships, self-esteem, anger, anxiety, reluctant to attend students, exam stress and bereavement. Students can also be signposted here for a buddy club.

Engage: This is an alternative provision for students who struggle to access the main stream setting for academic or environmental reasons. Support is provided here for students who may otherwise be in alternative provision or a specialist setting.