

**Ambitious. Proud. Caring.**

**SEND & Inclusion**

**Tuesday 17<sup>th</sup> June**



# Ambitious



# Proud

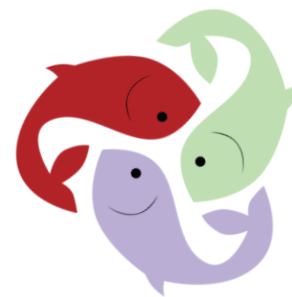




# Caring



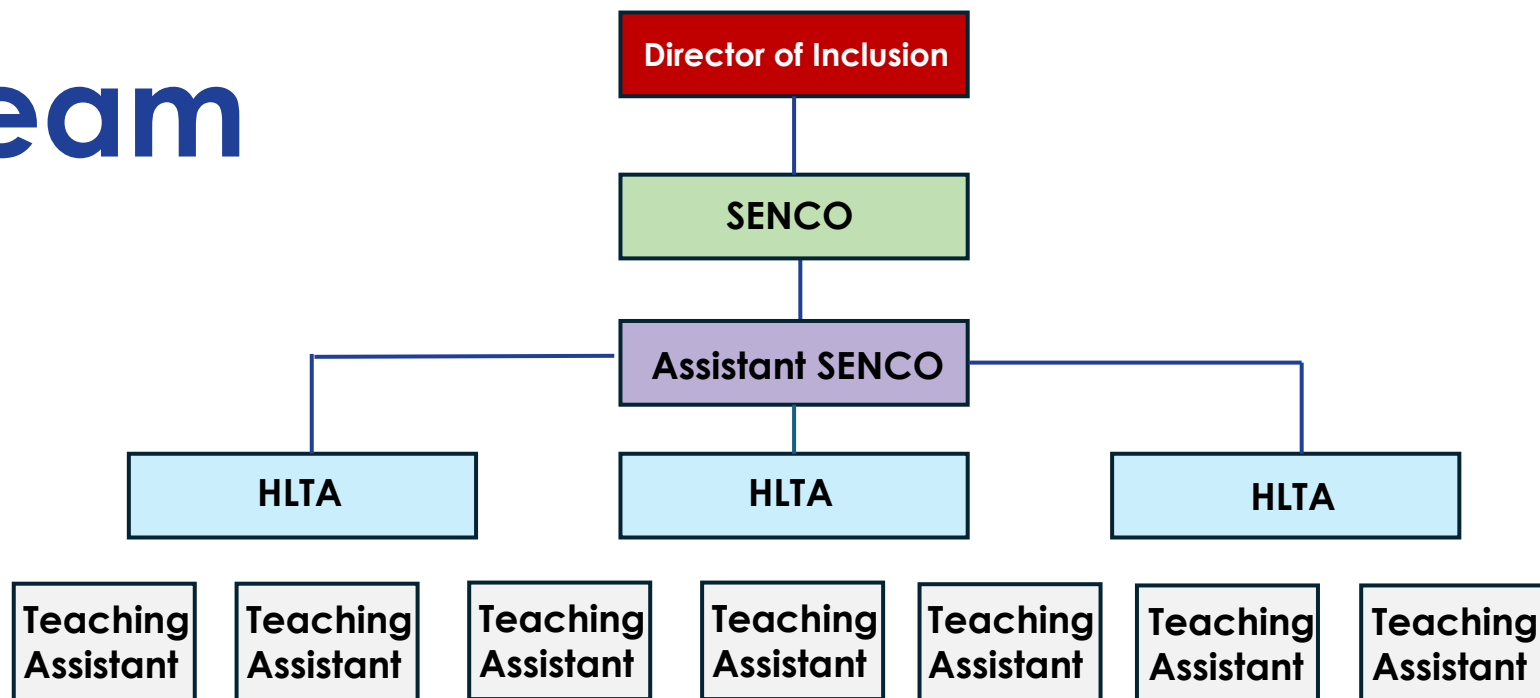
# Inclusion Support at BBS



- Welcome
- Our team
- How we communicate
- Our offer and intervention
- Classroom support
- Mental Health



# Our team



**EMILY WHEAT**  
SENCo



**LISA CORBISHLEY**  
ASSISTANT SENDCo



**SARAH WILTON**  
HLTA



**LIZ COX**  
HLTA



**STEVE ROSS**  
HLTA

# How we communicate



- New system
- <https://forms.office.com/e/qFp7WZ3apU>
- Incoming enquiries triaged by the SEND team
- Parents will receive a response and reference number from [\*\*BBS.SEND@lct.education\*\*](mailto:BBS.SEND@lct.education)
- This is a no reply email. Any follow up goes back via the online form
- This should be within



**SEND Parent Form**

We aim to follow-up to all communication within 48 hours.

\* Required

1. Student name \*

Enter your answer

2. Your email address (parent): \*

Enter your answer

3. Year Group \*

☐ Year 7

☐ Year 8

☐ Year 9

☐ Year 10

☐ Year 11

4. This is \*



# Our offer



The **systems**,  
**processes**, and  
**interventions** that  
we use to meet the  
differing needs of  
our **young people**.



# Our offer



## Wave 1 support

- All students on the SEND register
- Universal classroom offer through our quality first teaching
- Adaptive teaching strategies and reasonable adjustments utilising a young person's SEP (student education plan)
- Links to the quality of education team

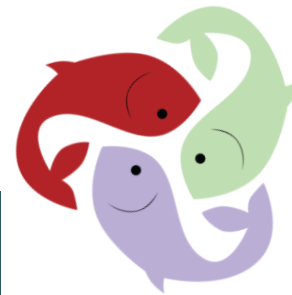
## Wave 2 support

- Those students who may require additional support to that offered at Wave 1.
- School based short-term interventions
- School based strategies for support (if successful they can be added/removed from an SEP)
- Follow the graduated response.
- Links to the SEND and pastoral team

## Wave 3 support

- A small minority of students may require short-term or long-term modifications to their curriculum offer.
- Follow the graduated response.
- Modified timetable
- Alternative provision
- Referral to outside agencies
- Links to the inclusion team and local authority offer

# Our offer



## Remember



## Learn



## Practice



## Review



## Classroom support – Wave 1

### **Reasonable Adjustments**

Physical additions that a student requires to access the lesson e.g. a reader pen.

### **Adaptations to the learning process**

Strategies implemented by staff that are proven to support students with particular needs e.g. writing frames.

COGNITION AND LEARNING	Explanation
Pre-learn vocabulary	Teach key vocabulary before introducing new content
Writing Frames	Provide a template to structure writing and ensure all objectives / success criteria are met
Presentation support	Remind / model where to write the date, start at the margin, organise work neatly, etc
Key terms	Provide a word mat defining important vocabulary for the lesson / topic
Images	Provide images alongside each word on word mat to aid visualisation of meaning of key vocabulary
Spelling prompts	Provide letter or sound hints to support recall and correct spelling. Direct to word mat for key term spellings
Structure Strips	Provide sentence starters to guide writing
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Explanation
Checklists	Provide written, numbered tasks for ordered completion
Specific feedback	Provide comments against the specific L.O. to guide improvement, name strengths and areas for growth
Language of choice	Give 2 choices, e.g. "would you like to use a blue or black pen?" / "shall we start with question 2 or 4?"
Praise the effort as well as the result	Notice effort, persistence, and resilience, motivating students to keep trying even when tasks are tricky
Consistency	Establish predictability, e.g. entry & exit routines, keep resources in the same place, use behaviour policy
PHYSICAL AND/OR SENSORY	Explanation
Enlarged Resources	Use font size recommended by Sensory Inclusion Service
Enlarged Images	Use image size recommended by Sensory Inclusion Service
Adjusted seating	Ensure adequate space for wheelchairs, request high-low tables
Seating Plan	Carefully consider student placement to maximise learning - consider visual & hearing impairments, glare, peers, access to resources
Gap Fills	Provide mostly completed paragraphs, with only key terms missing for students to populate; perhaps from a choice bank, depending on cognitive ability
COMMUNICATION AND INTERACTION	Explanation
Give time to respond (7 secs.)	Allow the student time to think of their response for a minimum of 7 seconds
Question prompts	Provide key term hints to support recall
Sentence Starters	Provide sentence starters to guide writing
Chunking of information	Break complex content into smaller, manageable parts. Provide a question / paragraph at a time.
Writing Frames	Provide a template to structure writing and ensure all objectives / success criteria are met
Language of choice (you have two options)	Give 2 choices, e.g. "would you like to use a blue or black pen?" / "shall we start with question 2 or 4?"



Student	Y	Reasonable adjustment	Pre-planning	Remember	Learn	Practice	Review
A	7	Reader pen  Laptop  Fidget Tool	Gap Fills	Give time to respond (7 secs).  Praise the effort as well as the response	Writing frames.  Checklist.  Chunking of information.  Give time to respond (7 secs.)  spelling prompts.  key terms + images.  presentation support.	Writing frames.  Checklist.  Chunking of information.  Give time to respond (7 secs.)  spelling prompts.  key terms + images.  presentation support.	Give time to respond (7 secs).  Praise the effort as well as the response
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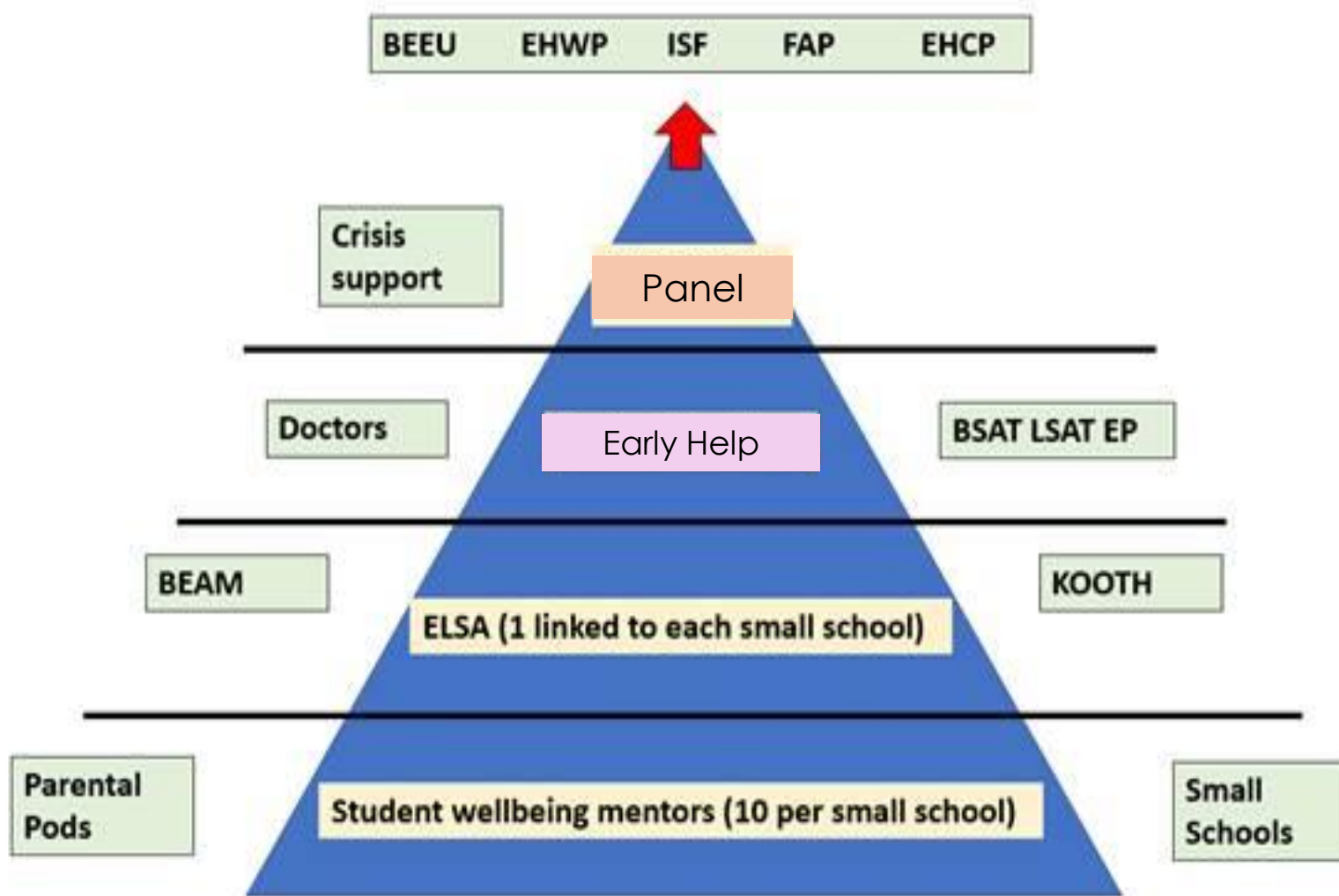
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# Mental Health



Supporting students  
and families to get  
the **appropriate**  
**support** whilst  
building **resilience** in  
the **modern world**.

# SEND & Inclusion

We are **Ambitious** for each and every child.

We want them to feel **Proud** of what they achieve at BBS.

We are **Caring** in the support for our students.

