Bullers Wood School for Boys
SEND Information Report
2025 -2026

Bullers Wood School for Boys is a mainstream comprehensive school, which delivers a full range of national curriculum subjects and provides high quality teaching & learning experiences within a culture of traditional values: ambition, respect, responsibility and kindness.

At Bullers Wood School for Boys students come first and their learning and wellbeing are our priority: we will support every student to access all mainstream opportunities by providing appropriately differentiated work which is adapted to meet individual needs and aims to raise aspiration and achievement for all.

The SEND Information Report reflects the SEND CODE OF PRACTICE 2014 SCHEDULE

1: This can be found at: http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made

Bullers Wood School for Boys key information:
Each year group is made up of 180 students. These are organised into six form groups of 30 students. All forms, and most classes, are mixed ability. For most subjects boys are taught in groups of 30.

School starts at 7.45am and it ends at 2.20pm; lateness is not tolerated.

We encourage all boys to make their own way to and from school each day and place a high emphasis on active sustainable transportation (i.e. walking, cycling and public transport).

Each day is comprised of six fifty-minute lessons, plus one thirty-minute tutor period. Some subjects (including Science, Art, Design Technology and PE) are taught in double lessons of 1hour 40minutes.

Boys are taught by up to seven different teachers a day. Boys have a separate teacher for each subject studied (English, Maths, Science, Art, Computer Science, Design Technology, Drama, Geography, History, Music, Learning for Life, PE, Religion and Ethics, Spanish or French). All students, SEND and Not SEND, transition from one lesson to the other independently.

Our school ethos is that all students regardless of needs are taught in a formal traditional environment – sat in rows, lining up in single file, standing in silence before and after lessons. These are our non-negotiable rules, students are directed to follow them.

As an inclusive school, we can support students with their behaviour, but the same behaviour expectations apply to all our students.

Adult/pupil ratios, the size of the classrooms
Mainstream provision for SEND students is very different to mainstream primary or specialist school provision – where there is a much larger ratio of adults to students.
Having 1:1 support does not happen in secondary school; it would also go against the grain of being a student in a mainstream school where boys need to develop their independence and prepare themselves for adult life. In most classes the adult: students' ratio is 1:30.

Learning Support (LSA) support is organised mainly for core subjects (English, Maths & Science). LSAs are **not attached to students**, they are attached to classes and subjects.

All students should complete their homework. Homework is set via the online platform Class charts, with many teachers using additional online platforms for tasks.

1. How does BWSfB know if my child needs extra help?	The Head of Year visits the main feeder schools to meet the future students and the Year 6 teachers and then has a professional meeting with the SENCO. On a transition day primary SENCOS meet the BWSFB SENCO; detailed reports and information from professionals are shared with the secondary school to identify and support the needs of students. All information determine whether students would be in the SEND register or not. During the first weeks in secondary school, a range of baseline tests for Maths and English are undertaken. The SENDCo receives cause for concern forms from staff and screeners and testing would be organised. Parents can also register their concerns by filling the form on our website BWS-Boys-Parent-referral-form-22-23-002.docx (live.com) There is continuous close monitoring of behaviour, attendance and punctuality. SENCO meets regularly with Head of Year groups. Performance in lessons is monitored through regular marking, feedback and assessments. Teachers understand age-related expectations and have on-going training in the identification of pupils with SEND.
2. What should I do if I think my child may have SEN?	Bullers Wood School for Boys takes any concerns raised by a parent seriously and these are always compared to our own assessments and information on how the student is developing. Screeners and assessments (e.g. NGRT, CAT4, LUCID, SALT assessment) are used to identify needs. We also recognise that that other factors may influence a student's progress and attainment, and this does not necessarily mean that a student has a Special Educational Need. These might be:

	• Disability, where reasonable adjustment under the Disability Equality legislation can enable a student to make increased levels of progress • Poor attendance • Health and welfare concerns • English as an additional language (EAL) • Being in receipt of Pupil Premium Grant (PPG) • Being a Looked After Child (LAC) • Being a child of Service personnel
3. How will I know how BWSfB supports my child/young person?	You will receive a letter in the autumn term of Year 7 to inform you that your child is on the SEND register. A Student Learning Plan will be put into place by the end of the first half term. Plans are shared with parents by the end of the first term and they are reviewed three times a year. In the plan students 'strengths and concerns' are recorded and SMART targets identified. The plan is then updated regularly when an agency submit advice, or a reasonable adjustment is put in place. Plans are updated by a named LSA, who is also the 'key contact' for the student and family. They will meet yours son to review his plan, but they will not be in all his lessons. If a student is continuing to have significant difficulties, further external expertise may be requested, with parental consultation. This may include contacting the Local Authority SENDAT, Special Educational Needs & Disability Advisory Team.
4. What support is available for students who have a SEND?	The school caters for the needs of pupils requiring additional support due to: specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD). Students who are identified with SEND are added to SEND Register which can be accessed by all members of staff. Support provisions for students with SEND are co-ordinated by the SEND Department, which in school is commonly known as the PLZ (Positive Learning Zone). A staged and graduated approach is used to identifying and assess needs, using the 'Assess, Plan, Do, Review' model outlined in the Code of Practice (2014). There are four levels of support: **1 Universal support:** Teachers adopt bespoke strategies to meet the needs of students. The bespoke strategies are recorded on the students plans. **2 In-class support** If in-class support is required, this is provided by a Learning support Assistant. The LSA may be supporting several students in a class.

	3 Out-of-class Interventions (Withdrawn from a lesson / Form Time). Interventions would need to be limited and should run for a limited time. Students would need to be temporary disapplied from a subject (Humanities mainly or Expressive Arts). Many interventions take place during form time. Students are never disapplied from a subject forever. If your child is included in an intervention you will be informed and given regular updates. Examples of interventions: ● One to one mentoring ● A reading and spelling catch up group ● Lexia, an online literacy programme ● Maths champion interventions ● A speech and language intervention planned by a Speech and Language Therapist and delivered by a member of the SEND Department. ● Social skills workshops ● ELSA sessions ● Dog Therapy ● Interventions delivered by specialist services ● A speech and language assessment ● Speech and Language Therapy Group planned and run by a Speech and Language Therapist ● Assessment or advice from an Educational Psychologist ● Counselling Each intervention has an entry criteria to ensure it targets a specific need. The most effective support is an intervention which lasts a specific amount of time e.g. six weeks and students are then able to apply their newly learnt skills to their learning across the curriculum. **4 Outside Agencies/Specialists** As a parent / carer you will be consulted whenever BWSfB wishes to seek advice and support from an agency or specialist who is not employed by us. Any recommendations or actions will be shared with you and any on-going role for the specialist with your child will be discussed with you beforehand. Services we bring into school regularly are: ● Speech and language therapists. ● Educational Psychologist ● Counsellor ● SENDAT ● Gateway

	If the above cannot meet the individual needs of your child, we will seek alternative advice and agency support. We will monitor all provision to ensure it provides the planned impact. The school works with several external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include: ● CAMHS ● Community paediatricians ● Advisory teachers for visual/ hearing impairment ● Bromley Child and Adolescent Mental Health Teams, · Bromley Children's Project ● SENDAT ● Bromley Core Panel Referral Service, ● Bromley Educational Psychology Service, ● Bromley Home Tuition Service, ● Bromley Parent Voice www.bromleyparentvoice.org.uk, ● Bromley Specialist Disability Team, ● Bromley Wellbeing (School Counsellor), · Occupational and Physiotherapy Teams ● Bromley Gateway All levels of provision in school are subject to regular monitoring and evaluation. Additional funding might be available for children who meet specific criteria set by the borough. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. For those with the highest level of need it may be appropriate to request an Education Health & Care Plan (EHCP) needs assessment from the Local Authority (LA). Further details about this process are explained in the LA's Local Offer.
5. Who has responsibility for the support and progress of students with SEND?	*SENCO's responsibilities:* ● To identify student needs accurately and ensure support is targeted efficiently and effectively ● To maintain and update the Academy's SEND profile ● To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice ● The SENCo will work closely with the SEND Governor to regularly review and evaluate our provision for pupils with special educational needs. ● The SENCo will communicate with parents and conduct all annual reviews and liaise with all external agencies. ● The SENCO updates teachers on students' specific needs and monitors SEND students' progress. *All Teachers' responsibilities:* ● To plan teaching effectively, allowing for the diverse learning needs of each group enabling access to the National Curriculum at a level that challenges all students to reach their full potential.

	● To ensure that adaptive teaching strategies are embedded into Teaching and Learning. ● To ensure that information and strategies from Individual Plans are used as part of the lesson planning process and are integral to teaching and learning. ● To work in collaboration with the SEND Department to develop resources and ensure effective use of support, including Working in partnership with LSA support ● To ensure that students with SEND are making expected progress, identifying and implementing appropriate strategies to address this within the lesson. *Learning Support Assistants' responsibilities:* ● To work collaboratively with teachers to support students with SEND so that they can access the curriculum and make expected or good/outstanding progress. ● To work with students with SEND to complement and supplement teacher-led teaching. ● To pitch support to offer the appropriate level of challenge. ● To empower students to develop effective strategies that enable them to become independent learners. ● To implement adaptations and alternative material that is better suited to the SEND students learning needs. ● To run interventions. *Parents/Carers responsibilities:* To be actively involved in working with the school to support their sons academic and social progress, through consistent and regular communication and full involvement in the systems and policies in place. *Student's responsibilities:* To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self- evaluation and review.
6. How will the curriculum be matched to my child/young person's needs?	All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that: *Teachers should set high expectations for every pupil, whatever their prior attainment.* *Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset.* *Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' SEN Code of Practice 2014 As part of the tiered and inclusive approach that is set out in the Special Educational Needs Code of Practice (2014).* Bullers Wood School for Boys focuses on 'high quality teaching'. Students with a disability are provided with reasonable adjustments

	to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. Students are disapplied from any subjects. All students are expected to engage fully in our curriculum. In Years 7-9 students are expected to demonstrate at least a 'good' level of commitment to their studies on the Trust assessment criteria. In Years 10 and 11 students are given targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings or annual reviews. All systems and forms of support are driven towards supporting good or better progress in all lessons. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning considers individual students' needs and requirements. Adaptive teaching is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. The SEND Department provides teachers with information about students' needs and suggests strategies to use to support lesson planning. Outside agency advice are used and shared, along with the use of their specialist resources. This has included providing iPAD for students with VI, radio for HI, laptops and reading pens. The use of assistive technology is monitored and students are asked to follow the correct protocol. Teaching staff have access to a wide variety of CPD training sessions to support meeting students' needs including planning and adaptive teaching as well as sessions on identifying and understanding needs such as Dyslexia and ASD. Classes where a higher level of support is required may be smaller in size and may receive support from additional staff members such as a Learning Support Assistant. When a Learning Support is attached to a class, he/she will regularly meet with the subject teacher to plan the support and review the progress students are making towards their outcomes.
7. How will the school know how well my child/young person is doing?	**Academic progress is measured through:** ● Ongoing classroom observation, marking and assessment, SENCo meeting with LSAs. ● Every student in the school undergoes regular classroom assessments in every subject. ● Tracking of groups and individuals is analysed by class teachers, Head of Departments, Heads of Year and the SENCo. All interventions success is measured with a test at the beginning and a test at the end of the intervention. **Social and Emotional well-being is measured through:** ● Review of impact of provision: Behaviour intervention / social skills. ● Behaviour and attendance records

	● Use of specific assessments: For students who require: Educational Psychologist / Speech and Language / Targeted Mental Health Support through CAMHS. ● Staff observations and feedback. ● Feedback from parents/carers. ● Questionnaire when relevant.
8. How will I know how well my child/young person is doing?	Parents will be invited to attend Parent's Evening once per year. If a concern exists about your child, in the first instance, your child's Form Tutor/Head of Year will contact you by telephone or email; if the issue persists, you will be asked to attend a meeting in school. Parents can discuss a student's progress with their child's form tutor/subject teacher at any time. If your child is identified as having SEN, a meeting/ telephone call might be arranged inviting you into school to discuss your child needs.
What support will there be for my child/young person's overall wellbeing? **1. How will my child/young person's personal or medical needs be met?**	BWSfB has clear safeguarding and medical procedures in school, updated regularly through whole school INSET sessions. All students are given annual safeguarding training: they will know exactly who to talk with if a problem arises. The assembly and Personal Development programme cover mental health, bullying, E-safety, use of drugs, gang affiliation and knife problems. Learning for Life (PSHE) is taught once a week. If the school has a mental health concern about your child, we will contact you in the first instance asking for your permission to refer the student to our School Counsellor, Bromley Wellbeing or CAMHS in some instances. Our School Counsellor offers weekly drop-in sessions and formal intervention for students. Vulnerable students are identified, monitored closely and their provision may be reviewed in professional meetings. Self-esteem / Friendship/ Transition / Study Skills workshops are organised regularly. Tracking of positive and negative incidents are recorded and analysed on the school system. All teachers are aware of all medical plans of students they teach. There is a First Aider that has familiarised herself with all the needs highlighted in the medical plan.
2. What training have the staff	There is a continual on-going professional development programme in place for all teachers and LSAs so that the most

supporting child/young person and young people with SEND had or are having?	appropriate strategies can be used to meet the young person learning and social needs. Every term all staff attend SEN CPDs so that they can deliver quality first teaching in order to meet the needs of all our students. Training is delivered by the SENCo and by Specialist professionals.
3. How will my child/young person be included in activities outside the classroom including school trips?	We always look to remove a perceived or actual barrier that might deny an individual access to an activity. Each student with a disability is treated as an individual. The SEND Department are pro-active in making 'reasonable adjustments' for disabled students to ensure that they have access to the whole curriculum including extra-curricular activities and school trips. The following provision has been put in place for students with SEND: ● Information about students' needs is shared with the members of staff organising any trips or running any after school clubs so they are aware of any impairment. ● Some students with difficulties may find it hard remembering to attend an intervention or be nervous on the first session. To support this the SENCO sends reminders to teachers and form tutors.
4. How will the school prepare and support my child/young person when joining BWSfB and will the school support transition from school to Sixth Form / College (PFA)?	**Transition from year 6 to 7** ● Primary transition forms are provided for all students and the primary SENCo and BWSfB SENCo have a meeting. ● SENCo/ Head of Year will visit all feeder primary schools and meets students transferring to BWSfB. ● Students with very specific needs will be provided with additional opportunities to visit the school. ● All students attend an Induction Day at the school in June / July. ● Parents attend a transition open evening and meet the Headteacher, key staff and other parents. ● The SENCo attends the primary / secondary transition day organised by the borough where information is shared. **Transition from Year 11 to Sixth Form/ College** ● Our students will be involved in career activities and workshops from Year 7 onwards. ● In Year 11 a career advisor will organise meeting with the students where transition will be the focus. ● SEN students will be supported with sessions dedicated to further exploration of courses. ● SENCo monitors transition. ● Students are reminded of Open days in colleges. ● Annual reviews for students with an EHCP will aid consultations
5. How are the school's resources allocated and matched to child/young	The school resources are carefully allocated to reflect the student's special educational needs. All interventions are costed and recorded in a provision plan. Where there is an EHCP in place, Section F will be used to inform provision.

person's special educational needs?	If the funding is not adequate to meet these needs a request for further funding will be made to the borough.
6. How will I be involved in discussions about and planning for my child/young person's education?	You will be able to share your views, and your child will be able to express their views at meetings with child's tutor, at Parents' Evening and meetings organised by the SEND Department. You can contact your child's form tutor, head of year or SENCO at any time to discuss any aspects of education or provision. If at any time we would like to discuss an issue relating to your child's academic progress or behaviour, you can be invited to attend a meeting at the school. A SEND clinic is held every half term where parents / carers can arrange an appointment to meet with the SENDCO or Deputy SENCO.
7. How can I be involved in the school more generally?	Attend Information Evening and Parents' Evening and any additional meetings / events arranged. Fill in all questionnaires sent to parents. Join the PTA Become a Parent Governor.
8. Who can I contact for further information or if I have a concern or complaint?	For any further information or to raise any concerns please contact: email: sen@bwsboys.org, Telephone: 02080160710 If you have a complaint, please contact the SENCo, in the first instance, if you are not satisfied with the resolution, please refer to the Inicio complaint procedures, available on our website. For more information, please see the SEND Policy on the school website. The LA Local Offer can be found at: http://www.bromley.gov.uk/localoffer **Information, Advice and Support Service (IASS)** The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support for young people with special educational needs and their families. They can be contacted using the following details: Website: http://www.bromley.gov.uk/parentpartnership Email: iass@bromley.gov.uk Telephone: 020 8461 7630. Another source of information is: Bromley Parent Voice – www.bromleyparentvoice.org.uk

	Parental support in the borough: • What are special educational needs and disabilities (SEND) – London Borough of Bromley • Bromley Mencap - Supporting Disabled People • Refer Now (bromley-y.org) • SEN transport assistance application | Instructions – London Borough of Bromley • Bromley Children Project – London Borough of Bromley