The Bishop David Brown School – Unity Schools Trust
SEND Information Report 2026-27

Next Review:	September 2027

Name and contact details for BDB SENCo

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1. The kinds of SEN that are provided for

BDB currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia, and Moderate Learning difficulties
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, and those students with physical disabilities.

Decisions on the admission of students with an Education, Health and Care Plan are made by the Local Authority in consultation with the school setting. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Identifying pupils with SEN and assessing their needs

The SENCo will maintain a register (the Special Educational Needs Register) which details all students who are identified as having special educational needs, additional needs (information about other possible barriers to learning will be accessible for staff through the Inclusion Department).

In line with the SEN and Disability Code of Practice (DfES/DoH 2015) students are identified as either having no SEND; having SEND with Support; or as having SEND with an Education, Health and Care Plan. Initial identification can be through information given to the school through the transition process from primary school.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

The SEN department create pupil passports for students who they monitor and for students on the SEND register, who also have a SEND arrangement document. These are available to staff on the SEN SharePoint which is linked to the weekly staff bulletin, on SIMS, and also on Edulink.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. The SENDCo will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For students with an Education, Health and Care Plan (EHCP), we will run transition reviews which support students on their next steps into adulthood. The outcomes sought for the students will be reflective of the students' ambitions.

The SENCo attends meetings with primary schools to support transition from Year 6 into Year 7. The SENCo will use this information to determine which pupils would benefit from starting their Secondary School journey in the Nurture Class. Parents will be informed and asked if they would like their child to be part of the Nurture class.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.
Quality First Teaching is our first step in responding to students who have SEN. This will be adapted for individual students. Teachers will have access to information to help them support students with SEN, in the Student Support Department.

In addition to adaptive teaching, we provide interventions run by subject departments and by the SEN department. For example, social skills groups, reading confidence, or small group intervention work. We also offer in class student support assistants for students who are high need (i.e. as written into an EHCP).

7. Adaptations to the curriculum and learning environment

Bishop David Brown School makes the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have two HLTAs and 8 TAs who are trained to deliver interventions supported by outside agencies such as speech and language. HLTA/TAs will support students on a 1:1 basis when this is directed on an EHCP. All EHCP students have a designated TA who is their Key Worker.

We work with the following agencies to provide support for pupils with SEN:

- Mindworks (CAMHS)
- Specialist Teachers for Inclusive Practice (STIPS)
- Educational Psychology service (EPS)
- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)

9. Expertise and training of staff

Our SENCo holds the National SENCo Award and has worked in the specialist and alternative sectors. She is also a trauma informed practitioner.
The SENCo is allocated a reduced teaching timetable to ensure they have sufficient time to fulfil their role.
We have a team of 8 TAs, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

10. Securing equipment and facilities

Where needed the SENCo liaises with outside agencies (i.e., hearing, visual, and physical and sensory service) to ensure we have access to the right equipment to support students.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions usually after 6 weeks
- Using student voice
- Monitoring and quality assurance by the SENCo
- Using provision maps
- Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All students are encouraged to take part in sports and extra-curricular activities. No student is ever excluded from taking part in these activities because of their SEN or disability.

As a school we will make reasonable adjustments to ensure that students with SEND can access all extra-curricular activities and College visits, to include all residential trip(s).

All pupils are encouraged to take part in sports day, school plays, and other activities (e.g., Duke of Edinburgh). No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admissions of students with disabilities

- All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated (through consultations if needs can be met)
- Any of our oversubscription criteria that prioritise students with disabilities
- An explanation of how our oversubscription criteria avoid unfairly disadvantaging students with a disability.

Students with SEN are treated fairly across the school.

We allow access to IT to support learning where this is needed.
We work with parents and outside agencies to ensure students have fair and equal access to our educational offer. The school's accessibility plan is available on the school website and aims to:

- Improve the physical environment to enable students with disabilities to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to students with disabilities

13. Support for improving emotional and social development

We have a robust pastoral system and our Heads of Year, form tutors and Pastoral Support workers provide students with emotional support when appropriate. In addition to this, we have an ELSA who supports students with their emotional development, a wellbeing practitioner and access to a counselling service within school (through referral process).
We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any club to promote teamwork/building friendships; some are invited to the Spirit room (SEN department) where they can have a quiet space with small groups of students at break and lunch time.
- We have a zero-tolerance approach to bullying.

14. Working with other agencies

Bishop David Brown School works in partnership with the Local Authority and other agencies to support students. The SENCo and Learning Support team will liaise and work with outside providers (e.g., Specialist Teachers for Inclusive Practice, Physical and Sensory Support Service, Educational Psychologists) to adapt support and gain advice when needed. The Local Authority works in partnership with the school and provides information, advice and guidance for students with EHCPs (i.e. at transition reviews). The school will ensure that effective liaison occurs with a variety of organisations, for example: Children's Services, NHS professionals, and local authority specialists (i.e. speech and language). We also work with voluntary organisations as appropriate, for example EIKON and Barnardos.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.
The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim

about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with SEN

National Autistic Society (autism.org.uk) – support for young people and families who have autism.

Safe Havens : Surrey and Borders Partnership NHS Foundation Trust (sabp.nhs.uk) - Safe Havens provide out of hours help and support to people and their carers who are experiencing a mental health crisis or emotional distress.

British Dyslexia Association (bdadyslexia.org.uk) – support for young people and families with dyslexia.

Home - ADHD Foundation : ADHD Foundation - support for young people and families with ADHD.

(IPSEA) Independent Provider of Special Education Advice – independent advice service for parents and young people.

SEND Advice Surrey - independent advice service for parents and young people.

17. The local authority local offer

The school's contribution to the local offer can be found in our information report which is published on our website.
Parents can access information about local SEND services by looking at Surrey Local Offer
Parents can discuss their child's needs and gain advice by using the Learners' Single Point of Access (L-SPA) | Surrey Local Offer