BISHOP THOMAS GRANT SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

Academic Year 2026-2027

What do we mean by SEND?

According to the Code of Practice (2015) "a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

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

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

All Lambeth maintained schools have a similar approach to meeting the needs of student with special educational needs and disabilities and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of student with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible and where families want this to happen. Lambeth publish information, advice and support for students with SEND online in their **Local Offer** at: https://lambeth.gov.uk/send-local-offer

The information below details the school offer for students with SEND and ways in which parents, students and young people may access the support they need.

OUR SCHOOL – BACKGROUND INFORMATION

Bishop Thomas Grant School provides an excellent educational setting for many young people with a range of special educational needs.

Bishop Thomas Grant School is an 11-18 Roman Catholic co-educational mainstream school established 60 years ago to cater for the needs of the Catholic community in Streatham and the surrounding areas. Bishop Thomas Grant School is a comprehensive school that does not select on aptitude or ability. We aim to include children with special educational needs and disabilities within our school as far as is possible. The School is committed to inclusion, but accepts that there will be some for whom our setting will not be appropriate. In such cases we will clearly explain the reasons why to parents/carers and their Local Authority.

Students with special educational needs and disabilities are included in mainstream classes wherever possible and we ensure our staff is equipped with the knowledge and strategies needed for working with them. We have a team of learning support staff who work with our students to ensure they gain the maximum benefit from classroom and individual teaching.

Students are set according to academic attainment and this facilitates opportunities for flexible grouping and smaller classes for students that require higher levels of adult support and an adapted curriculum.

The School carefully assesses the progress of all children. The school has well established systems of academic review and pastoral care that allow staff regular opportunities to evaluate students' progress.

GLOSSARY OF TERMS	
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC Plan	Education, Health and Care Plan
SEND	Special Educational Needs and Disabilities
SALT	Speech and Language Therapist
CAMHS	Child or young person & Adolescent Mental Health Service
EP	Educational Psychologist

SENDCO	Special Educational Needs and Disabilities Coordinator
ASC	Autistic Spectrum Condition
CLN	Cognition and Learning Needs
SLCN	Speech Language and Communication Needs
SEMH	Social Emotional and Mental Health
PSN	Physical and Sensory Needs

A. WHO ARE THE BEST PEOPLE TO TALK TO IN THE SCHOOL ABOUT YOUR CHILD OR YOUNG PERSON'S DIFFICULTIES WITH LEARNING OR THEIR SPECIAL EDUCATIONAL NEED OR DISABILITY?

People	Summary of responsibilities
Headteacher *Ms B Boyle*	**She is responsible for:** • The day-to-day management of all aspects of the school, including the support for students with SEND. She delegates responsibility to the Deputy Headteachers for Pastoral and Curriculum, SENDCO, subject leads, subject teachers and form tutors but is responsible for ensuring that a young person's needs are met and that they make the best possible progress • Keeping the Governing Body up to date about all issues in the school relating to SEND and ensuring that they receive regular reports • Ensuring that there is a link SEND Governor. ***Contact:*** *arrange an appointment by telephoning the school on 0208 769 3294*
SEND Governor	**She is responsible for:** • Making sure that the school has an up to date SEND Report • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of SEND students in the school • Making sure in conjunction with the Headteacher that the school's SEND funding is appropriately spent • Making visits wherever possible to understand and monitor the support given to students with SEND in the school. ***Contact:*** *by writing to the SEND Governor via the school office*

Deputy Head Teacher *Ms Shelley Thompson* **Deputy Head Teacher** *Mr Michael Todd*	**They are responsible in partnership with the SENDCO for*:*** • Endeavouring to make sure that all students have access to good/outstanding teaching and that the curriculum can be where possible adapted to meet your child or young person's individual needs (also known as personalisation or differentiation) • Checking on the progress of your child or young person in their subjects through Academic Review meetings with Heads of Year and working with the SENDCO to identify and plan additional interventions they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with subject teachers as necessary • Contributing to Student Profiles and Class Access plans when appropriate • Making sure that the school's SEND report is followed in the classroom for all the students with any special educational needs and disabilities • Facilitating high impact interventions through strategic timetabling and student grouping • Monitoring the teaching practice of subject and intervention teachers through regular observations and feedback ***Contact**: arrange an appointment by telephoning the school on 0208 769 3294 and ask to be put through to the relevant member of staff*
Heads of Year Ms Athieno Year 7 ext 271 Ms B Osei Year 8 ext 235 Ms R Gardner Year 9 ext 245 Mr O' Brien Year 10 ext 208 Mrs J Pagnier Year 11 ext 280 Miss Mannarelli Head of Year 12 ext 269 Ms J Forde Head of Year 13 ext 224 Ms Waterman Head of 6th Form ext 272	**They are responsible for*:*** • Checking on and supporting the progress of your child or young person across all subjects • Supporting the social, emotional and wellbeing of your child or young person in school • Maintaining a contact with you as necessary with regard to your child or young person's progress and wellbeing. ***Contact**: arrange an appointment by telephoning the school on 0208 769 3294 and use the Head of Year's extension number*
The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) *Mrs J Wellington* *0208 835 9209*	**The SENDCO is responsible for*:*** • Coordinating all the support for students with Special Educational Needs and or Disabilities (SEND), and developing the school's Learning Support systems to make sure these students receive a consistent, high quality response to meeting their needs in school.

	• Making sure where possible that the parent/carer is:
	  • Fully involved in supporting their child or young person's learning
	  • Kept informed about the support their child or young person is receiving
	  • Invited to participate in reviewing how their child is progressing
	  • Consulted at all stages when planning their child's or young person's support.
	• Liaising with other professionals who may be coming into school to help support their child or young person's learning e.g. Speech and Language Therapists, Educational Psychologists etc.
	• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are records of a child or young person's progress and needs.
	• Providing specialist support for teachers and support staff in the school so they can help all students with SEND in the school to achieve their potential.
	• Co-ordinating the writing of Student Profiles, which summarise the needs of a student with additional needs and the strategies that are currently working for him/her
	• Leading teachers in the compilation and use of Class Access Plans which summarise the needs of the students in a teaching group and identify appropriate teaching strategies for that group
	• Writing Provision Maps for individuals that identify the interventions that the school will put in place to support their progress
	• Collating evidence for an application for a statutory assessment of a student's needs which may lead to an Education, Health and Care Plan where needed
	• Organising training for staff so they are aware and confident about how to meet the needs of their child or young person
	• Working in partnership with the Deputy Headteacher in charge of Teaching and Learning to ensure good/outstanding teaching is accessed by all students and the curriculum adapted to meet a young person's individual needs
	• Guiding teachers on strategies for students on SEND for staff to use in lessons
	• Specialist teaching pedagogies to promote the education of SEND students.
	
	***Contact**: arrange an appointment by telephoning the Learning Support Department on 0208 835 9209 or email at: jwellington@btg.ac*

Experts at Hand *Kay Gillett: Speech and Language Therapist* *Edyta Zjawiony: Autism Outreach* *Sue Hawkins: Teacher for the Deaf and Educational Audiologist* *Wayne McCullough: CENMAC* *Isobel Moors: Educational Psychologist* *Area SENDCO team: Katie Doy, Georgina Barrett*	**They are responsible for:** Supporting teachers to provide individualised support through observation, assessment and advising on strategies for students Jointly delivering group or whole class interventions and ensuring that agreed strategies are embedded in daily learning Jointly developing resources and workshops for parents to help them understand and support their child's development Building staff knowledge and skills through effective strategies, evidence based interventions and targeted approaches to improve early identification of needs Supporting the school with the co-production of inclusive approaches, working in partnership with parents and carers to shape setting culture, practice and interventions while ensuring their voices inform decision making and provision Sharing advice, coaching and tailored guidance to remove barriers to inclusion and meet learners' needs ***Contact**: by telephone via the Learning Support Department on 0208 835 9209*

B. HOW COULD YOUR CHILD OR YOUNG PERSON GET HELP IN SCHOOL?

Students in school will receive support where possible that is specific to their individual needs. This may be provided by the teacher or may involve:

- **Learning Support Assistants who work in the classrooms under the direction of the class teacher and the SENDCO**
- **Staff who may visit the school from the Local Authority Central Services such as the ASC Outreach Team or Sensory Services (for students with a hearing or visual need)**
- **Staff who may visit from commissioned outside agencies such as the Speech and Language Therapy (SALT) Service or Occupational Therapy.**

Types of support provided	What would this mean for your child or young person?	Who can get this kind of support?
Subject teacher input via quality first classroom teaching	• The teacher will have the highest possible expectations for their child or young person and all students in their class • Teaching where possible is based on building on what their child or young person already knows, can do and can understand • Putting in place where possible different ways of teaching so that their child or young person is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for their child or young person • Putting in place where possible specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable a child or young person to access the learning task.	Accessible for all SEND students
Additional targeted support given by SEND Support	• Subject specific gaps in learning and understanding can be addressed through booster and catch up sessions that are supported by the relevant department. Some students demonstrate difficulties in learning in more than one subject and it is at this point that the SENDCO is alerted. She will seek the views of all the student's teachers through requesting reports on their progress. If there are patterns or common themes expressed by the teachers, the SENDCO may initiate an assessment of the student's needs: this may be sought from an agency such as CAMHS, Occupational Therapy, Speech and Language Therapy or Educational Psychology or carried out by the SENDCO • The class teacher/s, parents and the SENDCO may plan interventions to support your child or young person's learning. Where possible these interventions will have clear targets to	Any child or young person who is demonstrating difficulties in learning beyond subject specific gaps in their understanding or are demonstrating learning behaviours associated with a

	help them make more progress and will be recorded on a SEND Support Plan or Provision Map • Students are expected to follow the whole of the curriculum as offered by the school whenever possible. In certain circumstances the school may be unable to accommodate a student with specific needs in a certain curriculum area (e.g. MFL, Art or PE) in which case the curriculum will be adapted or changed • Small group sessions to support your child or young person's progress may be led by a Teaching Assistant/Teacher or an outside professional (such as a Speech and Language Therapist or Counsellor) • Your child's name may be added to the SEND register to enable the SENDCO to monitor his/her progress closely Examples of the interventions that BTG currently provides are: • Intervention classes in Literacy (replacing the teaching of a Modern Foreign Language) • Lexia • School counsellor • Music and Art Therapy • Mentoring • Sixth Form Mentors • Sensory Impairment Service • Lambeth Autism Advisory outreach • Speech and Language specialist support for individual students with EHCPs • Social skills groups • Vocabulary groups • Preparation for Adulthood sessions • Homework Club • Touch Typing • Handwriting • Transition Group for year 7 • Emotion Coaching • Reading mentors and reading groups	specific learning need or disability

	The SENDCO will source services, equipment and facilities for students with SEND.	
Support provided through an Education, Health and Care Plan (EHCP). This means your child or young person will have been identified by the SENDCO as needing a level of individual and small group support which cannot be provided from the resources already delegated to the school	• The SENDCO will ensure that the cycle of Assess, Plan, Do and Review is followed and the impact of interventions is evaluated. If the planned interventions are not meeting the needs of your child and he/she is not making the progress one would expect following specialist or small group support, the school may recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority based Local Offer (see above for details) • The application for statutory assessment is made in full partnership with you and your child or young person. After the school has sent in the request to the Local Authority, alongside evidence of the support that has been put in place plus the parent and student's views, the LA will decide whether they think your child or young person's needs (as described in the paperwork provided), are sufficient to need a statutory assessment • If this is the case they will ask you and all professionals involved with your child or young person to write a report, to which your child or young person contributes, outlining their needs and how they will be met, and the long and short term outcomes that are being sought • Once all the evidence has been collated and discussed at a local authority SEN panel meeting, the local authority may decide to produce a draft EHC Plan to which you and your child or young person will contribute. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child or young person may have in one plan • The school must make its best endeavours to put in place where possible the support identified in the plan • The progress your child or young person makes will be regularly reviewed and provision will be changed or adapted as required	Students whose learning needs are more severe, complex and potentially lifelong

	• If the Local Authority does not think your child or young person needs the extra assistance of an EHC plan, they will ask the school to continue with SEND Support and provide further support to you and the school to ensure your child or young person's needs are met.	

How will the school support your child or young person with identified SEND starting at school?

- If your child has applied for a place in our School, has been accepted by the Governors and they have a SEND, please contact the SENDCO as soon as you receive the offer as we may not have details of their needs at this stage
- We will invite you to visit the school with your child or young person to familiarise with the School, speak to staff and meet the key personnel who will work with you and your child or young person while they are in the school
- During this period the SENDCO or designated staff may arrange where possible to attend the Year 6 Annual Review if your child has an EHCP. At that meeting, appropriate measures to support the child or young person's transition will be discussed
- If other professionals are involved, a team around the child or young person (TAC) meeting will be held to discuss your child or young person's needs, share strategies used, and ensure provision is put in place before they start in our school
- Your child's or young person's key person may make a visit to their primary school or if they are attending another provision or school
- We may suggest adaptations to the settling in period to help your child or young person to make the transition more easily, but these may be agreed with you at a planning meeting
- Following the settling in period, the SENDCO may arrange a meeting with you to review your child or young person's learning and progress
- The staff will then hold regular meetings in school to monitor the progress of your child or young person and invite you into school at least once a year to review this with you.

How will the school monitor the support that my child receives and evaluate its impact?

- Classroom observations of students in class
- Meetings with students to discuss how they feel they are progressing
- Feedback from parents at parents' evenings and review meetings
- Analysis of assessment data and students' work
- Up to date records of interventions led by LSAs including observations and notes on a child's progress
- Overview of outcomes of students with SEND eg exam results, prize giving, destinations post 16
- Student, Parent and Teacher Questionnaires

How can I let the school know I am concerned about my child or young person's progress in school if they have identified SEND?

- If you have any concerns we recommend you speak to the SENDCO initially, and at the earliest opportunity
- If you are not happy that the concerns are being managed and feel that your child or young person is still not making progress pastorally or academically you should speak to one of the Deputy Headteachers Ms S Thompson or Mr M Todd.

How will the school let you know if they have any concerns about your child or young person's learning in school?

- Parent/carer may be contacted by a Form tutor, Subject Tutor or Head of Year
- Through the annual Parents' and Subject Tutor's Consultation Evening
- Through the School's termly tracking report
- Through the SENDCO.

How are the adults in school helped to work with students with SEND and what training may they have had?

- All teaching staff within the school have the quality of their teaching regularly monitored and assessed. All staff endeavour to take part in regular INSET and CPD opportunities to develop their practice
- The SENDCO and Deputy SENDCO support subject teachers in planning to meet the needs of students with SEND through classroom observations and work scrutiny
- Whole staff training is provided to share knowledge, strategies and experience to ensure the school has a common understanding of what works with regard to the teaching of students with SEND
- Staff who take on a specialist role, such as those working with visually impaired students, have opportunities to develop specific skills in their area of work
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from the ASC Outreach service, Sensory service or medical /health training, to support staff in implementing learning and care plans.
- Training that has been provided over the last academic year (2024-2025) includes:
  -Adaptive Teaching
  -Working effectively with LSAs
  -Class Access Plans

-Speech and Language therapist drop in for teachers
Executive functioning
Exam invigilation for students with access arrangements

How will the teaching be adapted for your child or young person with SEND?

- Subject Teachers plan lessons according to the specific needs of SEND students in their class, and ensure that learning tasks are adapted to enable your child or young person to access their learning as independently as possible
- Specially trained support staff work with the teachers to modify/adapt planning to support the needs of your child or young person where necessary
- Specific resources and strategies will be used to support your child or young person individually, in groups and in the classroom so that they will learn more effectively
- Planning and teaching will be adapted on a regular basis if needed, to meet your child or young person's learning needs and increase their access to the curriculum that is on offer to all.

How will the school measure the progress of your child or young person in school and how will I know about this?

- School's Termly Tracking Reports
- Parents' Evenings
- Pastoral Team Meetings
- Multi Agency Meetings
- Formal Internal Examinations
- SEN Reviews
- Termly and Annual Reviews for students with an EHC Plan
- A range of ways will be used to keep you informed, which may include:

    - School Planner
    - Letters/certificates sent home
    - Additional meetings as required
    - End of Year Reports
    - Report Card System
    - Arbor App
    - Intervention Records for Parents

How will the voice of the child or young person with SEND be heard?

- Attendance at parents' evenings and curriculum reviews
- Involvement in the setting of their own targets
- Access to student council and youth voice groups
- Regular contact with form tutors and pastoral support
- Opportunities to contribute to their student profile, sharing their views on what support works best for them
- Attendance at annual review or other review meetings
- Contributors to their vocational profiles and participants in careers interviews
- Questionnaires and surveys
- 1:1 discussions with LSAs and teachers

What support does the school provide for a parent of a child or young person with SEND?

- Timely meetings with parents to discuss the transition from primary to secondary school
- Curriculum Evenings
- Use of the School Planner and the Arbor App to support communication between home and school
- Annual Review Meetings and termly reviews for students with EHC Plans
- Access to up to date contact details for relevant staff
- Meetings with internal and external agencies where appropriate to give parents the opportunity to discuss the progress and provision of their child or young person
- Focused workshops and coffee mornings for parents of SEND students in the school

How does the school secure the adaptation of equipment, facilities and environments to make the school physically accessible to students with SEND?

- Step free access to the school reception and various classrooms
- Equipment used in lessons is where possible accessible to all students regardless of their needs
- If you have a specific concern regarding disability access, please make contact with the school Premises Manager, Mr Richard Desira, by telephone on: 0208 769 3294

How will your child or young person be supported when they are leaving this school?

We recognise that moving on can be difficult for a child or young person with SEND and take steps to ensure that any transition is a smooth as possible. Most often, pupils move on to another educational setting such as a 6th form college or university. If the student has an EHC Plan, the change of provision will be discussed at the young person's Annual Review. The school will ensure that relevant information regarding a student's needs is made available to the new educational setting and will assist in the process of application for disabled students allowance and assessments of need if appropriate.

- If your child or young person is moving to another school:
  - We talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible
  - We contact the new school, college or university student support service to ensure they know about any special arrangements or support that need to be provided for the student
  - We support where possible a visit to the new setting in advance of the move
  - We ensure that all records about your child or young person are passed on as soon as possible.
- If your young person is leaving our school at the end of Year 11/13
  - We spend time with you and your young person planning and agreeing the next steps
  - Structured meetings would have taken place with the Careers Adviser to ensure full exploration and understanding of pathways post-16
  - Preparation visits and meetings will take place.

What is the complaints procedure in relation to SEND?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance who may refer these concerns to the Deputy Headteachers Ms S Thompson or Mr M Todd. Complainants will be referred to the school's complaints policy, which can be found on the school website.

This document will be reviewed by the **SENDCO** on an annual basis and will be due for review in **July 2027**.