# SEND Information 2026-2027

This report complies with section 69 of the Children and Families Act 2014; paragraph 3 of schedule 10 of the Equality Act 2010 (Accessibility Plan), section 6 of the SEND code of practice 0-25 years.

The following information is intended as a brief summary for parents / carers outlining essential information relating to our Local Offer for students with Special Educational Needs attending Bentley Wood High School. It needs to be read in conjunction with our full SEN Policy (link) and the link to the Local Authority Offer https://www.harrow.gov.uk/send-local-offer

Please note that this information report and our SEN Policy are not static documents but represent work in progress. As part of our process, staff, student and governors are involved in the composition of this report and policy.

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| How the school meets a range of SEN including admissions | All students of all abilities, including those who are disabled, are welcomed to apply to attend Bentley Wood High School.<br><br>Students with EHCPs, including those who are disabled, have an additional individual meeting and induction day in the school as part of our admissions process. The Bentley Wood SENCO attends the Year 6 Annual Review meetings in the primary school.<br><br>The school provides special educational provision for pupils who require "special educational provision, that is provision different from or additional to that normally available to pupils of the same age." (6.12)<br><br>The school provides for pupils whose special educational needs broadly fall into the 4 areas of:<br>1. Communication and interaction<br>2. Cognition and learning<br>3. Social, emotional and mental health difficulties<br>4. Sensory and/or physical needs<br><br>At Bentley Wood High School, we employ a range of strategies to meet the needs of each individual. The school provides SEN support via high quality teaching and differentiation in class; where appropriate, specialist TA support in class; targeted withdrawal groups and intensive 1:1 individual support. |

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| | At KS3, we have discrete literacy and numeracy co-curricular programmes delivered by SEN specialists.<br><br>At KS4, this support continues via a range of individualized programmes. Students with an EHCP can access an alternative pathway which involves a reduced number of GCSEs. Support in class continues throughout KS4 & 5. We ensure that those students with EHCPs can attend revision after school and in the holidays; transport arrangements are adjusted to meet their needs.<br><br>We work closely with external agencies including: physiotherapy; occupational therapy; the Children's Sensory Team; speech and language therapy; educational psychologists; counsellors; ASD support and CAMHs to ensure that students are well supported. We are a fully inclusive school where the expectations are for all students to Communicate, Achieve, Respect and Empathise (CARE). Our ethos is very much based on respect for all students and adults and we are committed to all students, including those with SEND, receiving an equally high standard of education.<br><br>We ensure that all students are fully included in the curriculum. To facilitate movement to subjects we provide individual mobility support for disabled students which is supported by the school having 2 lifts and ramped access to all areas. Our student support area is designed to support all students, particularly those with physical needs and includes a wet room and toilet and physiotherapy room. The medical room is in this area; our two medical officers are there to support students with disabilities and medical needs. |
| How the school identifies and assesses SEND | Information from primary and feeder schools is used for initial identification.<br><br>When pupils join the school, all families have an individual meeting with a senior member of staff where individual special educational needs are discussed.<br><br>All teachers are responsible for ensuring any potential SEN is identified as rapidly as possible. In addition, "High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN." SEN Code of Practice, 6.37 (2015) |


STEP-BY-STEP GRAPH
Inclusion Concern
1
TEACHER-LED GRADUATED APPROACH
Be curious. Consider:
• What have I noticed?
• What is working?
• What could I change/ trial?
• Engage with parents/ carers
2
DEPARTMENT-LED GRADUATED APPROACH
Middle leaders to consider:
• What ideas are there within the department on how to support this student?
• Are there any department-led interventions the student may benefit from?
• Engage with parents/ carers
3
HOY ROUND ROBIN
HOY to collect information from all staff to help identify any patterns including:
• Strategies that are working
• Strengths that can be drawn upon
• Difficulties evident across different curriculum areas
• Engage with parents/ carers
4
HOY-LED GRADUATED APPROACH
HOY to co-ordinate cross-subject graduated approach.
• Engage with parents/ carers
5
HOY REFERRAL TO SEN LEADS
HOY refers student to SEN Leads with detailed information on staff concerns and strategies trialled. SEN Leads to consider:
• Does the student need to be added to the SEN register?
• What further input may be required?
• Engage with parents/ carers

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| | If added to the SEN register we collate evidence and use this to consider access arrangement and to target provision and differentiation to meet pupils' needs.<br><br>Students with social, emotional and mental health difficulties may be seen by a school counsellor or the SENCO may request the parent or guardian takes the student to their GP and requests a referral to CAMHS.<br><br>Across the school, students are referred for assessment, support and monitoring through a range of experts at hand. |
| The name and contact details of the SENCO | Acting Assistant Headteacher and SENCO: Iain Rankin<br><br>schooloffice@bentleywood.harrow.sch.uk |
| How does the school work with parents? | We have a wide variety of methods for working positively with parents / carers. These include:<br>• A regular cycle of parents' evenings to report on student progress;<br>• A regular cycle (3 per year) of reports on progress in all subjects;<br>• All year 7 parents will be invited to meet with the form tutor, the SENCO and/ or the school nurse in an Introductory Evening in the first month of year 7;<br>• Year 6 into 7 transition intake parent meetings;<br>• Regular progress meetings throughout the year;<br>• Annual Review meetings for those students with an EHCP<br>• Regular updates from the student's Tutor, Subject Teachers, Head of Year, and /or Key Worker (where appropriate); |

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| | Each student (year 6 or in year admission) has an in-depth interview with a member of the leadership team. This allows parents to raise any concerns prior to their daughter starting school.<br><br>The SENCO is available to discuss more serious concerns / issues and offer advice.<br><br>All form tutors and subject teachers will be fully aware of students on the SEN register and can offer support as per the school systems.<br><br>Any parent with a concern or question about how their daughter is progressing can contact the SENCO, either by phone or by email, to arrange an appointment. We have an open-door policy. |
| How adaptations are made to the curriculum and the learning environment of pupils with SEN | At KS3, students study a wide range of subjects with support to allow them to access the curriculum. Teaching Assistants support students in their specialist subject areas.<br><br>At KS4, the SENCO will provide advice and guidance for students with SEN to ensure the curriculum meets their needs. We provide an information booklet for parents and parents and students attend an options evening. The Inclusion team are available at options' evening to provide advice. A very small number of students are withdrawn from an option subject to focus on literacy and numeracy. This withdrawal is only done with the full consent of parents following a meeting with the Inclusion Team and senior staff. These lessons are taught by subject specialists.<br><br>The senior leadership team, the year team or the SENCO meet with each student when they submit their option choices to ensure they have made appropriate choices and that they are following a broad and balanced curriculum. Each year 11 student meets with a careers adviser and meets |

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| | with a member of the senior team to discuss their post-16 pathways.<br><br>The learning environment takes into account individual needs. As well as being a fully accessible building, adaptations are made for individual students based on their need. |
| An example of the schoo**l's** provision map for supporting the needs of pupils with SEN | See Appendix One |
| The school's approaches to teaching and learning for pupils with SEN | All teachers are teachers of special educational needs. We recognise that it is a teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. Some adaptations will be necessary for some students with EHCPs- for example, worksheets will be adapted for visually impaired students.<br><br>Quality first teaching is key to ensure that students make expected or better progress. However, students with an EHCP or SEN are also supported through: TA support in lesson, co-curricular interventions, differentiated resources, homework club, a key worker, physio/ OT sessions and support from external professionals.<br><br>Teachers are given CPD on how to support individual students and different needs. This is either as a whole school CPD at the start of a term or within a 'Teacher Talk' – a 10-minute presentation given weekly. They are provided with the Inclusion Handbook which details how each student on the SEN list should be supported. When the need arises, lunchtime talks and advice times are given on specific pupils and strategies are offered in order to support those specified students.<br><br>Our guiding principle is one of inclusion and innovation. We recognise the importance of breaking down any barriers to learning.<br><br>Teaching assistants are given regular opportunities to further develop skills |

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| | through regular training and meeting opportunities. |
| The school's SEND offer | Full details of the School Offer are available in our SEN policy. Other relevant policies (available on the school website under the Policies section) include:<br>• Equality Information and Objectives Policy<br>• Behaviour Policy<br>• Anti-Bullying Policy<br>• Teaching and Learning Policy<br>• Assessment Policy<br>• Child Protection Policy and Procedures |
| Arrangements for engaging with students | Student voice is an integral part of our school. Students can express their views through the school council, which includes members from all year groups and students with SEND.<br><br>When new school policies are written, the students will be asked for their opinions, both from student voice but also from other groups, such as those students with EHCPs or those on the SEN register.<br><br>We also include student voice (including students with SEND) as part of our ongoing monitoring and evaluation cycle (MER). |
| Arrangements for preparing for transition | We have a programme for transition for both entries into Year 7 and Sixth Form. In year admissions also receive a supportive package. Transition activities include:<br>• Year 6 into 7 intake meetings in primary schools to gather SEN information;<br>• Year 6 student and parents' interviews with the senior leadership team;<br>• Year 6 into 7 Induction day;<br>• An additional induction day for students with EHCPs;<br>• Attendance at annual review meetings at the primary schools;<br>• Full impartial careers guidance in Year 8 and 11 at option times |

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| | We run Curriculum days at Bentley Wood where the year 6 come to language days, sports days (run by our year 10 students) and music days. |
| Expertise and training of staff | In addition to the full induction of new staff, current staff receive regular updates on the best practice for meeting the needs of students with SEN. Staff take part in regular teaching and learning CPD to ensure quality first teaching.<br><br>All SEN support staff receive high quality training. This is provided by in school experts or by external professionals.<br><br>We engage specialist staff such as the Children's Sensory Team, ASD support within Harrow, physiotherapists, occupational therapists and speech and language therapists. Within school, we have a teaching assistant trained to complete the physio for any students that require this support. |
| Engaging with the wider curriculum. | We believe in inclusion throughout the school, including in co-curricular activities. The school ensures that all students have access to a range of enriching activities. This includes residential trips such as the D of E Bronze award which is completed in year 10.<br><br>The school ensures all students are able to access trips to theatres and exhibitions to ensure they have the same access to the wider curriculum as other students. |
| Arrangements for pupils with SEN who are Looked After Children | In addition to the Key Worker, the Designated Teacher for LAC (Ms Debbie Ferrer) leads on all PEP meetings and Care Reviews to ensure appropriate support is in place to ensure aspirational targets are being made and met. |
| Pastoral care for pupils with emotional and social SENs | All students with SEN have the support of the wider pastoral team, including head and deputy head of year, form tutor and linked senior leader. |

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| Links with external agencies | We work with the following agencies:<br>• Educational Psychology Service<br>• CAMHS<br>• Early Intervention Service<br>• School Nurse<br>• Speech and Language Therapist<br>• Children's Sensory Team<br>• Hearing Impaired team.<br>• ASD support<br>• School Counsellors |
| How to make complaints | Should a parent/s or guardian/s have a wish to complain in respect to the provision made for their child on the SEN Register please contact the SENCO as soon as this concern arises. Every effort shall be made to understand the nature of the complaint and measures taken, where possible to recognise the validity of the complaint and where necessary or possible, adopt an alternative working practice.<br><br>Where parent/s or guardian/s believed that their complaint has not been dealt with by the SENCO as they may have hoped, complaints should be addressed to the Head teacher, Ms Akbar. For complaints not related to the meeting the pupil's SEN, reference should be made to Bentley Wood's Complaints Procedure as outlined on the website. |
| How the school contributes to the LAs local offer:<br>1. Web link to the LA Local Offer for accessibility to parents/carers<br>2. How parents and young people can request an assessment for an EHC plan<br>3. Arrangements for travel to and from schools, post-16 institutions and early years' providers | Web link – https://www.harrow.gov.uk/send-local-offer<br><br>Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried.<br><br>The LA will ask for information about the pupil's progress over time, and |

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| | will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.<br><br>In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.<br>Any parent also has the right to apply for an EHCP – the forms and information for this can be located on the Harrow website.<br>Parents of students with EHCPs can apply through Harrow Council for transport to and from school to be provided. |
| How are the school's resources allocated and matched to children's special educational needs? | The school receives funding to respond to the needs of pupils with SEN from a number of sources that includes:<br>1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.<br>2. The Notional SEN budget. This is funding devolved to schools to support them to meet the needs of pupils with SEN.<br>3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.<br>4. The Pupil Premium funding provides additional funding for pupils who have claimed Free School Meals at any time in the past six years, who are in the care of the local authority, who are adopted or whose parents are in the Armed Services.<br><br>This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. |

Appendix 1

Student summary

| Areas of need | Difficulties | Strategies |
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| Learning, literacy and mathematics  | • Learning across the curriculum<br>• Reading and spelling at the word level<br>• Writing/ recording<br>• Mathematics | Modify or adapt the curriculum to ensure full access and meaningful participation<br>Request the Inclusion Department delivers pre-teaching or re-teaching<br>Schedule short, regular breaks to support focus and reduce cognitive overload<br>Incorporate multi-sensory approaches (e.g. drama, role play, drawing) to deepen engagement<br>Use assistive technology to support reading (e.g. text to speech tools) and writing (e.g. speech to text tools)<br>Use adapted texts to match the pupil's reading level<br>Provide individualised scaffolding for literacy-based tasks (e.g. tailored writing frames, sequencing cards, cue cards, highlighting)<br>Provide additional adult support for planning, drafting and editing with a focus on developing independence<br>Offer alternative recording methods (e.g. mind mapping, video/ audio recording, posters)<br>Use Cued Spelling approaches (e.g. visual mnemonics, syllables) to support memory and retention |

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| Speech, language and communication  | • Generating sound<br>• Understanding and using words and sentences<br>• Use of language, gesture, signs and symbols | Pre-teach key vocabulary and core concepts for upcoming topics using visual cues- please ask the Inclusion Department to support with this<br>Embed visual supports such as key vocabulary, visual timetables, now/ next boards and objects of reference to aid understanding and independence<br>Model and scaffold understanding using sentence stems, cue cards and sequencing activities<br>Provide opportunities for pupil to repeat instructions and check their understanding, using strategies such as 'teach-back' or peer explanation<br>Use Colourful Semantics to support sentence formulation- please ask the Inclusion Department to support with this<br>Offer opportunities for alternative recording of work e.g. drawing, acting and using assistive technology<br>Use pupil's core board to communicate with them<br>Direct teaching about jokes, sarcasm, idioms and implied meanings<br>Ensure paired and group work is structured<br>Be honest if you do not understand the pupil; repeat back part of the message you understand and try alternative ways to clarify e.g. drawing, acting or gesturing |
| Executive function | • Attention | Provide individualised, chunked |

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|  | • Working memory<br>• Managing impulses<br>• Planning, sequencing and organisation<br>• Cognitive flexibility<br>• Motivation | instructions and tasks<br>Use of visuals (e.g. highlighters, checklists, timers) that are gradually faded to promote independence and differentiated work with more opportunities for breaks<br>Schedule short, regular breaks to support focus and reduce cognitive overload<br>Embed motivational strategies (e.g. regular goal review, celebrating progress)<br>Support pupil to be aware of their own memory strengths and needs and teach strategies (e.g. note-taking, mind-mapping) |
| Social and emotional<br> | • Identifying and expressing feelings<br>• Forming relationships<br>• Navigating social interactions<br>• Regulating emotions | Remind pupil of emotional regulation strategies (e.g. Zones of Regulation, mindfulness, relaxation techniques)<br>Use of 2x2 rest breaks (2 minutes within 2 metres of the classroom door)<br>Provide a calm, predictable classroom environment and prepare pupil for changes in routine<br>Normalise talking about worries and physical feelings<br>Explicit teaching/ reminding of social rules |
| Senses<br> | • External senses<br>• Internal senses<br>• Sensory processing | Make environmental adaptions to support regulation and concentration<br>Personalised resources or access to specialist equipment |

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| Motor and physical  | • Gross motor: posture, balance, whole-body control and large movements<br>• Fine motor: precise hand and finger movements | Personalised resources or access to specialist equipment |