



Bowden House School

SEND Information Report

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Agreed: Spring Term 2021

Signed _____

Date _____

Review date: Spring Term 2022



Our school's approach to supporting students with SEND

Bowden House School is maintained by the London Borough of Tower Hamlets and provides specialist, residential education and care for boys between the ages of 9 – 16+ years. The school enjoys exceptional resources and separate accommodation facilities including an Independence Unit for Years 12 & 13. All students are subjects of an EHC Plan which identifies their social, emotional and mental health difficulties and how these have impacted upon their educational and social development within mainstream or specialist day provision. Students can be admitted on an assessment basis or where there is the risk of exclusion. There is also provision for students to attend on a daily basis if they live local to the school.

Bowden House School provides teaching within small, structured classes where there is specialist, intervention to aid all curriculum areas. The Care Staff work closely with the education team to provide a 'whole school' approach to learning with a joint structure involving the students in devising alternative strategies to assist them in managing their social, emotional and mental health difficulties and therefore improving their chances of successful educational attainment.

Due to the continuing success in the field of SEMH at Bowden House – 'Outstanding' judgements from Ofsted; year on year increases in student attainment and long-term, stable placements, the Local Authority has invited the school to establish primary, day provision within the borough which mirrors the ethos, culture and expectations of Bowden House. This unique provision will link with a mainstream, primary school which excels at inclusive support with the aim of ensuring that the 'right child is in the right place'. This new resource will be in operation by September 2021



Supporting different kinds of SEND

Communication and interaction – the school's Speech & Language Therapist is a member of the Emotional Well-being Intervention Team providing specialist support on an individual or small group basis. She also provides, advice and training to the staff team to assist in methods to improve the students' communication competencies and how developing speech and language skills can contribute to greater confidence and understanding in how they relate to others. This support 'rolls over' to the Care Team who support the students with their social development

Social, emotional and mental health – this is specialist area of our school and we have a high quality and experienced team to meet the needs of our students. The Emotional Well-being Intervention Team additionally provide targeted support with individual/small group literacy and numeracy sessions; Student & Family Co-ordinator support and a Highly Specialist CAMHS practitioner who also includes dog therapy in many of her sessions

Cognition and learning – some of our students have a specific learning disability such as dyslexia, dyspraxia or dyscalculia which affects specific areas of their learning. They have access to all specialist areas of support detailed above as well as differentiated resources in all curriculum areas. Students also benefit from the Learning Support Consultant who offers individual, specific methods of learning to build confidence literacy skills

Sensory and/or physical needs – our students do not have sensory or physical needs as defined in the DfE SEN Code of Practice



Areas of expertise

Name of staff member	Area of expertise & Qualifications
Rachel Hogg	CAMHS Highly Specialist Practitioner: Reg, Dance & Movement Psychotherapist (MA, ADMPUKCP); PG Dip; Systemic Family Practitioner
Jane Richards	Speech & Language Therapist: BSc (Hons); MSc Reg. HCPC MASLTIP; BEd
Karen Ripley	BEd



The SENCO

Name of staff member	e-mail address	phone number
Tracey Van Tongeren	vtongeren@bowdenhouse.towerhamlets.sch.uk	01323 893138



Securing & deploying expertise

The school's Emotional Well-being Intervention Team is an integrated team who focus on a joint approach with intensive, targeted support for students in school and during care time to improve their social, emotional and mental health wellbeing. This specialist team aims to develop our students' ability to engage in the learning process and become confident learners; adopt coping mechanisms to manage their behaviour more effectively and build their self-esteem and belief in their ability to learn. The team meets regularly to discuss referrals from other staff members and are able to provide short-term intervention; assessments or on-going periods of support.

As a special, residential school, the staff team has a wide range of skills and expertise that can be deployed around the school. There are specialist, Lead Teachers in all subject areas with Assistant Teachers who have cross-curricular skills and knowledge to ensure consistently high quality education. The Care Team adopt a whole school approach to learning which continues after the school day. They are a qualified and experienced team who aim to improve students' social skills and assist with independence, preparation for adult life and access to a careers programme; the support of a Careers Co-ordinator and college attendance to meet the demands of the modern world.



Equipment and facilities

The majority of our students have experienced significant periods without education which has resulted in considerable gaps in knowledge and the ability or desire to learn. Their social, emotional and mental health has also suffered. Admission to Bowden House School offers a different approach and where there is recognition that age appropriate teaching and learning does not always fit. Our Stage Not Age programme is a bespoke package of learning resources designed to enable our students to progress within their personal stage of learning. The programme covers all areas of the curriculum and we have seen improved confidence in the learning process through achievement and reward which pay dividends in ensuring we raise attainment at all levels through personalised learning.

Our Highly Specialist CAMHS Practitioner now has a therapy dog in school which is proving to be an excellent addition to the school team.



Consulting with parents/carers

When a referral is received by the school and a decision is taken to begin the admission process, contact with parents/carers is made by the school's Student & Family Co-ordinator. She will visit the home to meet the family and potential student. If the family wish the referral for a placement to proceed and the school is confident it can meet the student's needs, a visit will be arranged. If the student is Looked After (LAC) and there is an attached Social Worker, he/she will also be invited. Following the visit and the family/student and the school still wish to proceed, a planned admission process will begin. This will include staying overnight in the school for 1/2/3 nights extending to full-time attendance. Parents/carers are invited to the school to attend all meetings particularly the Annual Review of the EHC Plan and/or LAC Review



Consulting with students, parents/carers

As with the above, students/parents/carers are consulted with each step of the journey from referral to admission.

Following admission, parents/carers will receive weekly calls from school staff reporting on how the week has been for the student. This could be information regarding their learning; any health issues; their time after school with the Care Team/activities, etc. The staff will always report on the positive aspects of the students' school life as well as the occasions when progress is not so positive and parents/carers need to be involved in exploring strategies to address changes in behaviour and also to share any details as to why life is not going so well at a particular time. Parents/carers are always considered to be part of the team supporting our students. The school is fortunate in the additional, specialist support it is able to offer and parents/carers will always be consulted if such support is recommended. When there are changes to the curriculum e.g., the RSHE Policy which give parents/carers the right to withdraw their child from some aspects of the course, they will be consulted



Consulting with students

The school considers the commitment of its students to their placement at Bowden House, a key element to the success in their education and social development. Upon admission, students will be allocated academic and care mentors who will meet with the student at the end of the school day to review the day/progress/concerns/plans for the evening, etc. This is an opportunity for the student to develop positive relationships so that jointly they can plan where further support might be needed; how the student can contribute to the Annual Review of his EHC Plan or any other meeting as well as areas where he may find difficulty with residential living. The school has an active careers programme and students attend college on a course of their choosing. Support is also given as students approach their school leaving date and are involved in plans for post-16 education/training or employment. Students are encouraged to keep in regular contact with their families and friends unless the school has been instructed that some family members or others may have restricted/denied access.



Involving key external agencies

Bowden House School has an active involvement with a range of external bodies and professionals. Contact is made with the Education Welfare Officer on the occasions that students do not return to school and school staff have been unable to contact the student/family. She works closely with the school's Student & Family Co-ordinator and makes visits to the school. Our Looked After Children have Social Workers who keep in regular contact with school staff and are a valuable link with families. The school is supported by an Education Psychologist from our maintaining authority. Annual Reviews of

EHC Plans for all our students and LAC Reviews for those students in Local Authority care, are held at the school and all agencies involved with our families are invited and contribute to the success of these meetings. The school has links with health professionals including CAMHS

Teaching approach

Bowden House School has a unique approach to teaching and learning. Many of our students come to us having missed significant periods out of school and their educational progress; social development and mental health needs have suffered. Stage Not Age is an innovative educational programme which covers the National Curriculum areas whereby students can experience success at the stage of their learning rather than where their age dictates they should be learning. In this way, they begin to 'learn to learn' and their progress can be measured and shared with them; rewards are given to stimulate effort and achievement and outcomes inspire confidence and a desire to learn. The school has 3 Raising Attainment Co-ordinators who are Lead Teachers and members of the Extended Leadership Team responsible for tracking progress and identifying areas where students would benefit from additional support. They collate and display the progress of every student and share this with parents/carers to ensure they are involved in their son's educational development. Parents/carers are expected to attend every review meeting either in school or via Zoom to help plan for future learning

Transition support

All students attending Bowden House School have SEND and therefore their needs are provided for at the point of admission. Their EHC Plan will detail their SEND and what resources should be in place with a flexible curriculum including the National Curriculum; in-class support; access to therapeutic support and with a whole school approach to the development of social skills. The school has an active Careers Programme and from Year 8, all students participate in their Annual Reviews to begin planning for their future. This will include their interests; access to college placements and possible work experience.

The school has a dedicated Careers' Co-ordinator who links with the Careers' Advisers in the home authorities and who meets with the students on a regular basis in an effort to match their interests/skills with appropriate courses at local colleges.

The school's approach to teaching students with SEND

All students of Bowden House have SEND and are admitted to the school on the basis of their EHC Plan outlining what resources, etc., must be put in place to meet their SEND needs

Adaptations to the curriculum & learning environment

All lessons are delivered in small groups with a Lead Teacher and an Assistant Teacher. 1:1 support is also available where this has been requested/agreed by the placing authority and where the school considers this would be an advantage to the student. Classrooms are well resourced; are colourful, warm and welcoming to aid a conducive environment for learning. All students have access to the National Curriculum via the Stage Not Age programme where progress is mapped; achievements rewarded and where specialist interventions can be made. This could be support through the Speech & Language Therapist; the Highly Specialist CAMHS Practitioner; Learning Support Consultant or the Student & Family Co-ordinator. For those students who have a specific learning difficulty, the curriculum can be differentiated to further aid success

Inclusivity in activities

Bowden House School provides education and care for students with SEND. All activities, curriculum access and events are open to all students. There are no students in the school who do not have an EHC Plan outlining their SEND needs

Supporting emotional and social development

Bowden House School meets the needs of students with Social, Emotional & Mental Health difficulties. The majority of our students have additional needs, ADHD, ASD, Dyslexia as well as mild learning difficulties and therefore require specialist support in their learning and social development.

The Education & Care Teams in the school establish firm, trusting relationships with the students and their families and are skilled at identifying when additional, specialist support would complement the whole school curriculum both in and out of the classroom. The school benefits from a Speech & Language Therapist, a Highly Specialist CAMHS Practitioner, a Learning Support Consultant and a Student & Family Co-ordinator amongst its staff team. Our Raising Attainment Co-ordinators closely monitor student progress and can quickly assess where additional SEMH support can assist in helping our students through difficult times in their lives; changes within families or within school. The ACE team are able to offer off-site activities which can be added to the curriculum or when a particular student is struggling in the classroom on a particular day or time. Being a residential school also provides the opportunity for all students to enjoy new experiences after school and in the evenings. The school is on the south coast so biking, swimming, walking, hiking and climbing can be offered as well as time on the beach!

The school has 3 active committees comprising staff and students. The Anti-bullying Committee meet each term and has its own Policy. The Student Council provides the opportunity for students to raise their own or others concerns/requests. The Minutes of the meeting is shared with senior staff who respond to the matters raised. The Food Committee meets with the Kitchen Managers to share ideas on meal planning/diet, etc

Each student has a Mentor and key worker who meet after school each day with the student to review the day and jointly advise/counsel when there are difficulties. Details of Childline, Ofsted and other similar organisations are freely advertised around the school

Online safety

The school has a wide range of sophisticated IT blocks on its system to keep our students safe when they are working on-line. Close monitoring of student access to sites is the responsibility of all staff and any breaches are reported to senior staff immediately. The school has an SLA with East Sussex County Council to provide IT support 3 sessions per week and they can install additional interventions, as necessary. As part of the school's RSHE curriculum, Citizenship provides the opportunity to share/inform on a wide range of issues which are openly discussed with our students so that they are aware of the risks in life; how to keep themselves safe; who to speak to if there is a concern, etc. The school has given every student and their families a bespoke leaflet on safeguarding including on-line safety. There are a range of policies in school for staff and students. The school's Induction Programme includes safeguarding awareness including Prevent and provides information on how to recognise the signs of abuse

Sexual violence and harassment

Bowden House School delivers education in small groups with the support of a high level of experienced staff and additional specialists. Many of our students have been exposed to and witnessed sexual violence and all staff are aware of these experiences. Whilst the school recognises that there could be a risk of sexual violence and harassment amongst its students, a high staff:student ratio over the 24 hour curriculum, single room accommodation, positive relationships and knowledge of the students and with a 24 hour on-call system in place, such risks are significantly reduced.

The school's Safeguarding & the Protection of Children Policy clearly outlines the procedures that should be followed in the event that any of the students are seen as victims of sexual violence and/or harassment

Evaluating effectiveness

As a residential, special school, Bowden House is subject to annual welfare Inspections by Ofsted and are judged against the National Minimum Standards, 2015. Against these standards, the school has been judged as Outstanding for the last 2 inspections.

Standard 20 of the NMS, states that an internal inspection should take place each half-term and the report made available to Ofsted. The inspection is undertaken by an external Consultant who has a background in education and social care at Director level. The report includes: Complaints, Safeguarding, Risk Assessments, Sanctions, Positive Handling, Bullying, Single Central Register and attendance.

The school has a robust recruitment procedure to ensure that every measure is taken to deter unsuitable candidates from employment in our school

Handling complaints

The school has a Complaints Policy for parents/carers and others which is available in school and on the school's web-site. The relationships between the parents/carers and the school staff and the frequency of contact, offers the occasion for concerns or complaints to be shared. Parents/carers complaints will always be taken seriously and the procedures outlined in the policy will be followed.

Parents/carers are welcome to raise concerns or make complaints at any time via phone, e-mail or when they attend school for meetings, etc.

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Parents/carers are welcome to raise concerns or make complaints at any time via phone, e-mail or when they attend school for meetings, etc.

Local Offer

Bowden House is a maintained, special, residential school and is therefore included in the London Borough of Tower Hamlets Local Offer. Parents/carers who request an EHCP for their child will have the option of choosing what they consider to be the most appropriate placement to meet their son's needs. The school is listed on the authority's web-site under SEND and details can found under:

www.localoffertowerhamlets.co.uk



Named contacts

Name	e-mail address	phone number
Aaron Sherwood Headteacher & DSL	asherwood@bowdenhouse.towerhamlets.sch.uk	01323 893138
Wendy Phillips Chair of Governors	wphillips@bowdenhouse.towerhamlets.sch.uk	01323 893138
Melanie Benzie LBTH, LADO	melanie.benzie@towerhamlets.gov.uk	0207 364 3506



Additional support

Bowden House School offers a range of in-school support for its students which have been detailed in the above sections.