

# Year 12 Information Evening

*Welcome & Close*  
*Curriculum & Attendance*  
*Sixth Form Learning*  
*Behaviour and PD*  
*Safeguarding*  
*The Friends of Borlase*  
*The Governors*  
*Careers*

Mr Goodall, Headteacher  
Mrs Walder, Deputy Head  
Mr Hussain, Director of Sixth Form  
Miss Holmes, Assistant Head  
Ms Harper, DSL  
Mrs Monsen  
Mrs Towell  
Mrs Wingrove

NB Slides will be shared in the Friday newsletter



WELCOME



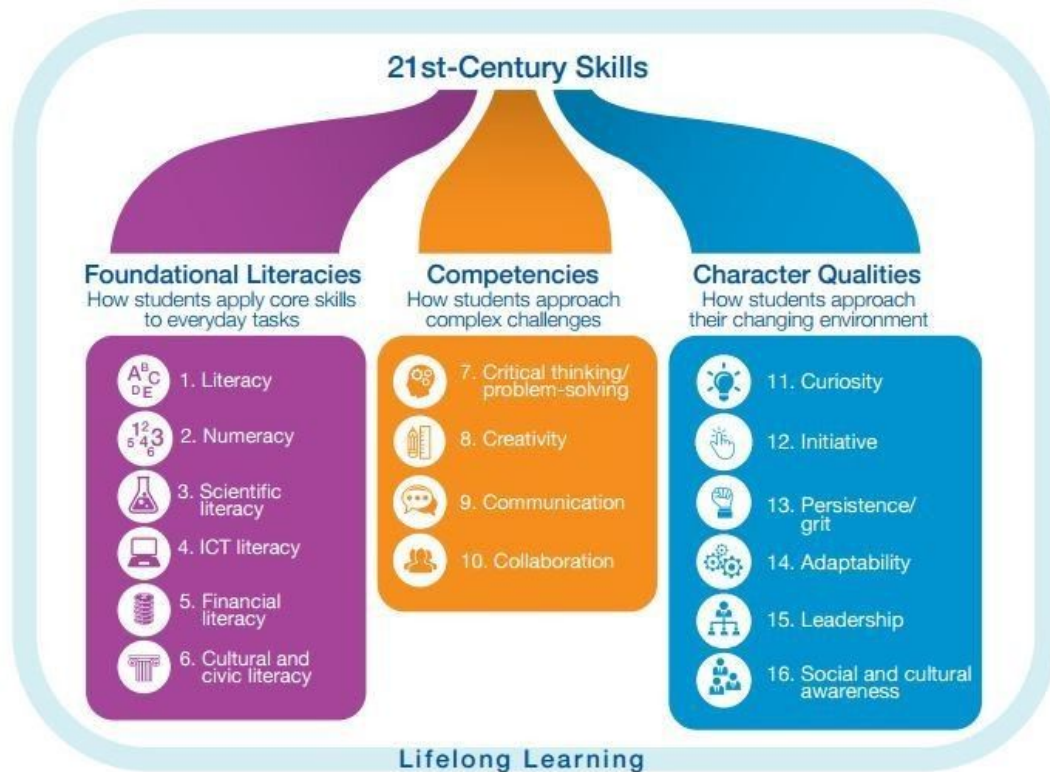
# Mr Goodall Headteacher



*Inspire  
Empower  
Shape The Future*

# LIFE IN YEAR 12...

Exhibit 1: Students require 16 skills for the 21st century



# Our Vision and Purpose

*Inspire, Empower, Shape the Future*

## Our Aims

A rich, challenging curriculum

Opportunities to excite and open minds

Passionate, specialist teachers

A happy, supportive community

## Our Values

Te Digna Sequere – To ‘Follow Things Worthy’ is the **Borlase Character**, encompassing

**ASPIRATION   ENTHUSIASM   INTEGRITY   RESPECT   KINDNESS   COURAGE   RESPONSIBILITY**

## Our Students

Global Citizens & Leaders

Cultured, Empathetic Contributors

Creative Solutionists

Healthy, Fulfilled Individuals

Mairéad Monsen

Friends of Borlase





Gill Towell

Chair of Governors



Our aim is to positively contribute and make a difference to our vibrant school community bringing parents together.

1. **Please Volunteer!**
  - a. to run the Friends Bar at events
  - b. to sort & sell 2nd hand uniform
2. Join **Classlist** to stay informed
3. **Find/Follow/Share** Friends Instagram posts

Get involved, get in touch & help us raise money for your child's **Health & Wellbeing** Email:

[friends@swbgs.com](mailto:friends@swbgs.com)

Website:

[www.swbgs.com/friendsofborlase](http://www.swbgs.com/friendsofborlase)

## THE FRIENDS OF BORLASE

Friends Events Team

School Events Support

Communications

2nd Hand Uniform Team





# Mrs Walder Deputy Headteacher





# A LEVEL HEADLINES 2023

**20% of Grades were A\***

**53% of Grades were A and A\***

**80% of Grades were B and above**

**14 students achieved four A\***

**18 students achieved three or more A\***

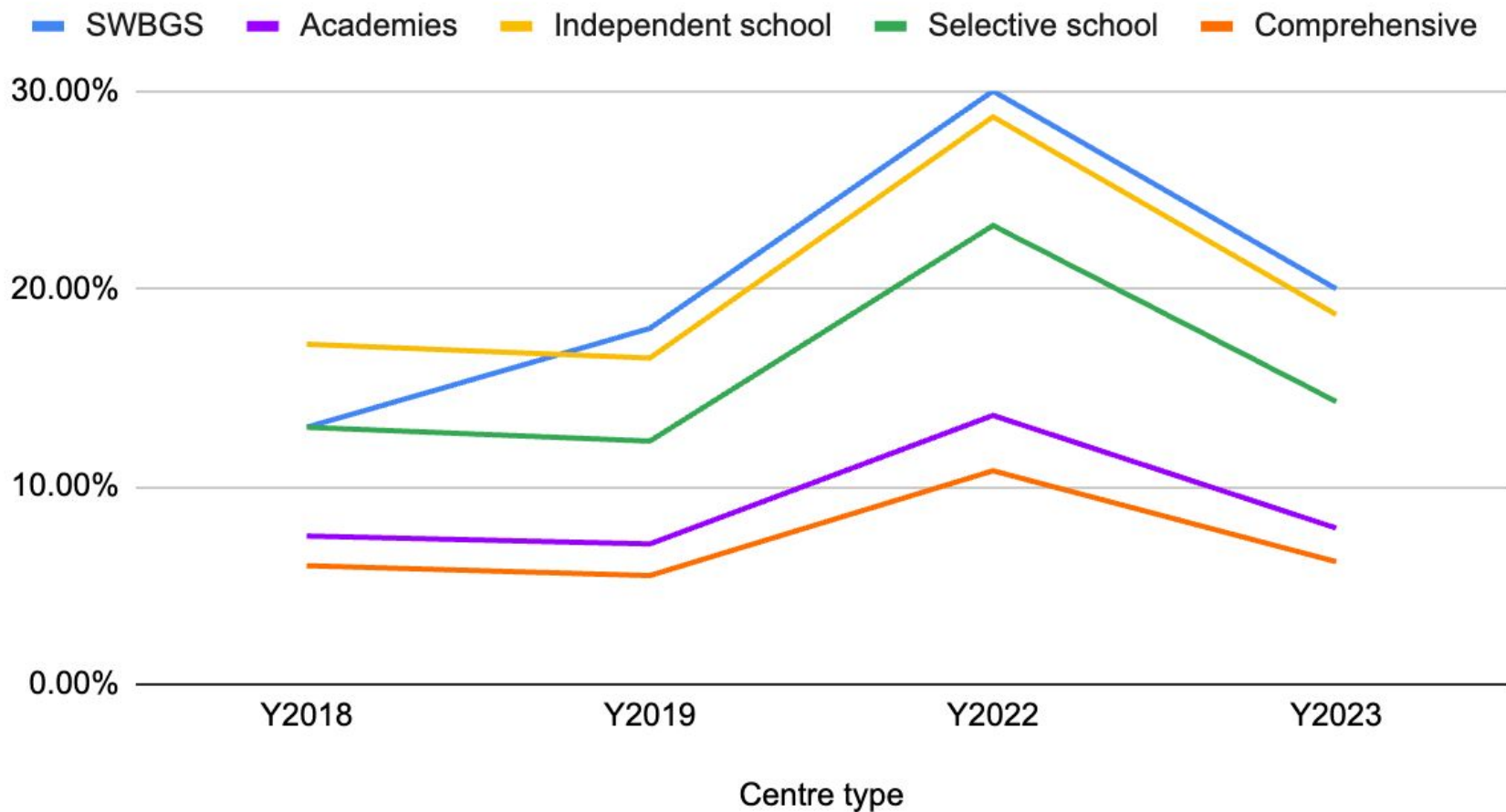
**128 students achieved all A\*/B**

**67 students achieved all A\*/A**

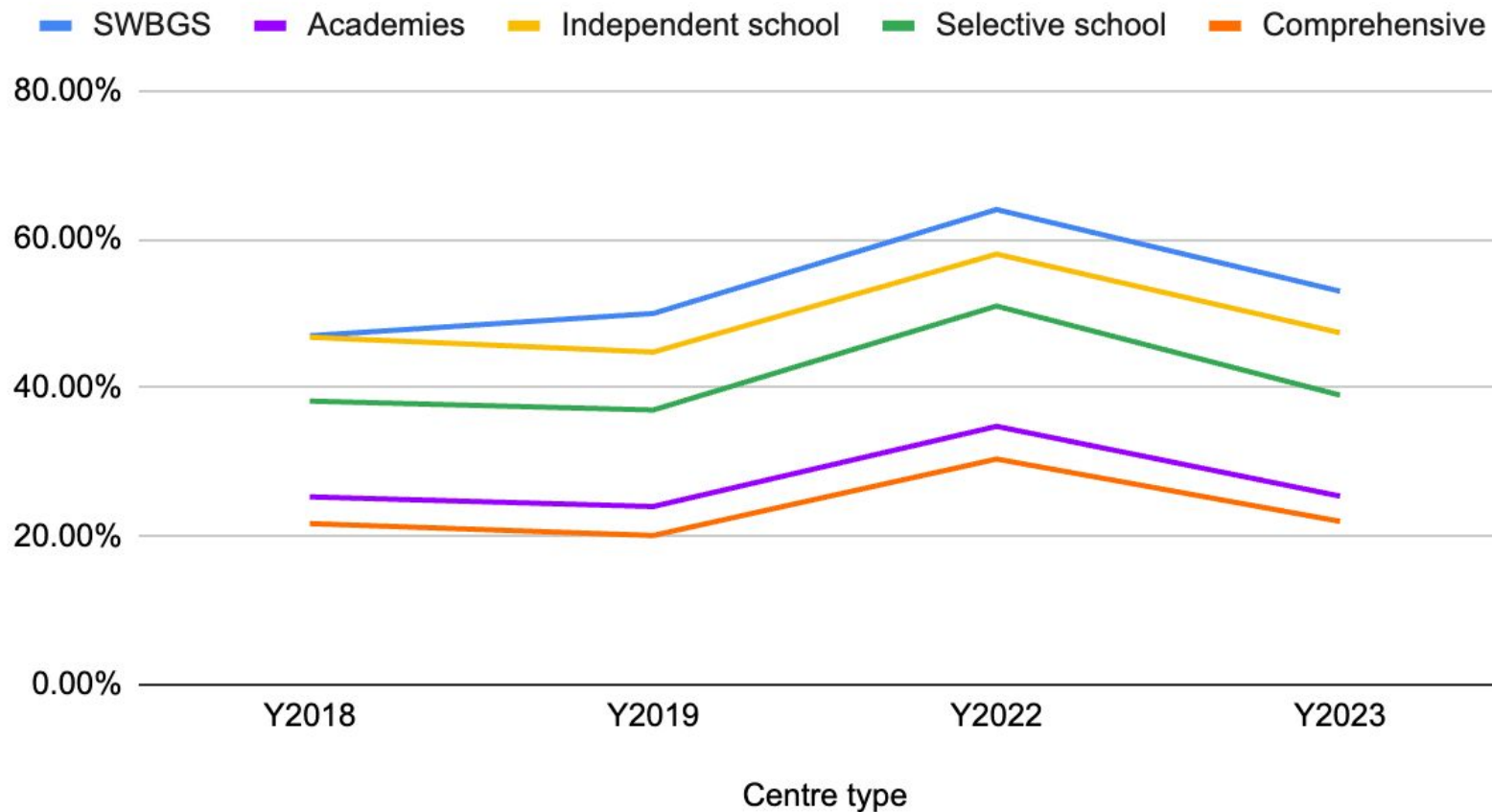
**Out of 204  
Students, 100  
took EPQ, 88%  
of whom  
achieved A\*/A**

**90% of students got their First  
choice in UCAS**

# SWBGS vs Other Centre Types A level A\*



# SWBGS vs Other Centre Type A Level A and Above



# GCSE HEADLINES 2023

**26% of Grades were 9**

**51% of Grades were 8 and 9**

**75% of Grades were 7 and above**

**13 students achieved all 8s and 9s**

**37 students achieved all grade 7 and above**

**100% Students achieved Grade 5 or more in English and Maths**

Increase from 2019

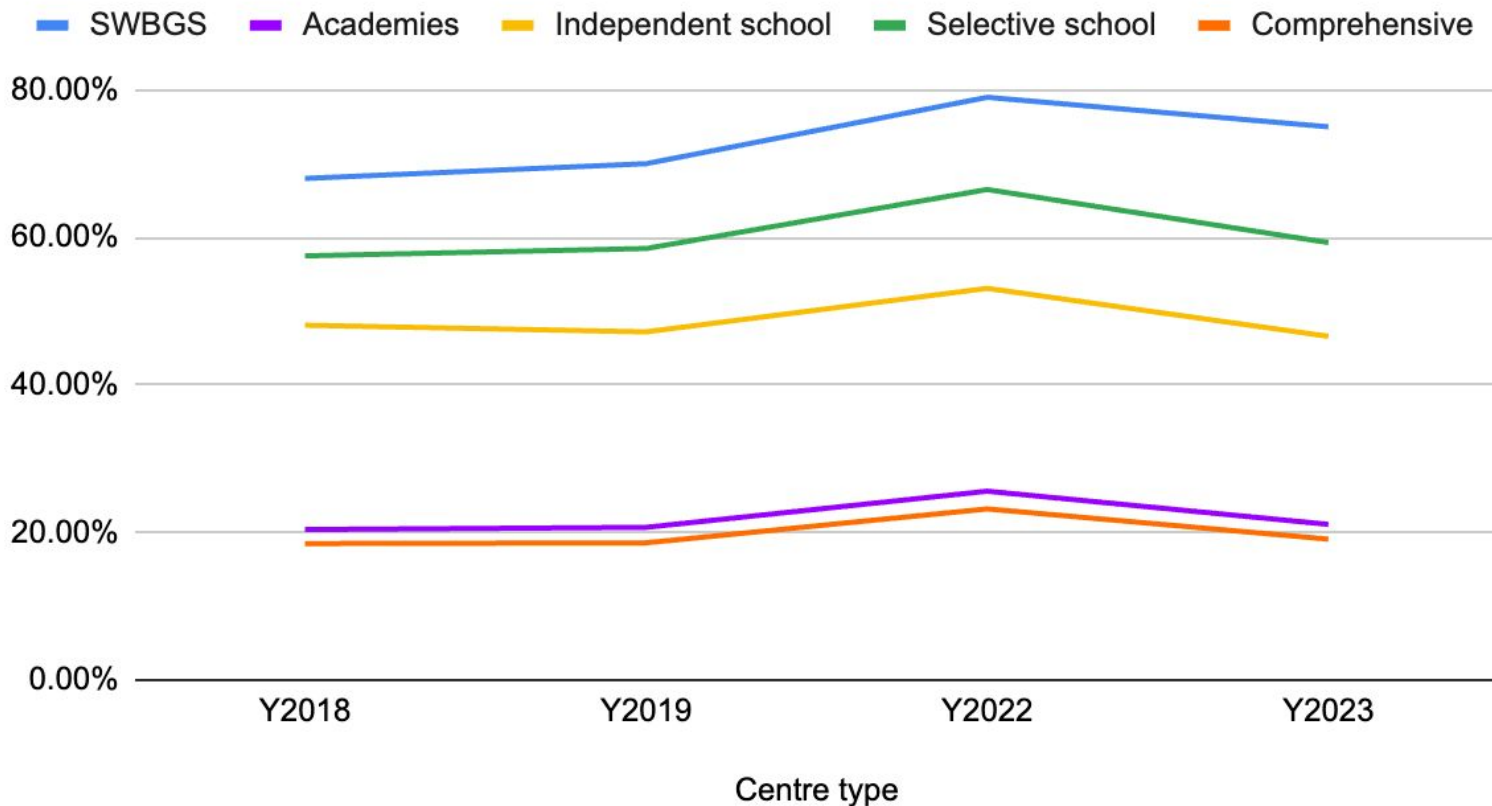
25% increase in Grade 9

6% increase in Grade 8/9

7% increase in Grade 7/8/9



## SWBGS vs Other Centre Type GCSE Grades 7-9%



# Student Destinations – No typical Borlasian!

12 Students to Oxford and Cambridge for History, Medicine, Geography, Natural Sciences, Engineering, Psychology, Biology, PPE, Archeology and Anthropology

Conservatoires: Bristol Old Vic, Laine Theatre School

Yale for biological sciences, Groningen for economics, California for physiotherapy

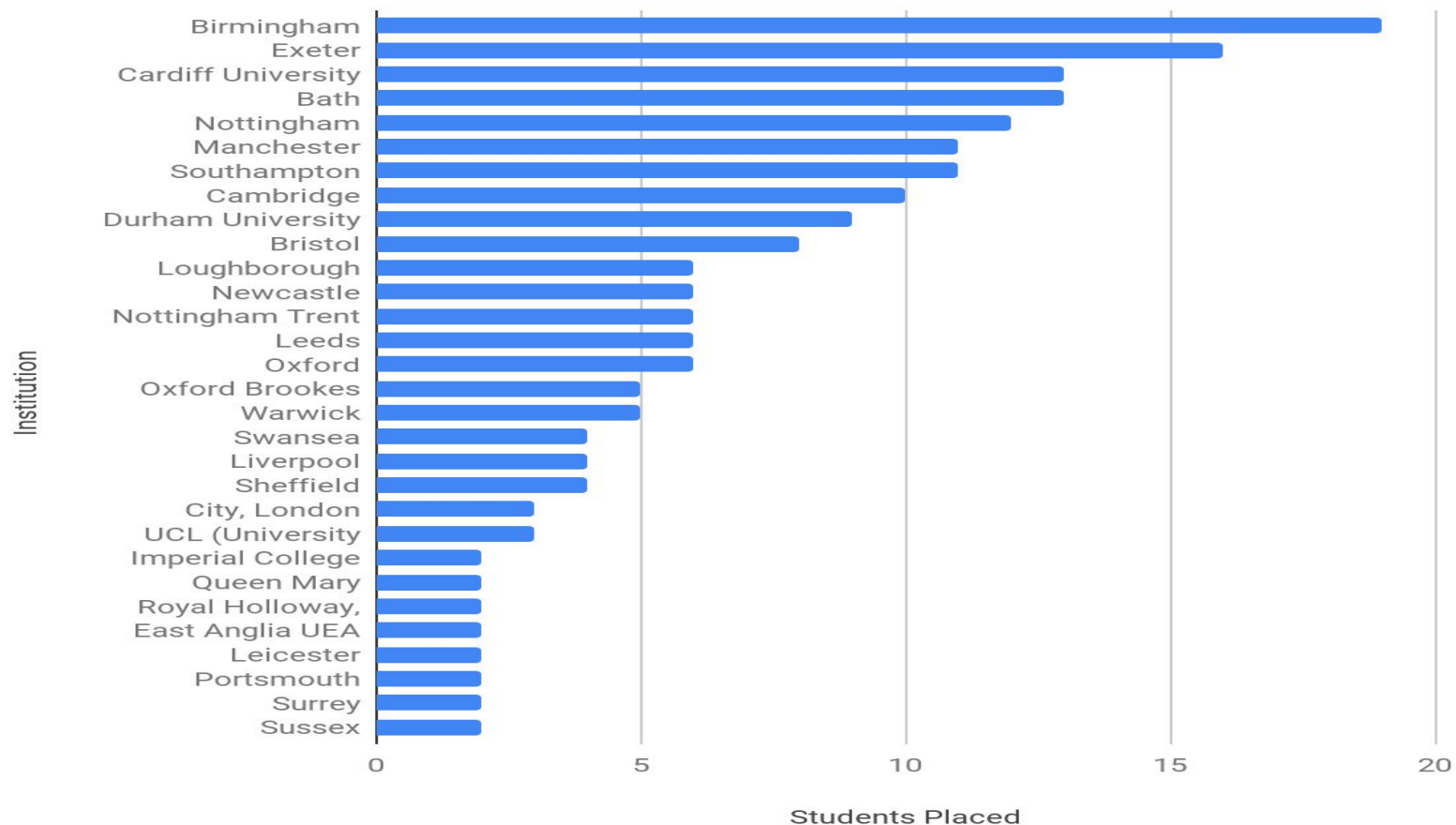
8 Medics and 3 dentists, 4 physiotherapists, 1 paramedic and 1 nurse

Graduate apprenticeships - JP Morgan, FDN, Santander, BMW, Maritime Cadetship

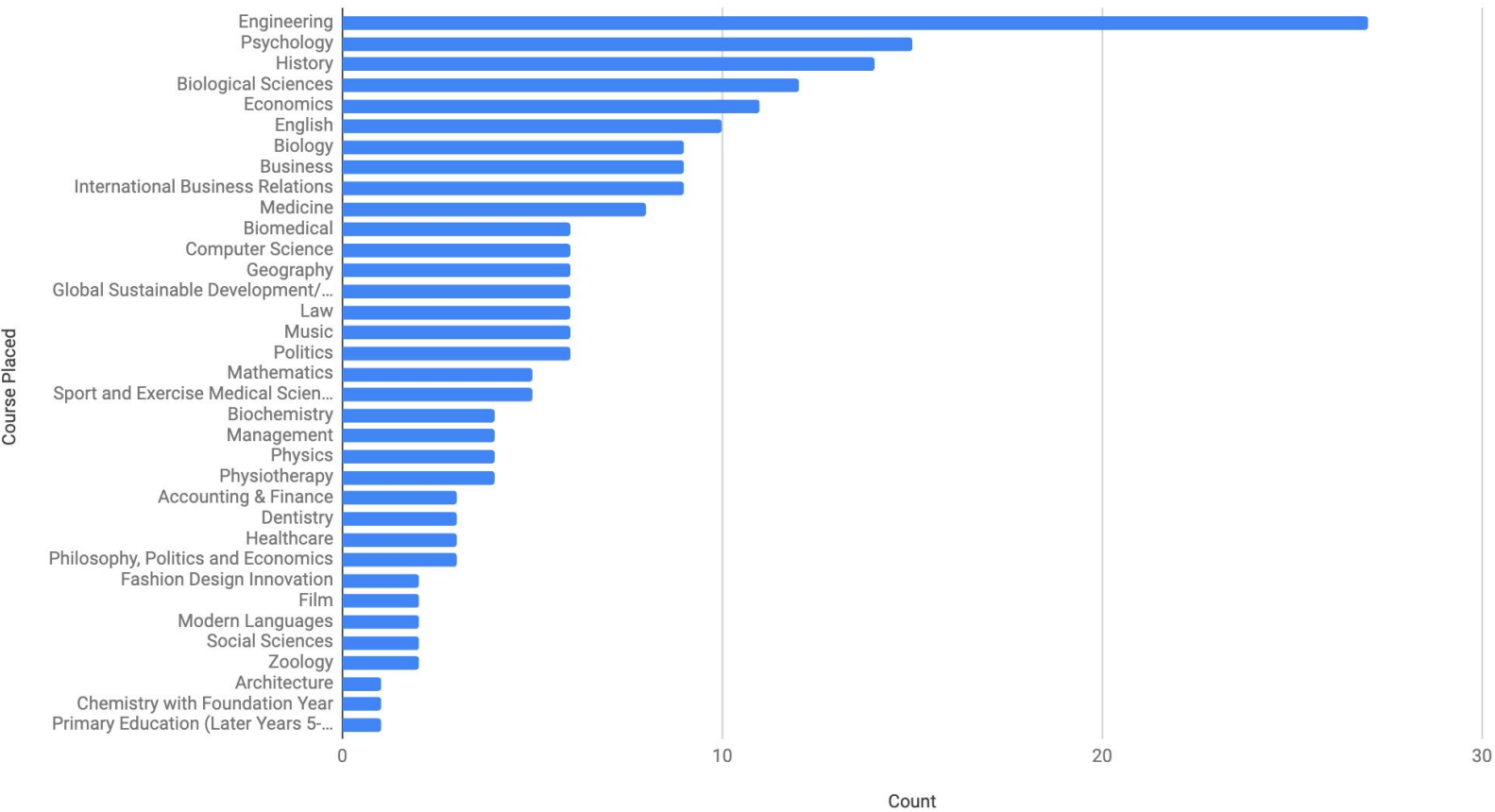
Plus wide variety of universities



## Students Placed vs Institution



# Student Destinations 2023





## **Academic Core**

3 (or occasionally 4) A levels taught by subject specialists plus EPQ/Gold Crest

## **Support, Extension and Enrichment**

**Academic support groups**

**Formal supervised study**

**Study skills training through E&E and tutor time**

**Extension through E&E, competitions and student-led societies**

**'Wider horizons' lecture series and assemblies**

**UCAS support through Futures programme**

## **'Follow things worthy': an integrated service element**

**Making an effective contribution to the life of the school through mentoring and student leadership**

**Being a part of Borlase's contribution to the wider community through volunteering/mentoring**

## Academic Core

3 (or occasionally 4) A levels taught by subject specialists plus EPQ/Gold Crest

## Inspire, Empower... to shape the future

Assemblies:  
staff and  
student led

Tutor  
programme:  
life skills  
well being  
community

Integration  
residential -  
Problem Solving  
and Outdoor  
Education

Leadership/  
teamwork:  
prefects,  
clubs,  
societies,  
sport

Student voice  
through  
assemblies,  
tutor and  
competitions

Careers and  
Higher  
Education  
Guidance -  
including  
Masterclass

## ‘Follow things worthy’: an integrated service element

**Making an effective contribution  
to the life of the school through  
mentoring and student  
leadership**

**Being a part of Borlase’s  
contribution to the wider  
community through  
volunteering/mentoring**

# Year 12 Entry Booklet

Students have been issued with the [Year 12 Entry Booklet](#) which contains detailed information about life in the Sixth Form. For example:

- School map
- Values and vision
- House system
- How to approach A Level studies
- Matters relating to attendance and punctuality
- Extra-curricular / enrichment opportunities
- Timings of the day
- Exams

and much more....



# ATTENDANCE

- As a school we believe every child has a right to a full time education.
- Good attendance is vital for academic progress and supports children's mental health and wellbeing
- We expect high attendance from our students - 90-100% attendance is an expectation and we monitor attendance to identify individuals in danger of dropping below this
- Sixth form students whose attendance drops below 85% are classified as persistent absentees - you will be contacted and there will be close monitoring
- We are aware that at times students have particular challenges and there is a close working relationship between attendance and the key stage teams
- Schools have specified holiday periods - Term-time holidays are never authorised

[Here is a link](#) to the school Attendance Policy which is on our website



# PARENTS SHOULD

- Ensure students attend school regularly
- Inform the school of planned absences in advance:
- Request Leave of Absence via form on the Website
- Known Medical appointments by email to [sixthformabsence@swbgs.com](mailto:sixthformabsence@swbgs.com)
- Inform the school of unplanned absences by 8.30am on the first day of absence and each further day via telephone 01628 816545 or email [sixthformabsence@swbgs.com](mailto:sixthformabsence@swbgs.com)
- Try to arrange appointments out of school time
- Arrange holidays out of term time



# STUDENTS SHOULD

- Arrive at school on time for registration at 8.40am
- Card in to the Inventory system as soon as they arrive on site
- Go to their tutor group promptly at 8.40am
- Sign in at reception (using Electronic Inventory system) if late
- Obtain an Exeat if leaving during the school day from the attendance officer
- Sign out when leaving
- Sign in if returning during the school day.
- Arrive to lessons/study periods on time
- Catch up work after a period absence



# Making the Most of your Academic Studies at Borlase

Year 12 Students have 5 terms in which to enjoy the Borlase experience and leave with excellent grades!

- Make every lesson count - prepare well and follow up every lesson

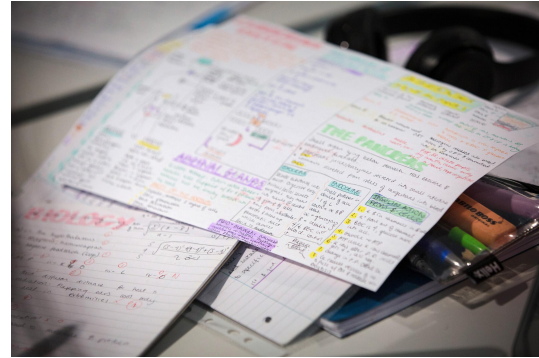
## Year 12 Average Hours per week

- 4.5 hours per subject taught lessons
- 1 Enrichment and Extension lesson
- 1 Lecture series session
- 5 Supervised study periods
- 1 Games session
- 3.5 Private study periods



# Independent study

- Silent study is the most productive
- Three subject students have **five hours of supervised, silent study in their timetable in M8U**
- Four subject students are expected to work out at least four hours of silent study
- Independent study - 20 hours per week recommended (including at home/weekends) ie 6-8 hours per subject.
- In private study time, students can study in Mimis (collaborative), and the upstairs canteen area.





# Effective Independent study

Learning to make effective and productive use of private study time is a vital element of 6th form study.

- **Homework** – directed independent learning
- **Extension work** – using initiative and setting yourself specific, relevant and challenging targets
- **Consolidation work** – understanding and mastering
  - Suggested by teacher and completed independently or collaboratively
  - In organised support classes



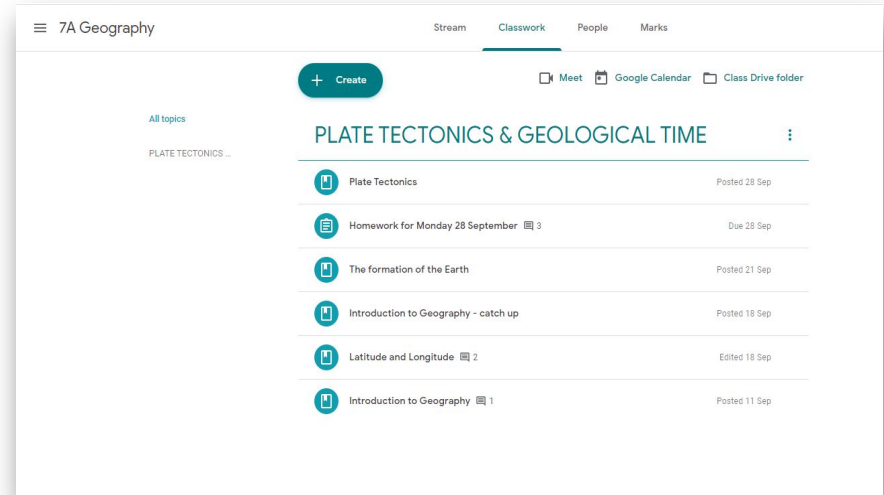
# Planning activities in supervised study

- Reflect on what the lesson focussed on - make notes in your planner
- What were the main points?
- What do you need to read up on?
- What do you need to practice?
- Which exercises should you complete?
- Do you have practicals to write up?
- Is there anything to memorise?
- Is there background/wider reading?
- Has something piqued your interest that you want to follow up?
- Is there something you did not understand that you need to ask for help with?



# GOOGLE CLASSROOM

- Every subject/class has a Google Classroom
- These contain resources that are essential for students to use for consolidation, homework, extension, wider reading and assessments.
- Google Classroom allows students to access class materials, upload assignments and receive feedback.



# A clear repository of resources and learning

≡ [1XMa2 Mrs Walder and Ms Vijayan](#)

Stream

Classwork

People

Marks

## Chapter 4 Graphs and Transformations



Exam Style Questions Graphs and Transfor...

Posted 17 Sep



Powerpoint Slides

Posted 17 Sep



Homework Graphs 3

Due 28 Sep



Homework Graphs 1

Due 21 Sep



Homework Graphs 2

Due 21 Sep



# Example Student Record

All

Handed in

Returned

Missing

Homework 7/10

9 Oct

Handed in

Homework Graphs 3 0 4

28 Sep

Handed in



MB Maths HW 25/09/20 #...  
Image



MB Maths HW 25/09/20 #...  
Image



MB Maths HW 25/09/20 #...  
Image



MB Maths HW 25/09/20 #...  
Image

[View details](#)

Homework Graphs 2 2 3

21 Sep

Handed in

Homework Graphs 1 1 2

21 Sep

Handed in

Homework 10th September

14 Sep

Handed in

# ORDERS-REPORTING

The aims of our reporting (called Orders at SWBGS) process are to:

- Support the academic progress of all students
- Support the development of key learning attributes in all students
- Communicate student academic progress in a clear, useful and meaningful way to parents
- Facilitate learning conversations between students and parents
- Provide key stage teams and department teams with a clear understanding of the progress of individual students and groups of students in their areas
- Support the well-being of our students and teachers



# Sample Orders Report for year 12

Student: Anne Xample  
Form: V6

Target		Autumn		Spring												Summer		
		At ta inment	Effort	At ta inment	Effort	Focus	Preparedness	Con tribution in class	Quality of work	Beyond the curriculum	Home learning	Working with others	Resilience/ Perseverance	Self-reflection	Independent learning	Exam Grade	Projected Grade	Effort
Dance	B	A-	+	A	+			+				+						
History	A*	A-	-	B+	-	-			-		-							
Maths	C	C-	=	C	=	-		+			-	+						



# Orders

- We use A level grades, ie A\* to E (or U)
- These are fine graded, so A+ means high A and A- means low A
- Targets are set based upon GCSE APS
- They are set from an organisation called ALPS that takes information nationally and suggests aspirational targets for our students
- Attainment grades (from December) represent a “Working At” Grade rather than a prediction.
- Indicative end of course predictions will be given for the first time after the formal May assessments in 2024.
- If the attainment of a student is causing concern in a particular subject they will write an action plan for the student to help them improve.





# The Borlase Attitude to Learning ATLs

Focus

Preparedness

Contribution in class

Quality of work

Beyond the curriculum

Home Learning

Working with others

Resilience/Perseverance

Self Reflection

Independent learning

Each student has a 'Learner profile' of 10 attributes that they can practise and embed throughout all their subjects.

Students are empowered to understand HOW they learn through metacognitive strategies.



# Assessment/Reporting Dates for Year 12 2023/24

- 8 December 2023 - Year 12 Autumn Orders - ATL Detail, Attainment grades (with Action Plans \*)
- 9 January 2024 Student/Tutor Meeting
- Wb 19 February - Year 12 tests in class
- 15 March - Year 12 Spring Orders - (with Action plans \*)
- **19 March - Year 12 Parents Evening (live)**
- 29 April for two weeks Year 12 End of Year exams
- 7 June - Year 12 Summer Exam Orders and Indicative Predictions
- Year 12 Summer Assessment work will be set early July

*\* Students who are a significant concern for Progress will receive written action plans with targets to improve*





## Learning Activities in tutor time

V

- Having a **VISION**

E

- Commitment to the **EFFORT** needed

S

- Having suitable **SYSTEMS** in place

P

- **PRACTISING** your learning and skills

A

- Developing a positive mental **ATTITUDE**



# Miss Holmes, Assistant Headteacher



# PERSONAL DEVELOPMENT

## Parental engagement

Parent workshops  
Parental involvement

## Borlase Character

Borlase values  
Embedded in everything we do  
Assemblies, tutor time  
House identity and events  
Linked to behaviour  
Linked to ATL

## Curriculum

PSHE  
RSE  
Careers  
Academic

## Extra and super curriculum

Clubs, societies  
Trips and visits  
Enrichment  
Opportunities

# Values based, holistic education

## Our Values

Te Digna Sequere – To 'Follow Things Worthy' is the **Borlase Character**, encompassing

**ASPIRATION   ENTHUSIASM   INTEGRITY   RESPECT   KINDNESS   COURAGE   RESPONSIBILITY**

## Our Students

Global Citizens &  
Leaders

Cultured, Empathetic  
Contributors

Creative Solutionists

Healthy, Fulfilled  
Individuals

# ASSEMBLIES, TUTOR TIME

Key stage and chapel assemblies  
House assemblies and competitions  
House identity and community  
House prefects

Oracy  
Big questions  
Global citizens  
Current affairs  
Response to need  
Year 12 lecture series



## Leadership opportunities:

- Societies
- Mentoring (academic)
- Peer support for well being
- Sports coaching
- Extra curricular clubs (especially in performing arts)
- Outreach to primary schools
- Volunteering
- Prefect and House Prefect systems
- Student voice
- Volunteering in the community (Marlow hockey for example)

## LEADERSHIP

### Peer Support in Schools (PSIS)







# EXTRA CURRICULAR

Performing Arts

Senior musical

Sports

Academic societies

Gold D of E



# TRIPS AND VISITS

English Romantic Poetry

Othello

The Duchess of Malfi

The House of Bernada Alba

The Changeling



## **Everyone at Borlase has the right to a focused, positive learning environment**

We listen carefully to the teacher and to one another  
We treat one another with respect  
We stay focused and work hard  
We are smartly dressed and arrive on time, prepared to learn

ASPIRATION

ENTHUSIASM

INTEGRITY

RESPECT

KINDNESS

COURAGE

RESPONSIBILITY



Everyone at Borlase has the right to a focused and positive learning environment. You have a responsibility to contribute positively to this

CHANCE, CHOICE, CONSEQUENCE

CHANCE	CHOICE	CONSEQUENCE
First warning	Final warning	Removal from room



To clarify...

Responsibility

Respect or Integrity

	Level 1 - 1 SIMS point (Chance)	Level 2 - 2 SIMS points (Choice)	Level 3 - 3 SIMS points (Consequence)
<b>In the classroom</b>	<ul style="list-style-type: none"><li>• Lack of equipment / first kit mark</li><li>• First uniform infringement</li><li>• First lateness</li><li>• Talking out of turn</li><li>• Poor quality work</li><li>• Chewing gum</li></ul>	<p><u>Repetition</u> of level 1 at your discretion PLUS</p> <ul style="list-style-type: none"><li>• Minor misuse of technology</li><li>• Use of mobile phone in lessons</li><li>• Rudeness to staff</li><li>• Unkindness to others</li><li>• Use of swear words</li><li>• Lack of homework</li><li>• Disrupting learning</li></ul>	<p><u>Repetition</u> of level 1 and 2 at your discretion PLUS</p> <ul style="list-style-type: none"><li>• Misuse of technology (more than once in a lesson OR material deemed inappropriate)</li><li>• Use of discriminatory language</li><li>• Cheating in an exam</li><li>• Persistent disruption to learning of others</li><li>• Truancy</li><li>• Graffiti / minor vandalism</li></ul>

## Sixth form behaviour

- Be role models for younger year groups
- Uphold the school values
- Prepare for future working environments
- Uniform - piercings, shoes, hoodies, skirts
- Technology - air pods and phones
- Vaping
- Non-attendance at tutor time
- Lateness

## SETTING SIXTH FORM EXPECTATIONS





## SETTING SIXTH FORM EXPECTATIONS

### In the community

- Represent Borlase in the Marlow community and beyond
- Be polite and respectful at all times
- Be ambassadors for Borlase and Borlase values outside of school
- Understand that Borlase's reputation is also their reputation




# HOW CAN YOU HELP?



1. Encourage them
2. Support us







# Mr Hussain, Director of Sixth Form

What is meant by super-curricular work?

E and E sessions

Looking ahead to university applications

Work experience



**Mr Naveed Hussain** (Head of KS5)

**Mrs Linda Fortnam** (Student support officer  
for Britons, Danes, Normans:  
attendance/pastoral support)

Tel: 01628 816507

**Mrs Helen Bull/Mrs Emma Furley** (Student  
support officer for Romans, Saxons, Vikings:  
attendance/pastoral support) Tel: 01628  
816520

**Mrs Caroline Wingrove** (Careers Lead)

## KS5 TEAM

**Ms Karen Harper** (DSL)

**Mrs Karen Murgatroyd** (UCAS)

**Miss Rachael Holmes** (Assistant Head and  
Pastoral Lead)

**Mrs Louise Walder** (Deputy Headteacher  
and Academic/Oxbridge Lead)

Please always use the [parents@swbgs.com](mailto:parents@swbgs.com) address  
when emailing the school for the attention of the  
staff member concerned.

School phone number (01628) 816500



SPORT FOR ALL: We offer Games to all Y12 students on a Wednesday afternoon. This comprises either competitive squad training and fixtures OR recreational sport throughout the year.

### How you can help?

- Encourage your son or daughter to get active and stay active
- Opportunities to contribute through coaching or helping with younger students
- Help them to balance their extracurricular commitments with their academic commitments....along with their social commitments

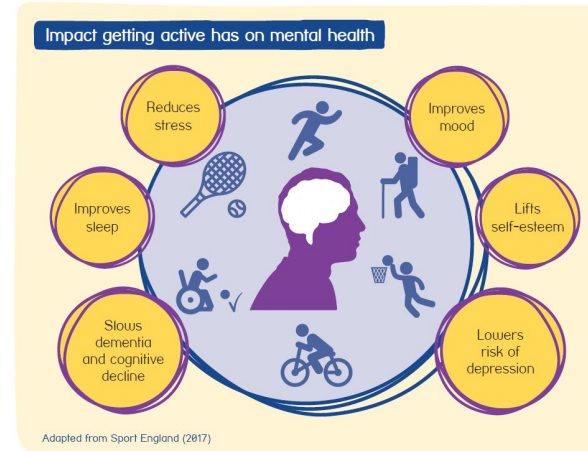
### Get in contact if you think you can help

- Additional or alternative provision
- Transport or logistical help
- Sponsorship opportunities



# Sport, Exercise and Physical Activity

- **Improved mood** – Studies show that physical activity has a positive impact on our mood.
- **Reduced stress** – Being regularly active is shown to have a beneficial impact on alleviating stress.
- **Better self-esteem** – Physical activity has a big impact on our self-esteem, which is a key indicator of mental wellbeing.
- **Depression and anxiety** – Exercise has been described as a “wonder drug” in preventing and managing mental health.





**School Counsellor,  
Mrs Bownass**

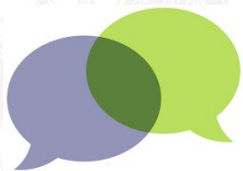


Mental Health



Based at School

Number 22 Counselling  
(Based at School)



## SCHOOL AND EXTERNAL SUPPORT

The School is able to signpost parents to a range of external support available in the community to support the needs of students. Offers Single Session Conversations.

Contact Karen Harper, DSL or Janet Goodman, Health and Wellbeing Lead



# WELLBEING SUPPORT



Mental Health



Counselling

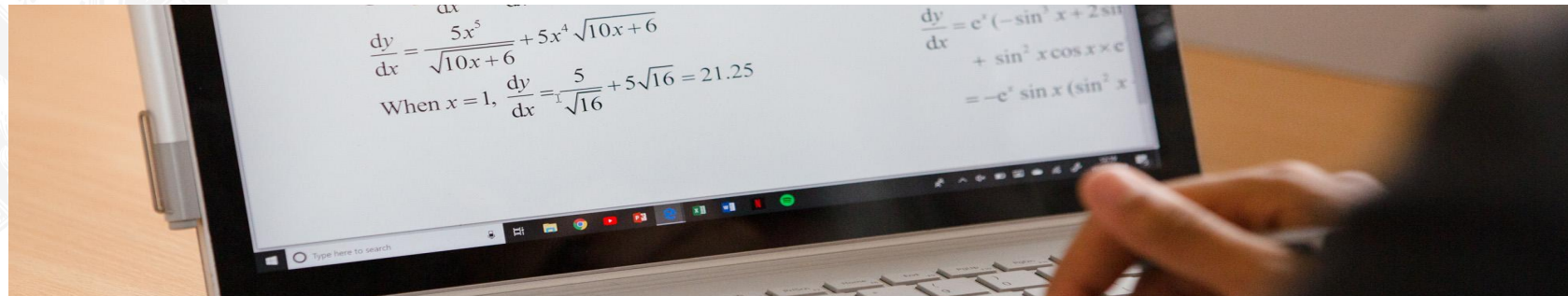


- Helping Hand
- Peer mentors
- Tutor Group prefects
- Staff Training
- Tutors
- Key Stage staff
- Counselling
- External agencies
- Mental Health Lead

# What is Super-Curricular work?

University admissions tutors tell us that 3 A levels at good grades are the **basic** requirement for university entrance.

What they really want to hear about in pupils' personal statement is the **super-curricular**: extension work in the their chosen academic subject.



# E and E sessions

- Study skills and the development of independent research and writing skills.
- Time to focus on the super-curricular
  - Extended Project Qualification
  - Gold Crest Award
  - MOOCs (massive open online courses)
  - Other extension work

Should water fluoridation be encouraged to help the dental health of the population?

WW1 created a crisis in spirituality.

Discuss, in relation to 'The Hollow Men' and 'The Sun Also Rises.'

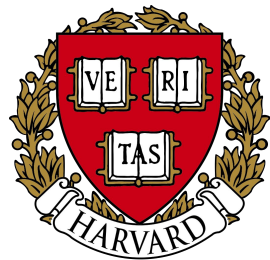
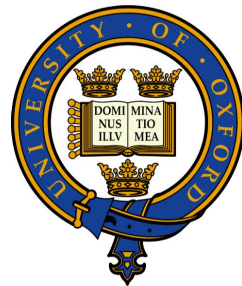
What does the future hold for car design?





# Looking ahead to university applications

- Recent destinations include:
  - Oxford, Cambridge and major US universities such as Yale, Harvard, Brown and Duke
  - UK Russell Group universities
  - Music and Dance conservatoires and top performing arts schools
  - Apprenticeships with blue-chip companies



**Deloitte.**

# Looking ahead to post Borlase

- Students asked to complete form indicating plans for future
- Futures Evening for parents and students  
January 2024: representatives from UCAS, Oxbridge and Higher Level Apprenticeships
- Unifrog: research and application tool for UCAS and apprenticeships
- Masterclass Days: being planned for May 2024



Imperial College  
London



# Mrs Wingrove, Careers Lead



Through a series of interactive workshops and presentations, this two day programme gives students the opportunity to learn more about professions and careers they may or may not be familiar or unfamiliar with.

**Key note speakers 2023:**

Liz Tolcher – Associate Partner PA Consulting

Greg Searle MBE – Olympic Gold Medallist & Management Consultant

Students were able to choose from over 90 interactive workshops sessions led by 50 professionals in careers as diverse as Artificial Intelligence, Medicine and the Law.

Speakers gave the students a unique opportunity to understand the career path and journey they took and challenge and develop their own thinking about the future.

If you wish to become a speaker in 2024, please contact either Karen Murgatroyd [kmurgatroyd@swbgs.com](mailto:kmurgatroyd@swbgs.com) or Caroline Wingrove [cwingrove@swbgs.com](mailto:cwingrove@swbgs.com)

# MASTERCLASS JUNE 2024



## MASTER CLASS 2023



# Work experience

- Valuable part of 6th Form Experience
- Helps move an individual closer to the labour market
- Employers and universities look for skills and experience
- Improves self confidence and soft skills
- Can help gain entry into a specific career
- Will give you an better understanding of a career/subject you are interested in



# Plans for this year...

Work experience will be a blended programme

- Students will be expected to **organise their own work experience**, which will/can be with in person or virtually **in field that is relevant to their possible chosen career path.**
- All the students will be supported in their work experience activities by our Careers Lead, Mrs Wingrove
- Mrs Wingrove will assist with a student securing a work experience and help them look into opportunities. Guidance will be provided through Uniforg, Buckskills Hub and many more



Ms Harper

Designated

Safeguarding Lead

Senior Leadership



# ARE YOU LISTENING?

Children won't often  
tell you when they  
are in trouble

#AreYouListening





# What are some examples of safeguarding concerns that we see in school?

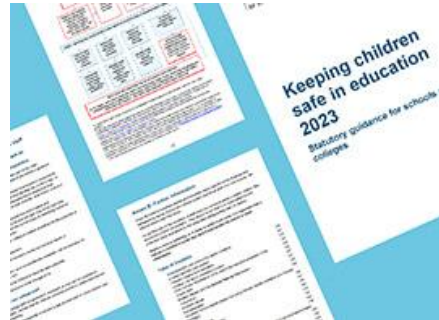


- Online safety - risky and unkind behaviours
- Unhealthy products; caffeine/nicotine (inc Vaping)/alcohol
- Mental Health - harm to themselves.



# What is the school's role in Safeguarding children?

- Education - teaching children how to keep themselves safe
- Recognise - know the signs to look out for for all types of harm
- Report - Report concerns in line with Keeping Children Safe in Education and the school's Child Protection Policy.



- Education in
- Staff training
- Parent work  
problem arise
- We work with
- We work closely
- We have a mental health
- Our pastoral  
child's mental



- Envision  
Shape The Future

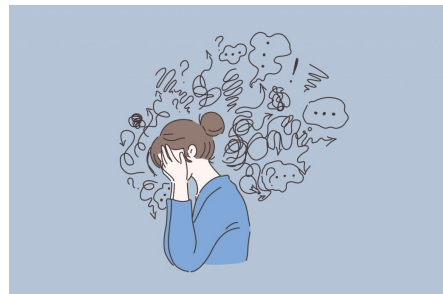
# How can you help keep your children safe online?



- Think the unthinkable
- Balance between privacy and keeping your child safe online
- Family agreements - particularly useful around phone and internet use
- Get tech savvy
- Check for multiple accounts on apps like Tik Tok and Snapchat
- Watch their TikTok feed, see what it is recommending



# How can you keep your child safe when they may harm themselves?



- It is a lot more common than you might think but is often able to be managed quickly without it escalating
- Keep calm and listen to your child, give some choices
- Let the school know if you notice anything or you are worried. We have lots of experience and will be able to signpost you quickly to help. We can also help with creating safety plans.
- Often there will be other things going on behind what we are seeing, we can put support in place to help the things that we can't see.



Contact us...



safeguarding@swbgs.com



# Financial support

If you are aged 16 to 19 and studying at school you may be able to get a bursary to help with education related costs.

## 1 . Vulnerable student bursary

- If you are in care; receiving Income Support or the equivalent in your own right; are disabled and receiving both Disability Living Allowance (or PIP) and Employment Support Allowance (or UC) - you may be eligible to receive up to £1,200

## 2 . Discretionary bursary

- If your household income is less than £25,500 a year and you need help but do not qualify for Type 1 bursary. The school decides how much you get and what it is used for:

For more information please contact your Learning Mentor or the Business Manager

SEND @ BORLASE

# SEND Matters



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# WHO'S WHO?



**Mrs K. Ashby**  
(SEND/CO/HOKS4)



**Mrs S. Rigg**  
(Visual impairment  
support, ELSA, EHCP  
Coordinator/Young  
Carers)



**Mrs L Privey**  
(SEN Lead Teacher)



**Ms Morris**  
(SEND Admin & KS3  
Learning mentor)



# STUDENT SUPPORT



**Linda Fortnum**  
(SSO- Britons, Danes,  
Normans)



**Helen Bull**  
(SSO- Romans,  
Saxons, Vikings,  
Mon-Weds)



**Emma Furley**  
(SSO- Romans,  
Saxons, Vikings,  
Weds-Fri)



**Mrs Rogers**  
(Neuro-diverse  
support)



# SEND SUPPORT

- Each student with a known SEND need or who is a concern has a pupil profile and some have an additional support plan. These are shared with staff.
- These documents are written using information from the student, teachers, professional input and parents.
- Staff are then asked to follow the guidance provided so that the student is fully supported in their lessons.
- Provision is reviewed and updated.
- Staff can refer students of to the SEND department and their concerns will be addressed.



# YOUNG CARERS

This year we are continuing working with external agencies to support our students.

One organisation we are working with are young carers. Young Carers is a fantastic organisation and provide support for many families.

If you have a child that lives in a home with a family member who has a condition class as a disability under the disabilities act you may be eligible for support.

We are running a support groups within school but we also can refer directly to the organisation who have different tiers of support available.



# CONTACT

If you have any questions or concerns or would like more information about SEND @ Borlase please use the email address below.

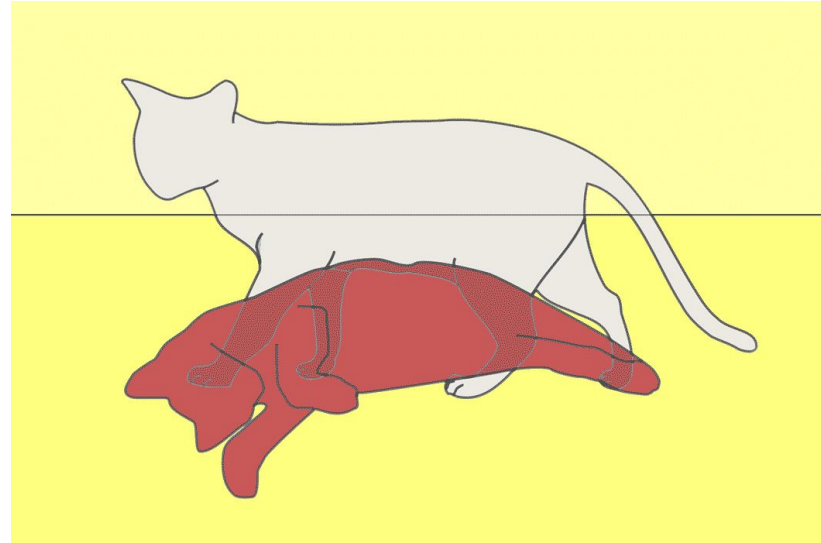
[Sendco@swbgs.com](mailto:Sendco@swbgs.com)



## Four Truths

The same child may present differently when placed in a different context.

## TO CONCLUDE...

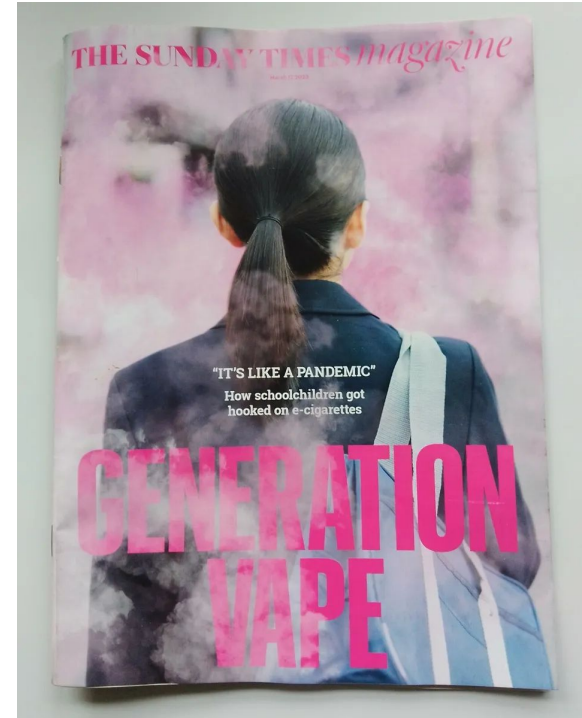


## Four Truths

The same child may present differently when placed in a different context.

Student behaviour has become more challenging in the last 3 years.

## TO CONCLUDE...



## Four Truths

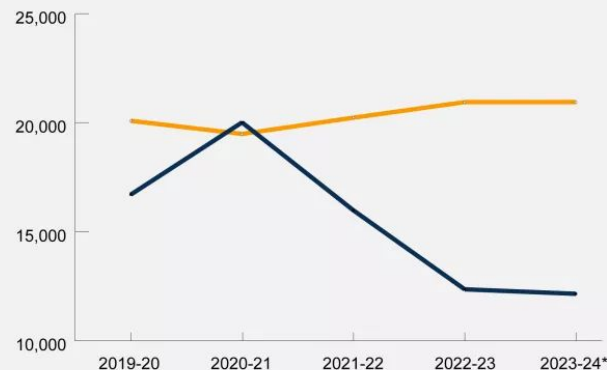
The same child may present differently when placed in a different context.

Student behaviour has become more challenging in the last 3 years.

Teacher recruitment and retention is harder than it has ever been.

## TO CONCLUDE...

**Secondary ITT trainees recruited and forecast 2019-24**



■ Recruited ■ Target

\* Forecast by The NFER based on DfE teacher trainee targets for 2022-23

Source: DfE and The NFER

**tes**  
magazine





## Four Truths

The same child may present differently when placed in a different context.

Student behaviour has become more challenging in the last 3 years.

Teacher recruitment and retention is harder than it has ever been.

State school funding is worse than it has ever been.

## TO CONCLUDE...



## Four Truths

The same child may present differently when placed in a different context.

Student behaviour has become more challenging in the last 3 years.

Teacher recruitment and retention is harder than it has ever been.

State school funding is worse than it has ever been.

## HOW CAN YOU HELP?

**Trust Us.**

**Let us know if you're concerned but please, keep it short.**

**Say thank you.**

**Support the school:**

- **With the Friends**
- **Deliver a lecture**
- **Financial contributions if you're able.**

# Borlase Vision 400



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GRAMMAR SCHOOL



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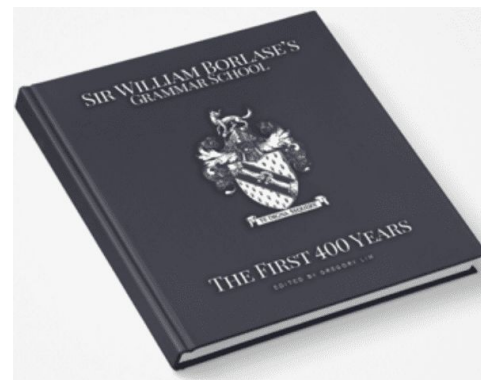


SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL

## The First 400 Years' Book

The book is available for a limited time at the discounted price of £32.50 (RRP £42.50), (not including postage & packaging) and advance subscribers will have their name listed in the back of the book. This is an amazing opportunity to be part of a momentous milestone in the School's history!

**Save this date! Saturday June 29th - Open Day**



Can be ordered [via ticketsource](#)



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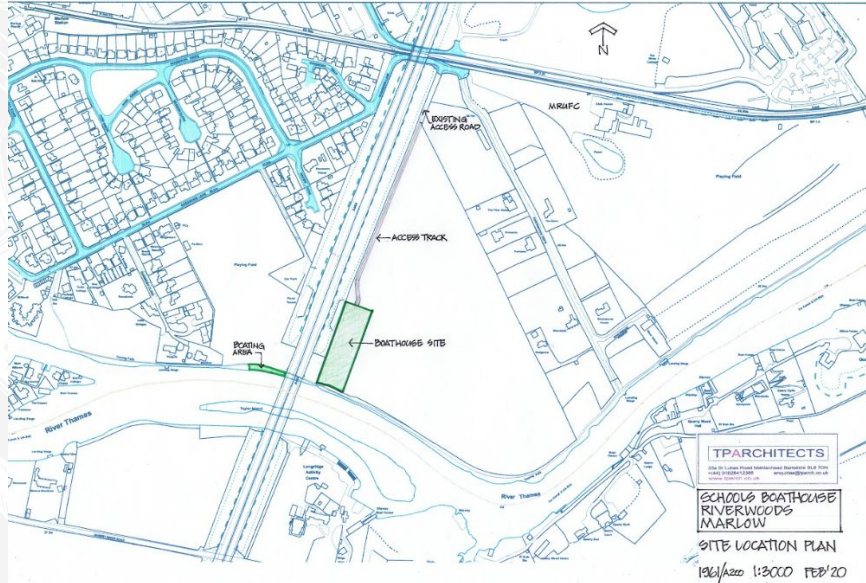


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