

# SEN Information Report 2024-2025



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| ▪ <b>ASENCO</b>       | - | <b>Mrs Lizzie Gregory</b>    |
| ▪ <b>SEN Governor</b> | - | <b>Mr Matthew Castledine</b> |

Welcome to our SEN information report which is part of the Derbyshire Local offer for students with Special Educational Needs (SEN). All governing bodies of schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for students with SEN. This information is updated annually.

At Brookfield we recognise the vital role that education can play in the lives of young people. Education should be an extremely rich experience - an experience in itself and not just a preparation for the next stage of life. Our mission is to develop confident, articulate, resilient and well-qualified young people who are empowered to change the world.

Brookfield Community School is dedicated to provide:

- High quality teaching, differentiated for individual pupils
- High quality and accurate formative assessment, using effective tools and early assessment materials
- Enabling regular discussions with parents and pupils to develop a good understanding of pupil's strengths and areas of concern
- Ensuring young people are preparing for successful transitions into adulthood
- The continued review of support for students with SEN/D

### **Whole School Approach:**

Outstanding quality first teaching and additional interventions are defined through our teaching and learning strategy and department curriculum maps. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. Teaching and Learning weekly briefings serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our students.

At Brookfield Community School we ensure that all students are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. As the Equality Act of 2010 states that all schools have duties 'towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014). At Brookfield Community School we have incorporated this principle into our new inclusive learning environment through embracing equality and celebrating difference.



Equality and Achievement

## Identifying SEN

The definition of a special educational need is **‘where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support’** (Definition taken from the Special Educational Needs Code of Practice January 2015, 6.15, page 94).

In order to ensure students are well supported within the school we identify and assess students with SEND as early and as thoroughly as possible through liaising with primary/previous schools to ensure the sharing of information and strategies to support the student. On entry to the Academy all students undertake CATS (Cognitive Abilities Test), and the ARTI on line reading assessment. This information will then either confirm information that the school has received or will allow for the identification of students who may require additional support.

If any member of staff or parent has any concerns about a particular student they can discuss these with either the ASENCO or the SENCO) who will then request feedback from teachers on the student's progress, attitude to learning, strengths and concerns. Once this information has been collated it may then result in observations of students, identification of strategies to support or referrals to other specialist support where this is appropriate.

## Provision for our students with Special Educational Needs

All students who have an EHCP (Education Health Care plan) or GRIP (Graduated Response Individual plan) are allocated a Key Worker. The students with Key Workers will engage in additional individualised support and the Key Worker will then liaise with staff and parents/carers to discuss the progress and developments within school. Students identified as having a SEN (K) will have an Identified Adult and they can contact their Identified Adult whenever they feel that they need support. This information will then be disseminated to the appropriate members of staff as well as parents/carers.

Each teacher is responsible for meeting the needs of students in their class through differentiated tasks, scaffolding and teaching strategies. We offer interventions for literacy, numeracy, social and communication skills and social and emotional support. At Key Stage 4 we tailor the curriculum to meet the needs of individual students and this can include a reduction in the number of subjects taken. The remaining time is devoted to a number of strategies to support including literacy, study skills programmes and the successful Youth Award (ASDAN)

Students' progress will be monitored and assessed during three data points each year: - Autumn, Spring and Summer. There will be an opportunity to meet teaching staff, learning support staff and the SENCO during an annual parents evening. In addition to this Year 7 have the chance to meet the SENCO at the Year 7 settling in evening in the Autumn term. Student voice for the whole school community is completed annually. In addition to this, SEN students are given opportunities to feed back to their Identified Adult.



Equality and Achievement

SEND students with EHC plans are reviewed annually and parents are invited to contribute to the plan. Students who have external agency support will have biannual meetings to which parents will be invited. Parents' views will be sought via the parental questionnaire for all other students with SEND needs. Parents are welcome to contact the school at any time regarding SEND concerns for their child.

The school prides itself on the pastoral support provided for young people within the school. Students with SEND needs will be carefully monitored through this process. Extra pastoral support is in place through the weekly SASS meetings (safeguarding and student support).

We also work closely with the Child and Adolescent Mental Health Team (CAMHS) and the Designated Safeguarding Lead and Inclusion Officer within school.

The school works closely with specialist services as and when the need arises. These services include: Education Psychologists, Specialist Training and Psychology Service for communication difficulties and dyslexia. Sensory Education Support Service, Occupational Therapy, Physiotherapists, Careers, Speech Therapy, the Visually Impaired services and the Hearing Impaired services.

The school provides whole staff training regarding specific SEND needs relevant to the particular intake on an annual basis and as any needs arise throughout the year. In addition Continuing Professional Development opportunities are provided for staff to opt into annually dealing with specific SEND needs such as Autism, Dyslexia etc.

The school wholeheartedly follows the Equality Act 2010 and always ensures that students with SEND are provided equal opportunities to engage in activities' outside of the classroom including school trips. Teaching Assistants can be used to support alongside any other reasonable adjustments necessary to ensure the opportunity is viable.

The school provides a series of transition days for all students. The SENCO visits all of the main feeder primary schools and builds relationships with students and parents prior to transfer. This knowledge is shared among the pastoral team and in particular with the SENCO. The SENCO/ASENCO attends annual reviews at the primary school to ensure that any specific transition need is catered for. Post 16 transition can include supported visits to College or other settings. Handover meetings between school and the new provision take place and students may undertake enhanced visits in the Summer term before transition.

In conjunction with the Head teacher and the Senior Leadership Team, resources are allocated to ensure that pupils' needs are met within a mainstream secondary school setting.

Decisions will be made regarding support for individual students through assessment, reviews and discussion with teaching staff, parents and external agencies. Support will be provided on the basis of individual need.

When providing support that is 'additional to' or 'different from' we engage in a four stage process, which is the graduated approach cycle of:



**All teachers are responsible for every child in their care, including those with special educational needs.**

**Assess:** this involves taking into account all the information from discussions with parents or carers, the child, the class teacher and assessments – conducted by the Learning Support Team

**Plan:** this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on **the students MAP form** (meeting and planning document) and will form the basis of review meetings, held as part of Parent Consultations evenings and individual 1:1 reviews.

**Do:** providing the support – additional support for learning or learning aids- teachers understanding and implementing the strategies highlighted within the **Grid for learning**.

**Review:** measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – student, their parents or carer, teachers and SENCO – contribute to this review. This stage then informs the next cycle, if necessary.

Any additional support 'intervention' will be tailored to meet the needs of the student, it will target the area of difficulty. This support may be provided in class or during a withdrawal session on a 1:1 basis or as part of a small group of students with similar needs. Interventions may be run by a teacher or TA. The support provided and its impact in class will be monitored closely and shared regularly with the child and parents/carers

For a small number of students, their needs may require access to technology eg laptop/visualiser. Some areas of the school environment have been adapted to meet the needs of students working closely with and seeking advice from external professionals including Occupational Therapy and Physiotherapy services.

Whilst the majority of students with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **Learning Support Facilities**

We have two large designated spaces at the front of school with a play/social area attached. We have accessible automatic doors for students to use when entering learning support. The rooms are near accessible toilets. The ARC is a facility for students who have social, emotional, mental health needs. It has 3 rooms for intervention, small group work and nurture sessions alongside a purpose designed therapy and sensory room, which has specialised light and bubble machines, physio bed and soft furnishings for bespoke sessions. The ARC also has its own garden and horticulture area for students to experience outdoor learning. The SENCO welcomes visitors to see the facilities that Learning Support has at Brookfield.

## **SEN Needs:**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs

## **Support for Staff**

Members of the Inclusion department regularly request feedback from parents/carers and staff regarding students. It is this information that is then used to update the Student passports with strategies and SEN descriptions which all staff then receive.

The Continuous Professional Development of staff is a priority at Brookfield Community School and is embedded through teaching and learning briefings during which the SENCO regularly updates staff with strategies and relevant information to support students. Weekly briefings are held within the Learning support department; these differ weekly and include training on specific needs, the monitoring of progress and a discussion of ideas to support all students identified on the SEN register. During staff training days/ twilight sessions Brookfield Community School invites outside agencies and experts in to develop the knowledge of staff within the school on specific learning needs. During the sessions staff are equipped with information on the specific need, possible students and challenges that they may face as well as ways to implement support and strategies successfully in a range of different subjects. The SENCO inducts all new staff with personalised training on SEN at Brookfield Community School; staff are introduced and informed about our student passports, the needs of students, support that is available and scaffolding techniques.

## Contacting the School

We work closely with parents, who we expect to represent our most critical audience and to who we look for a qualitative evaluation of progress. We have regular discussions with parents around all aspects of provision and progress. We conduct a specific questionnaire survey as part of the annual review process to determine the parental view of progress. We see parents as partners in securing the best possible outcomes for our students, their children, and have an “open-door” policy in Learning Support. If any parent thinks that their child may have a SEN that has not been identified, we invite them to contact the SENCO, the ASENCO or an appropriate Teaching Assistant, to discuss the issue.

Parents can contact school by:

- Writing a note in planners/ home school communication books
- Phoning school
- Emailing school
- Attending a meeting by prior arrangement.

When handling complaints from parents of children with SEN about provision made at the school, we have an “open-door” policy in Learning Support. If any parent has a concern, we invite them to contact school (by email, telephone or home-school book). We are often able to deal immediately with issues which if left unresolved can grow into a more significant problem. If the matter is urgent, parents are herewith invited to visit school during the day, (before 8.30am preferably) and request a meeting with either the SENCO or ASENCO. We will do all we are able to comply with the request. If it is not possible to meet with parents immediately, an appointment will be made as soon as possible thereafter. By building supportive relationships with parents, we rarely find that issues escalate to the point at which a complaint has to be made. However, if a parent wishes to make a formal complaint, guidance as to how this can be done is available on the Policies section of the school website.

For help and advice regarding SEND related issues please click on the following link:  
<http://www.derbyshiresendlocaloffer.org>