



# Brakenhale School

## **SEN Information Report**

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# Brakenhale School

## SEN Information Report

This report describes Brakenhale School's provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Headteacher

This report was reviewed and updated on: 23rd January 2024

This report was approved by the School Governing Body on: 1st February 2024

This report was revised on: 21st May 2024 (Headteacher)

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Headteacher/SENDCO*

**SENDCO:**

*Eugene du Toit*

Contact details: [edutoit@brakenhale.co.uk](mailto:edutoit@brakenhale.co.uk)

**Headteacher:**

*Camilla Douglas*

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**SEN link governor:**

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## SEN Information Report

### 1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 2. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

### 3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

#### 4. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### 5. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Prospective students are encouraged to visit the school with parents/carers. This can be via open evening, or scheduled school tours.

During the Summer Term all primary schools are visited by the school's transition team, where academic, SEND, and safeguarding information are shared in order to support Year 6 students' transition to the school.

All Year 6 students allocated a school place at Brakenhale are required to attend a two day school transition in July.

An additional transition programme is available for students who have been identified by the transition team as requiring additional support.

The SENDCo makes every effort to attend Year 6 EHCP Annual Reviews.

The SENCo regularly liaises with the Local Authority's SEND team to support KS4 to KS5 transition, this includes scheduled appointments with Year 10 and 11 students from the SEND Careers Advisor, support with college applications, and interview.

## **6. Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

At Brakenhale School we support all children, including those with SEND by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

- IDL (literacy and numeracy)
- Handwriting interventions
- Paired reading
- Emotional Literacy Support Assistant
- The Cubbie
- Canine Assistance therapy
- Art therapy
- Bespoke timetable
- 1:1 with our intervention coordinators
- Various external alternative provisions
- Break and lunch time club
- Sort and Settle on arrival to school
- SEN Homework club
- PPE preparation sessions

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing students access to specialist areas and support staff should their learning needs or disability require i.e Learning Resource Centre
- Access Arrangements are used to enable students with SEND to access public examinations. The criteria for these arrangements are in accordance with information produced but the Joint Council for Qualifications (JCQ) and the school have a specialist assessor appointed

## 8. Additional support for learning

One HLTA who is trained to deliver Read, Write, Inc.

Two members of staff who are ELSA trained.

Two Intervention Coordinators to support small group learning.

Teaching Assistants will support students in small groups when on bespoke timetables or allocated to do so by teaching staff to support with curriculum knowledge.

We work with the following agencies to provide support for students with SEN:

- Educational Psychology Service
- Local Authority SEND Team
- Behaviour Support Team
- Sensory Consortium
- Speech and Language Assessment Services
- Child and Adolescent Mental Health Services

## 9. Expertise and training of staff

Our SENDCO has a significant number of years of experience. Our SENDCO has previously worked at Trust level for a MAT.

We have a team of Teaching Assistants, including one higher level teaching assistant (HLTA) who are trained to deliver SEN provisions.

We use specialist staff for ELSA and First Aid training.

## 10. Securing equipment and facilities

We ensure that all students' SEND needs are met to the best of the school's abilities with the funds available. Where there is a requirement for specialist resources and or equipment the school will do its utmost to secure those resources and provision through the SEND budget or High Needs Funding for students with EHC Plans.

We ensure that students with disabilities have access to all equipment and facilities required to ensure they are able to take advantage of the full curriculum. This includes access to a disabled toilet, parking bays provided at the front of the building, where necessary access to ground floor lessons and medical support. Should a disabled student require a specific provision the school will do its utmost to meet their requirements.

Please see our [Accessibility Plan](#).

## 11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals
- Reviewing the impact of interventions regularly
- Using student questionnaires
- Regular monitoring by the SENDCO and Deputy SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans
- Learning walks
- Monitoring of procedures and practice by the SEND Governor
- Annual examination reports to Governors, with specific SEND data reported

## 12. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our day and residential trip(s) to PGL, ski trip and any subject specific trips.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

All students are included in all parts of the school curriculum and community, no student is ever excluded from taking part in activities because of their SEN or disabilities.

We ensure that any student with additional needs due to their SEN status or disability is not treated less favourably and appropriately supported to engage alongside those who do not have SEND. These steps could include providing additional adult support, specific guidance for school staff, alternative arrangements for access to an activity, access to pastoral or medical staff, a medical or healthcare plan, or individual provision map.

Students with SEND who may find break or lunchtimes difficult to manage are invited to access the G06 classroom which is monitored by school staff.

The Learning Resource Centre is available for all students to access from 7:30am until 4:00pm, students are encouraged to use this resource to complete homework with the support of school staff.

Students with disabilities have access to a disabled toilet and disabled parking bays are provided at the front of the building.

Please see our [Accessibility Plan](#).

### 13. Support for improving emotional and social development

We are an inclusive school that welcomes and celebrates diversity. All school staff support students to develop their emotional resilience and encourage self-belief to achieve success.

The pastoral and SEN teams are staffed with experienced and skilled support staff who work with students who may require additional support within or outside of the classroom.

We provide support for students to improve their emotional and social development in the following ways:

- A weekly Early Intervention meeting is held to discuss students who have been referred to request additional support via form tutors, Heads of Year, or teaching staff.
- The school has a Student Council where all students are invited to contribute to their own learning and active citizenship.
- All students in KS4 are invited to apply for the position of prefect, and KS5 students are invited to apply for the positions of Student Leadership and Head Student.
- Students can be referred or request to take part in various intervention groups focused on supporting emotional resilience, friendship, self-esteem, and social communication.
- All students are allocated a house and tutor group on entry, where they will be encouraged to work with and support one another in various competitions and activities.
- We have a regular LGBT group led by trained staff, where all students are invited to attend.
- We have a zero tolerance approach to bullying and discrimination against those with SEN or disability; please see the school's Anti-Bullying Policy and Behaviour Policy.

### 14. Working with other agencies

We work with an extensive range of agencies to ensure the support and well-being of all students including those with SEND.

Where required the SENDCO or Behaviour Support Team may request the support of external expertise to support or assess student needs.

The Designated Lead for Safeguarding and Safeguarding Team work with the Local Authority and Children's Social Care to ensure the safeguarding of all students.

The SENCO regularly liaises with the Local Authority SEND team in order to ensure all provisions for students with SEND are appropriately met.

We consult with the Educational Psychology Service on a termly basis, to discuss the progress and provision for students with SEND.





## 15. Complaints about SEN provision

Complaints about SEN provision in Brakenhale School should be made to the SENCO, Senior Leadership Team or Headteacher in the first instance, and may be referred to the school's complaints procedure.

SENCO: Mr du Toit

Email: [edutoit@brakenhale.co.uk](mailto:edutoit@brakenhale.co.uk)

Deputy Headteacher: Mr A Smith

Email: [asmith@brakenhale.co.uk](mailto:asmith@brakenhale.co.uk)

Tel: 01344 423041

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 16. The local authority local offer

For further information about the local offer, see Part One section 4 and 5.

## 17. Contact details of support services for parents of students with SEN

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability/information-advice-and-support-service>

## 18. Contact details for raising concerns

SENDSCO: Mr du Toit

Email: [edutoit@brakenhale.co.uk](mailto:edutoit@brakenhale.co.uk)

Deputy Headteacher: Mr Smith

Email: [asmith@brakenhale.co.uk](mailto:asmith@brakenhale.co.uk)

Tel: 01344 423041