



Brakenhale School

SEN Information Report

Brakenhale School is part of the Greenshaw Learning Trust.

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Brakenhale School

SEN Information Report

This report describes our school's provision for pupils 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: Special Educational Needs Coordinator (SENDco)

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: 22nd January 2026

**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*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with The SEND Team in the first instance. Please contact them on send@brakenhale.co.uk

The local authority local offer

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

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability/send-local-offer>

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1. School Context

Brakenhale School is an inclusive secondary school that works in close partnership with pupils and their families to support needs across all four broad areas of the SEND Code of Practice: Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social, Emotional and Mental Health.

Support is delivered through the school's graduated approach, ensuring that pupils first and foremost access high-quality, inclusive teaching within their classroom settings. Where additional support is required, pupils are provided with targeted and specialist interventions, as outlined below.

Our greatest area of need is **Social, Emotional and Mental Health (SEMH)**. The school therefore places a strong emphasis on whole-school approaches that promote positive mental health, emotional regulation, and resilience, alongside targeted support for pupils experiencing difficulties that may affect their learning and social development.

To further support pupils' emotional and sensory regulation, we have identified a dedicated area within the school that pupils who meet agreed criteria can access at appropriate times throughout the day. This provision is used flexibly to support individual needs and promote engagement and readiness for learning.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising engagement in the broadest possible curriculum. As part of our **generally available provision**, all teaching staff receive ongoing professional development to build evidence-informed, whole-class approaches that support pupils with a range of learning needs.

Lessons are planned with careful sequencing in small steps to reduce cognitive load and ensure clarity. Visual supports are embedded within teaching resources to aid understanding of key vocabulary and concepts, and resources are made accessible for pupils to reference throughout lessons to reduce barriers related to working memory. The **'I do, we do, you do'** model is consistently prioritised to provide explicit modelling, scaffolding, and guided practice for all pupils.

Pupils on the SEN register have a **pupil passport** detailing strategies tailored to their individual needs. Pupil passports are **reviewed termly**, with input from pupils and their parents, ensuring that strategies remain relevant, personalised, and reflective of current needs. All staff are required to know which pupils in their classes have a pupil passport and to actively implement the recommended strategies. This ensures that high-impact, evidence-informed approaches are prioritised for pupils who need additional support, while maintaining an inclusive environment for the whole class.

3. Identifying pupils with SEN and assessing their needs

We will assess each pupil'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 pupils 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, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the [class teacher/tutor] or by contacting the SEND department by emailing send@brakenhale.co.uk.

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 pupil 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.

4. Our approach to teaching pupils with SEN within the classroom

Teachers at Our School are responsible and accountable for the progress and development of all pupils in their classes. We support all children, including those with SEND, through high-quality teaching strategies designed to make learning accessible for all. These strategies include:

- Modeling and scaffolding new learning
- Breaking information into smaller, manageable steps
- Repeating instructions and checking for understanding
- Allowing extra time for pupils to process information and respond
- Pre-teaching key concepts or vocabulary
- Using visual supports and other accessibility tools to aid understanding

All staff receive professional development on approaches that are particularly beneficial for pupils with SEMH and Communication and Interaction needs, including Autism Spectrum Condition (ASC).

Pupils' strengths, needs, and required adaptations are recorded in pupil passports, which guide teachers on the strategies and adjustments needed to support individual learning. Pupil passports are reviewed termly in partnership with the pupil and their parents or carers, ensuring the information remains accurate, personalised, and reflective of current needs. Parents and carers are invited to discuss and contribute to the review process.

In addition to high-quality classroom teaching, we provide a range of targeted interventions to support pupils' academic, social, and emotional development, including:

- Access to SEN-specific clubs at break and lunchtime, or "sort and settle" sessions on arrival at school
- Staffed homework club
- Literacy interventions, including Read Write Inc. and Lexia
- Zones of Regulation for emotional self-regulation
- Social skills programmes
- Executive functioning support
- Touch-type Read and Spell
- Place2Be counselling service
- ELSA (Emotional Literacy Support Assistant) support

Through this graduated approach, high-impact strategies are prioritised for pupils with additional needs, while maintaining an inclusive learning environment that enables all pupils to access the full curriculum and achieve their potential.

5. Adaptations to the curriculum for pupils with SEN

At Brakenhale School, we ensure that all pupils, including those with SEND, have full access to a broad and balanced curriculum. Our approach is responsive, allowing us to meet the diverse needs of our pupils through adaptations to teaching, resources, and the learning environment.

Pupils benefit from high-quality inclusive teaching, with accessible resources and clear modelling and scaffolding by teachers. Where appropriate, pupils can access laptops and other recommended aids, including visual timetables, larger fonts, and accessibility tools. Pupils receiving such support are also provided with interventions to ensure they can use these tools effectively and confidently.

Other adaptations include:

- Differentiating the curriculum to ensure content, pace, and outcomes are accessible, including 1:1 support or adaptations to lesson content
- Providing additional scaffolding, such as pre-teaching key vocabulary, reading instructions aloud, and allowing longer processing times
- Adapting resources and staffing to meet individual needs
- Ensuring the school environment is fully accessible, including:
 - Ground-floor access throughout and a key-operated lift to the first floor
 - Disabled toilet and shower with fixed hoist
 - Adjustable “rise and fall” tables in classrooms and practical spaces, including catering areas
- Access arrangements for public examinations, in line with Joint Council for Qualifications (JCQ) guidance, with a qualified special assessor appointed to ensure fair and appropriate access

Information about curriculum adaptations, pupils’ strengths, and individual needs is shared through pupil passports, ensuring that all staff are aware of the strategies, scaffolds, and tools required to support each pupil. These passports are reviewed with pupil and parent involvement to ensure they remain accurate, personalised, and reflective of current needs.

Through these adaptations, we aim to provide an inclusive curriculum that enables all pupils to access learning fully, develop independence, and achieve their potential.

6. Targeted interventions

At Brakenhale School, we provide a range of targeted interventions to support pupils’ academic, social, and emotional development, including those detailed in pupils’ Education, Health and Care Plans (EHCPs). All interventions are research-based and have been proven to show positive impact. They are designed to address specific needs and help pupils develop skills that can be applied both in interventions and the classroom.

Our targeted interventions include:

- Access to SEN-specific clubs at break and lunchtime, or “sort and settle” sessions on arrival at school
- Staffed homework club
- Literacy interventions, including Read Write Inc. and Lexia
- Zones of Regulation for emotional self-regulation
- Social skills programmes
- Executive functioning support
- Touch-type Read and Spell
- Place2Be counselling service
- ELSA (Emotional Literacy Support Assistant) support

Identification and Target Setting

Pupils are identified for targeted interventions through a data-led approach, drawing on:

- Regular testing and assessment results
- Academic attainment data
- Attendance patterns
- Behavioural information
- Recommendations detailed in EHCPs

- Teacher observations and professional judgment

Once identified, individual targets are set for each pupil, focusing on skills that are measurable and aligned with classroom learning. These targets are shared with teachers where appropriate so that pupils can generalise skills learned in interventions back into the classroom.

Monitoring and Review

The impact of interventions is reviewed every half-term, evaluating progress against intended outcomes. If an intervention is not producing the expected impact, it is adapted or replaced with an approach more suited to the pupil's needs.

This approach ensures that all interventions are targeted, evidence-informed, and effective, supporting pupils to achieve their full potential while maintaining strong links to classroom learning and inclusion.

7. Specialist interventions

We work closely with external agencies to deliver specialist interventions, including those outlined in pupils' EHCPs. This may include:

- Mentoring
- Specialist speech and language therapy
- Specialist mental health support

Pupils are identified using a data-informed approach, including assessments, EHCP recommendations, teacher observations, and professional input. Individual targets are set and, where appropriate, shared with teachers to help pupils generalise skills back into the classroom.

The impact of interventions is reviewed at least every half-term, and adjustments are made if outcomes are not being met. This ensures interventions are targeted, evidence-informed, and effective.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We work in close partnership with a range of external and specialist agencies to ensure the progress, well-being, and safety of all pupils, including those with SEND. Where appropriate, the SENCO or Behaviour Support Team may request additional expertise to assess needs and provide targeted support.

Pupils are identified for referral to external agencies through a combination of:

- Ongoing monitoring of academic progress, behaviour, and attendance
- Observations and assessments by school staff
- Information from pupil passports and EHCPs
- Parental and pupil input

Our key external partnerships include:

- Educational Psychology Service – termly consultation to review progress and evaluate provision
- Autism Support Service – termly meetings to plan and review support for pupils on the autism spectrum
Autism Transition Outreach Worker – supporting Year 6–7 transitions, including targeted planning and first-term support in secondary school
- Local Authority SEND Team – liaison to ensure statutory SEND requirements and appropriate provision
- Designated Safeguarding Lead and Safeguarding Team – working with Children’s Social Care and the Local Authority to safeguard pupils

Incorporating Specialist Recommendations

Reports and recommendations from specialist agencies are incorporated into pupil passports, targeted interventions, and classroom practice. Teachers are informed where appropriate so that strategies and adjustments can be embedded in the classroom, helping pupils generalise skills and access the curriculum alongside their peers.

This ensures that all specialist advice is considered within the school’s graduated approach, enhancing the overall quality of support and maintaining a focus on building pupils’ access to the core educational offer.

9. Adaptations to the learning environment

We make a range of adaptations to ensure that all pupils, including those with SEND, can access the curriculum and participate fully in school life:

- Curriculum differentiation: Lessons are adapted to meet individual needs, including content, pace, and 1:1 or small-group support.
 - Resources and staffing: Materials and support are tailored to pupils’ needs.
 - Recommended aids: Pupils have access to tools such as laptops, visual timetables and reading pens where appropriate.
 - Additional scaffolding: Strategies include pre-teaching key vocabulary, reading instructions aloud, and allowing longer processing times.
- Accessible environment:
- Wheelchair users can access the entire ground floor, with a key-operated lift to the first floor
 - Disabled toilet and shower with fixed hoist
 - Adjustable “rise and fall” tables in classrooms and practical spaces, including the catering room
- Examination access: Arrangements follow Joint Council for Qualifications (JCQ) guidance and are implemented with a qualified special assessor to ensure pupils with SEND can fully participate in public examinations.

Brakenhale School also has one dedicated sensory space, available to pupils who require movement breaks or additional sensory regulation, as agreed during pupil passport review meetings. This space

supports pupils' emotional and sensory needs, helping them regulate and engage effectively in learning.

In addition, the school provides a range of targeted interventions to support pupils' academic, social, and emotional development. Interventions are personalised to meet individual needs and are aligned with EHCP provisions where appropriate. Information from pupil passports, assessments, and external professional advice informs which pupils access these interventions, the targets set, and how progress is monitored. All interventions are reviewed at least every half-term, and where necessary, strategies are adapted to ensure the best possible outcomes.

10. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

11. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils, including those with special educational needs. Whole-school assessment points include pupils with SEND, and leaders, including Raising Standards Leads, Behaviour Leads, and Attendance Leads, work in partnership with the SENCO to analyse engagement, attainment, attendance, and behaviour. Where needed, adjustments to systems, strategies, or provision are made to positively impact all pupils.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Class and subject teachers work closely with the SENCO to carry out a thorough analysis of each pupil's needs, drawing on:

- Teacher assessment and professional experience
- Previous progress, attainment, and behaviour
- Assessments from other teachers, where relevant
- Comparison with peers and national data
- The views of parents and carers
- The pupil's own perspectives
- Advice from external support services, if applicable

Where pupils are accessing targeted or specialist interventions, progress against individual targets is reviewed at least half-termly. Recommendations from interventions and external agencies are incorporated into pupil passports, which are reviewed termly with pupil and parent involvement. This ensures strategies remain personalised, relevant, and embedded in classroom practice.

All assessment and review processes are designed to ensure that pupils with SEND make meaningful progress from their starting points, have access to appropriate support, and are able to generalise skills learned in interventions into everyday learning.

12. Consulting and involving pupils and parents

We prioritise early discussions with pupils and their parents when identifying whether a child requires special educational provision. These conversations ensure that:

- Everyone develops a clear understanding of the pupil's strengths and areas of difficulty

- Parents' concerns are fully taken into account
- Agreed outcomes for the child are clearly understood
- Next steps for support are transparent and shared

Notes from these early discussions are added to the pupil's record and shared with parents. Parents are formally notified when it is decided that a pupil will receive SEN support.

All parents of pupils with SEND are encouraged to engage with the school's broader parental engagement strategy, including general parent activities and events. In addition, the school provides SEND-specific opportunities, such as:

- Enhanced transition and induction procedures, supporting pupils and families during key points such as starting school, moving year groups, or transitioning to post-16 education
- Opportunities to participate in termly pupil passport reviews and meetings regarding targeted or specialist interventions

Through these approaches, parents are actively involved in planning, reviewing, and supporting their child's education. Pupils themselves are also engaged in discussions about their progress, needs, and aspirations, ensuring their voice is central to decision-making. This collaborative approach helps to ensure that SEND provision is personalised, responsive, and effectively supports both learning and well-being.

13a. Supporting pupils moving between phases / transition

The Code of Practice covers young people from 0 to 25 years, and we are responsible for ensuring a safe and successful transition between settings.

During the summer term, our transition team visits all primary schools to share safeguarding, SEND, and academic information, ensuring Year 6 students have a well-supported transition to our school. Parental input is a vital part of this process, and we can make reasonable adjustments, such as offering additional transition support.

Students starting school for the first time will have a transition day. Those with additional needs or who are vulnerable will also be invited to take part in extra, small-group, or individual transition visits if necessary. This may include a member of the transition team visiting the child's primary school and working with their support staff to share important information. We recognise that some children find yearly transitions challenging, and we provide extra support tailored to their needs.

13b. Preparation for adulthood

Pupils with special educational needs receive enhanced careers support to help them make informed choices about their future. From Year 9 onwards, annual reviews explicitly include discussions about preparation for adulthood, covering education, employment, and independent living.

Pupils have access to:

- Visits to post-16 colleges and training providers
- Careers events and workshops
- One-to-one careers appointments, where parents and carers can be involved to support decision-making and discussions about future pathways

Information gathered from these meetings and experiences is used to inform individual planning and support, ensuring that each pupil's aspirations and needs are reflected in their transition plans. This approach enables pupils with SEND to develop confidence, make informed decisions, and prepare effectively for life beyond school, while engaging families in the process to ensure consistent support.

14. Training for staff

Our SENCO is an experienced teacher and is currently completing the National Professional Qualification for SENCOs. The Deputy SENCO is an experienced Modern Foreign Languages teacher. Both the SENCO and Deputy SENCO work closely with the Headteacher, who is a qualified SENCO with many years of experience, ensuring strong strategic leadership for SEND across the school.

During this academic year, the Deputy SENCO will also complete training as an Autism Support Advisor, enabling them to deliver high-quality training and guidance to teaching assistants and teaching staff. In addition, the SEND team benefits from ongoing support from Greenshaw Learning Trust's shared services, including the Senior School Improvement Lead for Secondary and the School Improvement Lead for SEND.

The school has a dedicated team of Teaching Assistants, including a Higher Level Teaching Assistant (HLTA), all of whom are trained to deliver a range of SEND provisions. We also commission specialist staff to deliver targeted support, including ELSA and First Aid training.

A Specialist Provision Lead, who is a qualified specialist teacher, coordinates all interventions across the school. They ensure that interventions are delivered effectively, monitored closely, and reviewed regularly to ensure impact and fidelity.

15. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO and SLT through Line Management Using Provision Maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

16. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All extra-curricular activities and school visits are fully accessible to all students, including before- and after-school clubs. All students are actively encouraged to participate in day trips, residential visits such as PGL and ski trips, and subject-specific visits.

Students are also encouraged to take part in whole-school activities, including Sports Day, school productions, themed events, and specialist workshops. No student is excluded from participation in any activity on the basis of their special educational needs or disability.

All students are fully included in every aspect of the school curriculum and wider school community. We ensure that students with SEND are not treated less favourably and are appropriately supported to participate alongside their peers. Where additional support is required, this may include extra adult support, tailored guidance for staff, reasonable adjustments to activities, access to pastoral or medical staff, individual healthcare plans, or personalised provision maps.

Students with SEND who may find unstructured times such as break and lunchtime challenging are invited to attend SEN-specific clubs, which are supervised and monitored by school staff to provide a supportive and inclusive environment.

The Learning Resource Centre is available to all students until 4:00pm, and students are encouraged to use this space to complete homework with the support of school staff.

Students with disabilities have access to a disabled toilet, and disabled parking bays are available at the front of the school building to support accessibility.

17. 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 requested 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 zero tolerance approach to bullying and discrimination against those with SEN or disability; please see the school's Anti-Bullying Policy and Behaviour Policy.

18. Pupils with disabilities

We are committed to ensuring that all pupils, including those with disabilities, have equitable access to learning and school life. Admissions are made in line with the school's general admissions policy, and any additional needs related to disability are carefully considered to ensure appropriate support is in place from the start.

To support disabled pupils, the school provides:

- Accessible facilities including full ground-floor access, a key-operated lift to the first floor, disabled toilet and shower with fixed hoist, and adjustable “rise and fall” tables in classrooms and practical spaces such as the catering room.
- Inclusive teaching approaches and curriculum adaptations, including differentiated content, 1:1 or small-group support, visual timetables, accessibility tools, and scaffolding strategies such as pre-teaching, reading instructions aloud, and allowing longer processing times.
- Access arrangements for examinations in line with JCQ guidance, supported by a qualified special assessor.
- Personalised support plans through pupil passports, ensuring all staff are aware of each pupil’s needs and strategies to enable full participation in learning and school activities.
- Specialist spaces such as the sensory/movement space for pupils requiring sensory regulation, accessed as agreed through pupil passport reviews.

These measures ensure that disabled pupils can fully participate in all learning opportunities, access the curriculum alongside their peers, and benefit from both universal and targeted support to achieve their potential.

19. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school’s complaints policy.

The parents of pupils 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

20. Contact details of support services for parents of pupils with SEN

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