

**BRANNEL**

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## **SEN Information Report/School Offer – [UPDATED June 2016](#)**

New Government Legislation requires us to publish a new report called the **SEN Information Report** (clause 65 of the new SEN Act). This report is co-produced by The SENCo, Headteacher and Senior Leadership Team and incorporates our '**School Offer**' which lays out the provision available for students with SEND at Brannel School.

### **1. What kinds of special educational needs does the school provide for?**

Brannel School is a mainstream secondary school with an additional ARB (Area Resource Base) specialist provision. Within our mainstream population we have provision to meet the needs of children with moderate learning difficulties and physical disabilities. Our ARB caters for students with severe and/or profound and multiple learning difficulties or disabilities. Pupils may also have autism, physical difficulties and multi-sensory impairments.

### **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Pupils are assessed against their own prior learning and learning conversations are held between primary and secondary colleagues on transfer between Key Stage 2 and Key Stage 3.

We follow the guidelines, outlined in the Special Educational Needs Code of Practice, which recommends a graduated approach. Where possible, we try to meet individual needs within the classroom, through ensuring that our planning, teaching and approaches are differentiated: however, if we determine that a student is not making satisfactory progress, or presents other concerns, the class teacher makes a referral to the SENCO. Strategies and approaches, which are currently in use are reviewed and their effectiveness evaluated. Where this review leads to the conclusion that the student needs additional help and support, they are placed at School Support, on the Record of Need, after consultation with parents/carers.

The school works closely with therapists and external agencies to identify the holistic needs of every child.

### **3. How will both you and I know how my child/young person is doing?**

Throughout their time at Brannel, all pupils are constantly observed and progress noted. Student progress and attainment in Year 7 – 11 is monitored formally through a series of rapid assessments which are entered into the school tracking system (SIMs) on four occasions throughout the academic year. This data includes a combination of a 'Working at' level, a predicted level, an 'Attitude to Learning' grade and a teacher target, dependant on year group. In addition a summary can be given of behaviour incidents, achievements, attendance and any lateness to lessons. Information can also be exchanged in a less formal manner through the school planner or a home school communication book and parents are welcome to email or telephone the school should they wish to speak to a particular member of staff about any issues causing concern.

### **4. How will the curriculum be matched to my child/young person's needs?**

Students are generally grouped in classes in sets, according to ability. As there may still be a wide range of ability in each class/set, teachers plan a differentiated curriculum, suitable for all students, to ensure access at all levels. Any students with additional needs are included as fully as possible in the whole class environment and, where appropriate, the curriculum is adjusted. Sometimes, it may be appropriate to withdraw a student, sensitively, to work individually or in small groups, in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be utilised to give support in a particular area e.g. additional literacy. The class teachers, in conjunction with the SENCO, will oversee this provision to ensure it meets individual needs. Provision for students with SEN is intended to enable them to make the greatest possible progress in both their learning and in their personal development. Participation in extra-curricular activities, clubs and school visits is promoted.

### **5. How will school staff support my child/young person?**

All the teachers in the school are teachers of children with Special Educational Needs. As such Brannel School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## 6. How is the decision made about what type and how much support my child/young person will receive?

### School Support

Where a review leads to the conclusion that a student needs additional help and support, they are placed at School Support on the Code of Practice, after consultation with parents/carers. When we have all the available information, we consider the next strategy for action. Subject teachers differentiate lessons and resources accordingly. Progress is monitored closely and is reviewed through individual departments with parents/carers.

A Provision Map may be written to reflect areas of support, after consultation with agencies, parents/carers, the student, SENCO and subject teachers. Provision may consist of one to one support from Assistant Teachers, small group withdrawal, in class support, specialist activities in Im1, working with external support agencies etc. In rare circumstances, parents/carers can approach the LA to request a statutory assessment which may or may not result in the LA issuing an Education, Health and Care Plan.

### Statement/EHC Plan

If a student has a statement of special educational need or an EHC plan, an annual SEN Review is held. At this meeting, decisions are made regarding the continuation of the statement/plan: the effectiveness of provision is reviewed and objectives and strategies amended accordingly. New long-term objectives, for the following year, are set if necessary. All relevant professionals, including those who contributed to the original statement/plan, are invited to attend or submit a written report. Parents/carers attend and the student's views are considered. Students with statements/EHC plans are entitled to additional support as prescribed in their documentation. This may consist of one to one support, small group withdrawal, in class support, specialist activities in Im1, working with external support agencies etc.

### Removal from SEN Register

Some students make good progress and are removed from the SEN Register following a review meeting.

## 7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

The staff will ensure that students with special educational needs join in the activities of the school together with students who do not

have special educational needs, so far as that is *reasonably practical and compatible with the students receiving the necessary special educational provision*, the efficient education of other children in the school and the efficient use of resources. Risk Assessments may be drawn up for specific activities where a risk is identified within an activity that cannot be overcome by a particular child due to the nature of their needs.

#### **8. What support will there be for my child/young person's overall wellbeing?**

Tutors have an important role in monitoring the wellbeing of students as they are often the first port of call in the mornings for students who may be encountering difficulties. Information is then often shared and passed on to Heads of House or SENCo, or to our dedicated Pastoral Support Officer and Student Welfare Officer, who deal with a range of issues including attendance, family support, agency coordination, counselling, social care and urgent pupil issues. We also work closely with the Primary Mental Health Team, Educational Psychology Service and School Nurse as well as a host of counselling and support services.

#### **9. What specialist services and expertise are available at or accessed by the school?**

In addition to the specialist staffing available in school, we can access support and help from the following agencies:

Autism Spectrum Team  
Educational Psychological Services  
Social Services  
Audiology Service  
EAL Services  
Service for the Visually Impaired/Hearing Impaired  
Health Service/Community Nurses  
Looked after Children officer/CIC Team  
Special Education Team County Hall  
Parent Partnership Service  
Behaviour Support Service  
CAMHS  
Primary Mental Health Team  
Physio/OT Teams/Bladder and Bowel Support Services  
Speech & Language Therapists  
CHES/CICESS/Virtual School  
'Boot Up'

Draw and Talk  
White Gold  
Penhaligon's friends  
CLEAR  
Kooth  
Respite provision  
Personal/intimate care  
Community Music

### **10. What training have the staff supporting children/young people with SEND had?**

All of our teaching staff undergo a rigorous programme of continued professional development and training which encompasses training on supporting children with special educational needs. Assistant teachers in particular hold a range of qualifications, including specialist training on how best to support young people with a range of conditions across the spectrum of need. We employ three Higher Level Teaching Assistants who are specialist in their individual curriculum areas and all of our ARB staff have specialist qualifications to deliver support to children with complex and multiple learning needs and disabilities. In addition, the SENCo and ARB Manager holds an MEd in Special Educational Needs and the National Award for SEN Coordination.

### **11. How accessible is the school environment?**

Brannel School operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. We have one central passenger lift and a stair climber for emergency evacuation of wheel chair users from floor 1. Access in and around the school is of a good standard. Brannel School has an Area Resource Base (ARB) as part of its provision. This caters for a small number of students with complex and multiple learning difficulties or disabilities. The nature of special needs varies from global developmental delay, severe learning need, ASC and physical disability. The ARB provides many specialist facilities, including a therapy room, a sensory room, an outside sensory garden, life skills work base, full disabled showering and toilet facilities and fully inclusive classroom spaces.

### **12. How are parents and young people themselves involved in the school?**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have Special Educational Needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will

be consistently maintained. Parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

The school will work to ensure that students are fully aware of their individual needs and the targets from individual department areas. Students are involved at all times in decisions which are taken regarding their education targets, to include setting their Provision Map and being aware of how and why they may need support.

### **13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

A fortnightly inter-agency meeting is held at school to discuss children who may benefit from specialist services or need to access additional services. The Head of House, SENCo, Student Welfare Officer or Pastoral Support Officer will then be responsible for making the appropriate referrals to external agencies, monitoring the follow up and assessing quality of provision and impact. Agencies may also be contacted directly by the school where an immediate response or support is required. The Pastoral Team can suggest to parents where additional support for families may be accessed and support family referrals if necessary.

### **14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

The SENCo and Year 7 transition coordinator make early links with partner primary schools to ease transition and work with year 6 teachers and pupils so we are fully informed about individual childrens' needs. Information is then shared with all Brannel School staff on transition. If necessary, the team will work with Education Out of School if requested to meet the needs of children educated at home. When moving on to a new school, the SENCo may liaise directly with the receiving school if this is felt necessary and all documentation is sent on as soon as the child is confirmed on roll.

On transfer from another secondary school, a visit will be offered where parents and carers can tour the school and exchange information with our pastoral team. A separate meeting can be arranged with the SENCo if required and personalised transition plans drawn up if a gradual phased return/introduction is required due to medical/health or social concerns. On transfer to a post 16 placement, the school works closely with Careers South West and all our local tertiary providers to ensure suitable plans are put in place for additional visits. Meetings with parents and transition work is undertaken before transfer to colleges and/or work placements.

### 15. Who can I contact for further information?

The SENCo at Brannel School is Ms. K.Vincent who can be contacted on 01726 822485 or by emailing [kvincent@brannel.com](mailto:kvincent@brannel.com). Ms Vincent is also the ARB Manager and holds an MEd in Special Educational Needs and the National Award for SEN Coordination.

### 16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Family Information Service [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

### 17. Policies

Link to Brannel SEN Policy is [HERE](#)  
Link to Brannel Intimate Care Policy is [HERE](#)  
Link to Brannel Physical Restraint policy is [HERE](#)  
Link to Brannel Equal Opportunities policy is [HERE](#)  
Link to Supporting students with Medical Conditions policy is [HERE](#)

### 18. Complaints

Should parents/carers be unhappy with any aspect of their child's care at Brannel School, they must discuss their concerns with the school. If this does not resolve the problem or allay concern, the problem should be brought to the attention of a member of the leadership team who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the schools complaints policy which can be found here:

Link to Complaints policy is [HERE](#)

