



Special Education Needs and Disabilities (Information Report 2021-2022)

Review Date; September 2022

<p>1. What is SEND?</p>	<p>SEND stands for Special Educational Needs and Disabilities. The January 2015 Code of practice says: A child or young person has SEND if they have a learning difficulty, or disability which calls for special educational provision to be made for him or her.</p> <p>A child or a young person has a learning difficulty if he or she:</p> <ul style="list-style-type: none"> • Has a significantly greater difficulty in learning than many others of the same age. • Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.
<p>2. What kinds of special educational needs does the school provide for?</p>	<p>Brannel School is a mainstream secondary school, part of The Cornish Education Learning Trust. Within our mainstream population we have provision to meet the needs of children with a range of educational needs including specific learning difficulties and physical disabilities.</p>
<p>3. How does the school know if children/ young people need extra help?</p>	<p>Pupils are assessed against their own prior learning and learning conversations are held between primary and secondary school on transfer between Key Stage 2 and Key Stage 3.</p> <p>This will be reviewed by the Special Educational Coordinator (SENDCo) throughout a student's education as some students will not need the same level of support. Parents/Carers will always be notified of a change to a student's status on the SEND Register.</p> <p>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 SENDCo. Strategies and approaches, which are currently in use are reviewed and their effectiveness evaluated.</p> <p>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 also liaises closely with therapists and external agencies to identify the holistic needs of every child.</p>

<p>4. How does Brannel School identify and assess students with SEND?</p>	<p>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) periodically throughout the academic year.</p> <p>This data includes a combination of a ‘Current working at’ level, a predicted level, an ‘Attitude to Learning’ grade. In addition, a summary can be given of behaviour incidents, achievements, attendance, and any lateness to lessons.</p> <p>The identification of SEND is built into our overall approach to monitoring the progress and development of all students. This allows us to identify students who are making less than expected progress at an early stage. Where progress is not adequate, we may think it necessary to take some additional or different action to enable the student to learn more effectively.</p> <p>Information can also be exchanged in a less formal manner through home school communication 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.</p>
<p>5. What type and how much support will my child/young person receive?</p>	<p><u>School SEND Support</u></p> <p>Where a review leads to the conclusion that a student needs additional help and support, they are placed on the school record of need at School SEND Support as per 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.</p> <p>Provision may consist of support from shared Assistant Teachers, small group intervention, in class support, literacy support and working with external support agencies etc. In rare circumstances, parents/carers can approach the LA to request a statutory assessment for and EHCP, however this is not guarantee, and is only in cases of significant need. which may, may not result in the LA issuing an Education, Health and Care Plan.</p> <p><u>EHC Plan</u></p> <p>If a student has an EHC plan, an annual SEND Review is held, and any top up funding provided to the school is to help resource their support. The school capitation for SEND is ring fenced to ensure we have our Academic Recovery Centre (ARC), Nurture Provision for year 7 EHCs and AT, HLTA support staff.</p> <p>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.</p>

	<p>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.</p> <p>Students with EHC plans can access additional support in the Academic Recovery Centre (ARC). This may consist of one-to-one support, small group intervention, in class support, specialist activities, working with external support agencies. This is not a full-time provision and intervention if offered at selected times.</p> <p><u>Removal from SEND Register</u></p> <p>Some students make substantial progress and require no additional intervention different to their peers are removed from the SEND register following a review meeting.</p>
<p>6. What provision are there my child with SEND in supporting access to the curriculum?</p>	<p>At Brannel we passionately believe that all teachers are teachers of SEND. There is an expectation that teachers will be aware of the learning needs of all students that they teach through SIMS and will scaffold their teaching strategies and their resources appropriately. The SENDCo will work with staff to ensure that our very best endeavours are focussed on ensuring that every student is able to access the curriculum.</p> <p>Any students with additional needs are included as fully as possible in the whole class environment and, where appropriate, the curriculum is adjusted. For some students they will receive support around literacy, numeracy, or bespoke intervention linked to their EHC plans.</p> <p>Provision for students with SEND 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 together with students who do not have special educational needs, so far as that is <i>reasonably practical and compatible with the students receiving the necessary special educational provision</i>.</p> <p>The SENDCo works closely with specialist advisory teachers from the Local Authority and the 0-25 Team to ensure that all students with physical or sensory needs have can access facilities in the academy.</p>
<p>7. What support will there be for my child/young person's overall wellbeing?</p>	<p>Head of Year and 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 SENDCo, or to our dedicated Pastoral Support Team, 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.</p>

<p>8. What specialist services and expertise are available at or accessed by the school?</p>	<p>In addition to the specialist staffing available in school, we can access support and help from the following agencies:</p> <ul style="list-style-type: none"> Autism Spectrum Team Educational Psychological Services Social Services Learning and Cognition Support Service for the Visually Impaired/Hearing Impaired Behaviour Support Service CAMHS Primary Mental Health Team CHES/CICESS/Virtual School/ Speech & Language Therapists Parent Partnership Service Special Education Team County Hall
<p>9. What training or specialist expertise do your staff have?</p>	<p>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.</p> <p>Brannel School places great value in the professional development and training opportunities of our staff. All staff follow a clear induction programme which includes a SEND session focusing on 'Quality First Teaching', differentiation, scaffolding up and adapting teaching strategies to meet the needs of all students.</p>
<p>10. How are parents and young people themselves involved in the school?</p>	<p>Parents/carers views and concerns are very important. You are entrusting us with your child, whom you know better than anyone. Good two-way communication with you will be crucial for your child to succeed.</p> <p>At Brannel we believe in a strong relationship with parents which will include communication via telephone, email or in person through a parent meeting.</p> <p>The minimum expectation of communication to parents from the SEND Team is within 3 days and all communication is logged using the school SIMS systems or recorded as part of the graduated approach to support students' progress.</p> <p>In accordance with the recommendations outlined in the Code of Practice the school recognises 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.</p>

<p>11. Who will be the person I can contact regarding my child with SEND?</p>	<p>The SENDCo at Brannel School is Wendy Woodstock who can be contacted on 01726 822485 or by emailing wwoodstock@brannel.com. You can also contact the Assistant SENDCo, Mrs Zoe Errington who will be able to assist. Email is, zerrington@brannel.com You can also contact our SEND Administrator, Ms Beth Cairney. Email bcairney@brannel.com</p>
<p>12. What support services or groups can I contact to provide additional advice and support for my family?</p>	<p>Within Cornwall there are a huge number of support agencies that will be able to offer you support and advice.</p> <p>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</p> <p>Special Educational Need and Disability Information, Advice and support Service Tel: (01736) 751921 Or alternatively you can find more information via their website at; https://cornwallsendiass.org.uk</p>
<p>13. Policies</p>	<p>All policies are accessed from the Policies page of the Brannel School website:</p> <p>Brannel School SEND Policy Brannel School Single Equality Policy CELT Graduated Approach</p> <p>School Policies Brannel School</p>
<p>14. Complaints</p>	<p>Should parents/carers be unhappy with any aspect of their child's care at Brannel School, they should 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 the Headteacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the school's complaints policy which can be found here:</p> <p>complaints Brannel School</p>