

BRANNEL



Special Educational Needs and Disability Policy

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Adopted by (body): **Local Governing Body**
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This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3

Date of Review: April 2024

Mission Statement

At Brannel School we aim to ensure that students with special educational needs are given every opportunity to experience success, achievement, and fulfilment in their work. We aim to provide educational, emotional, and technical support in a positive learning environment and ultimately provide an inclusive education, overcoming barriers for students who have difficulty accessing the curriculum.

At Brannel School we are committed to offering a fully inclusive education to ensure the best possible progress for all our students, whatever their needs or abilities.

Every teacher is responsible and accountable for all students in their class; every teacher is a teacher of Special Education Needs and Disabilities (SEND), providing all children with realistic learning goals in a broad-based, appropriate curriculum and suitably scaffolded work to support their learning and raise aspirations.

At Brannel school you become part of a family, not just a school, where everyone is valued as an individual and where everyone works together to make a worthwhile contribution to the local community.

Code of Practice

The Special educational needs and disability Code of Practice: 0 to 25 years (January 2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

We believe that all children with a Special Educational Need and/or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place.

All staff have due regard to general duty to promote disability equality. We strive to deliver the appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning
- Have high ambitions and set challenging targets

1. Aims and Objectives

1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and ensure that, where the Headteacher or the appropriate Governor has been informed by the LA that a student has special educational needs, those needs will be made known to all who are likely to teach them.

1.2 The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs.

1.3 Headteacher, staff and Governors will draw up and report annually to parents on the policy and school offer of the school's work for students with special educational needs. This is known as the SEN information report and is published on our website **(This is mandatory)**.

1.4 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.

1.5. The school will make early links with partner primary schools to ease transition and work with Education Out of School if requested to meet the needs of the child.

2. Responsible Persons

The Governor for SEN is Mrs Amanda Crowle.

2.1 The person co-ordinating the day-to-day provision of education for students with special educational needs is Miss Wendy Woodstock, SENDCo, & Mrs Zoe Errington, Assistant SENDCo. (6.3.2 Secondary)

3. Admission and Inclusion

3.1 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. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This

includes both those children with statements of special educational needs and those others with less significant problems.

3.2 Supporting students through the phases (Transition)

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The Transition Support Team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

Students identified as vulnerable, having SEND, or requiring extra support on transition will be identified by Primary Schools as requiring enhanced transition arrangements. The SENCO may be invited to Year 5 and or 6 Annual Reviews.

3.3 The Enhanced Transition Programme aims to increase familiarity with the school environment and expectations, and to reduce any anxiety that the student may have. It enables the SEND transition team and pastoral staff to assess student need and profile the level of support a student will require on entry to the school

3.4 In year admissions to Brannel, depending on student need, may be supported by an enhanced transition. These arrangements may be put into place utilising the Academic Recovery Centre (ARC - Inclusion Base). A bespoke package of transition may be created to ensure success for students who require this additional support.

During Years 9, 10 and 11, all students with EHCPs will have the opportunity to meet with an advisor from Careers Southwest to provide students with independent advice and guidance for transition from Key Stages 3 to key stage 4 and beyond.

3.5 Year 10 and 11 EHCP Annual Reviews aim to explore post-16 options and create a clear pathway for educational progression. Information relating to the needs of the students are shared with the next educational provider and Brannel may support transition visits where required.

4 Provision & Inclusion

What can your child access at Brannel?

Students with special educational needs have access to the following:

- Access to the Learning Resources Centre (LRC)
- Shared TA provision in classrooms (1 TA to 4 students approximately)
- The ARC – Achievement Recovery Centre and SEN teaching room for EHCP and SEND support.
- Assistive technology and differentiated tasks in lessons.

In addition, students are also offered bespoke packages of support based on their need's including specialist support for EHC students. These include.

- Literacy small group intervention
- Numeracy small group intervention
- Bespoke Maths and English programmes (ARC)
- Communication interaction intervention link to ASD Champion and the ASD team
- Social skills work.
- Educational Psychologist.
- Counselling.
- Mentoring Support in year 11.
- Homework support
- Study Café and Catch up
- Dyslexia support
- Careers Advice and Guidance.

4.1 Brannel School has one central passenger lift and a stair climber for emergency evacuation of wheelchair users from floor 1. Access in and around the school is of a good standard.

4.2 In Addition, Brannel also has a nurture provision for year 7 Transition specifically for EHCP students who are academically low and behind in their learning in relation to their peers. Students are identified through transition meetings with Primary colleagues.

This provision work is over a period up to 2 terms (Easter) to enable the students to successfully overcome the barriers to learning identified, provide bespoke specialist intervention, and support their transition to the secondary mainstream setting.

Behaviour for Learning

For information pertaining to SEND please see the Behaviour for Learning Policy.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability.

Children with SEND will still have to receive a sanction for any behaviours that disrupt the learning of others and or are disrespectful to staff and peers. However, they may have reasonable adjustments around their behaviours at the discretion of the SEND team and SLT. This will include time to process any sanction and consequence and restorative intervention with teachers.

5 Access to the Curriculum

5.1 The National Curriculum will be made available for all students. Where students have Special Educational Needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

5.2 The school will make provision for students with Special Educational Needs to match the nature of their individual needs.

5.3 The curriculum will be differentiated and Scaffolding within the classroom to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties known as Scaffolding teaching

5.4 Additional support is offered at lunchtimes to help with homework, basic skills, monitoring behaviour and to provide a safe, secure environment for vulnerable students.

6. Providing the graduated response at “SEND Support”

When a student fails to make progress and shows signs of difficulty the school will place the student at “SEN Support” and support that is additional to and different from the differentiated curriculum will be provided.

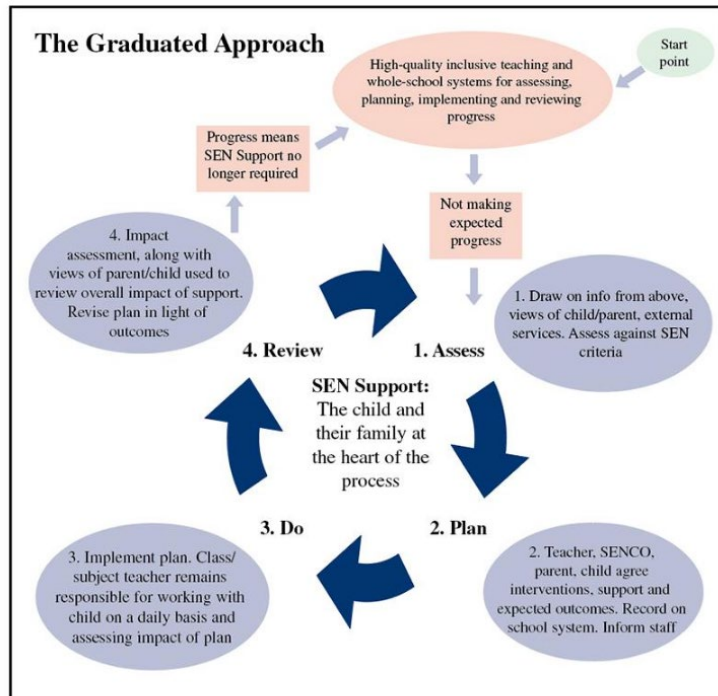
In addition, the child will work to develop a **SEND Support Plan - Pupil Passport** which is created with their input to outline key data, information around their specific needs and what they feel is effective in supporting them in class.

6.1 The resources allocated to students that have Special Educational Needs, at School Support, will be deployed to implement the support identified. Parents will be informed, and students will be involved in decisions taken at this stage.

If a student does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 7.1 and the student may be placed on a higher level of intervention or support.

6.2 The use of a **graduated response** of action and intervention when a child is identified as having special educational needs but are NOT regarded as steps on the way to an Education Health Care Plan, as some children will require less rather than more help if the interventions work successfully.

The interventions are a means of matching special educational provision to the child's needs and are therefore part of the continuous and systematic cycle of **Assess Plan, Do and Review (APDR)** within our school to enable all children to learn and progress.



SEN support: The graduated approach to supporting pupils' needs

6.3 Following consultation advice would be taken as to future and further action. If the child meets the necessary criteria, or it may be deemed appropriate to request a statutory assessment and therefore put the student forward to the CELT student referral Panel.

7. Identification and Assessment – a graduated response

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. Inadequate progress is where a student; -

- 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

7.1 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.

7.2 Identification of special educational needs will be undertaken by the SENDCo and through liaison the subject teachers. Identification toolkits allow the SEND team to establish the level of need and plan for and implement interventions to support students learning and progress.

7.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice.

7.4 If progress is still not achieved despite "SEN Support", the child may be assessed with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation.

8. Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

8.1

Regular liaison is maintained with the following external agencies for students at "SEN Support" and students with EHC plans.

Autism Spectrum Team
Educational Psychological Services
Social Services
Audiology Service
Service for the Visually Impaired
NHS/School Nurse
Looked after children officer
Special Education Team County Hall
Parent Partnership Service
Behaviour Support Service
CAMHs, Primary Mental Health Team
Physio/OT Teams
Speech & Language Therapists
CHES
Learning and Cognition Services
Physical and Medical Needs Advisor

9 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

- Outlined in the School Complaints Policy

10. Staff Development

10.1 In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff. The SENCO and Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in

this policy. This will be reflected in the framework of professional development and staff training.

11. Working with Parents

11.1 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.

11.2 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.

11.3 As mentioned above, parents will be fully consulted before the involvement of any support agencies with their children and will be invited to attend any formal review meetings at all stages.

11.4 At Brannel we believe in a strong relationship with parents which may include communication via telephone, email or in person through a parent meeting.

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.

The support and encouragement of parental communication is a crucial factor in students achieving success.

12. Student Participation

The school will work to ensure that students are fully aware of their individual needs outlined in their Provision Map. Students are always involved in decisions taken regarding their education targets.

13. Evaluating Success

13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined across departments and/or annual reviews. In addition, evidence will be gathered regarding:

13.2 The success of the education offered to children with SEND will be judged against the aims of this SEND policy. We have robust tracking systems for monitoring the progress of all our students, including those with SEND.

Staff awareness of individual student need
Success of the identification process at an early stage
Academic progress of students with special educational needs
Improved behaviour of the children, where this is appropriate
The increase in the level of inclusion achieved within the school setting as a percentage of time
Student attendance
Number of exclusions
Number of children supported at school support
Consultation with parents
Number of students moving between stages – both within the cycle of Assess/Plan/Do/Review at SEN Support and EHC plan
Students' awareness of their targets and achievements.

The progress of SEND students in relation to the outcomes in their Education, Health and Care Plan are reviewed annually and we involve the child and family fully in the planning and review process.

Further information is available from our SEN information report published on our school website and updated annually.

Should you require further information, please contact the **Clerk to Governors**.

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