



SEND Information Report

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Cabot
Learning
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Contents

1	SEN Information Report	3
1.1	The kinds of SEN that are provided for does this need to be adapted in line with the Admissions Policy?	3
1.2	Identifying students with SEN and assessing their needs	3
1.3	Consulting and involving students and parents	3
1.4	Assessing and reviewing students' progress towards outcomes	4
1.5	Supporting students moving between phases and preparing for adulthood	4
1.6	Our approach to teaching students with SEN	4
1.7	Adaptations to the curriculum and learning environment	5
1.8	Additional support for learning	5
1.9	Expertise and training of staff	6
1.10	Securing equipment and facilities	6
1.11	Evaluating the effectiveness of SEN provision	6
1.12	Enabling student with SEND to engage in activities available to all those in the Academy	7
1.13	Support for improving emotional and social development	7
1.14	Working with other agencies	7
1.15	Complaints about SEN provision	8
1.16	Contact details of support services for parents of students with SEN	8
1.17	Contact details for raising concerns	8
1.18	The Local Authority local offer	8

1 SEN Information Report

1.1 The kinds of SEN that are provided for does this need to be adapted in line with the Admissions Policy?

Our academy currently provides additional and/or different provision 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.

1.2 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.

Our academy caters for a higher level of students with SEN than a mainstream setting. All of our students are admitted with an EHCP in place. Our core offer can include a number of flexible adjustments to support students on entry whilst the school builds a more detailed picture of student needs. When deciding whether and what type of 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 different or additional is needed.

1.3 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 beyond our core offer. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty.
- we consider 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 beyond our core offer.

1.4 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 or 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.

1.5 Supporting students moving between phases and preparing for adulthood

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

Brook Academy will support students to transition to their next placement. This could be through visits to the new placement, supporting meetings with key adults / staff, and support to complete relevant paperwork.

1.6 Our approach to teaching students with SEN

At Brook Academy, our approach to teaching students with SEN focuses on ensuring all students make progress relative to their starting points on entry to the school. We also place great emphasis on preparing for next steps and supporting students to become effective and contributing members of their community and wider society.

Our school provides education exclusively for those with an EHCP which details the needs and outcomes for each student. In addition to information gathered from their previous education placement, Brook Academy will undertake baseline assessments for all students on entry to determine current learning levels.

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

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. We may also provide the following interventions or similar:

- ELSA support on referral
- Music and sand tray therapy on referral
- Speech and Language Therapy on referral
- Occupational Therapy on referral

1.7 Adaptations to the curriculum and learning environment

As a special education provider, our curriculum and learning environments are designed specifically to be flexible and adaptable enough to meet the varied needs of our cohort. We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 intervention, 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.,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.,

1.8 Additional support for learning

We have designated and general teaching assistants who are trained to deliver interventions such as:

- Banish the Self-Esteem Thief
- Anger Gremlin
- Anxiety Gremlin
- Zones of Regulation
- Resilience
- Talkabout for Teens
- Sensory Circuits
- Therabuild
- Read Write Inc: Fresh Start phonics

Teaching assistants will support students temporarily on a 1:1 basis as and when it is agreed with parents, school, and the local authority.

Teaching assistants will support students in small groups when it is agreed with parents, school, and the local authority.

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

- Education Psychology Service
- Social Services

- School Nurse Service
- Gloucestershire Young Carers
- Virtual School
- Be Safe
- CAMHS
- Talk Well

1.9 Expertise and training of staff

In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of our students, all staff undertake continual professional development to ensure they receive regular, relevant, and up-to-date SEN training.

Staff training needs are reviewed regularly, and both teaching and support staff are made aware of training opportunities that relate to working with a student with SEND.

All staff undertake an induction programme on accepting a post at Brook Academy. This includes a meeting with the SLT to explain the systems and structures around SEND and to discuss the individual needs of students in their classes.

There are five allocated inset days per year, and weekly training in staff meeting time, to manage SEN provision.

We have a team of eight teaching assistants, as well as three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Team Teach, Trauma-Informed Approaches, Understanding Adverse Childhood Experiences, emotion coaching, ADHD, ASD and SLCN. In addition to this, staff have had all the statutory and contextual safeguarding training required to ensure they are equipped to support our young people.

We use specialist staff for all the interventions named above.

1.10 Securing equipment and facilities

Where possible, equipment and environmental adjustments will be assessed and in place prior to any student starting at the Academy. Where additional equipment is required to meet needs, this may be addressed at the annual review to ensure the EHCP (where relevant) stipulates this provision. The Trust will always seek to meet any ongoing equipment or premises provision as quickly and effectively as possible, where reasonable.

1.11 Evaluating the effectiveness of SEN provision

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

- reviewing students' individual progress towards their goals each term.
- reviewing the impact of interventions at least termly depending upon the nature of the intervention.
- using student questionnaires.

- monitoring by the SENCo.
- using provision maps to measure progress.
- holding annual reviews for students with EHC plans.

1.12 Enabling student with SEND to engage in activities available to all those in the Academy

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

All students are encouraged to take part in academy events and trips.

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

- Arrangements for the admission of disabled students:
 - All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.
- Our admissions process will never unfairly disadvantage a child as a result of their disability.
- Our accessibility plan is available on request and published on the Academy's webpage this explains how we are:
 - improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide.
 - improving the availability of accessible information to disabled students.

1.13 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the Academy Council.
- Students are supported with an appropriate curriculum to help understand others disabilities and challenges, and promote not only tolerance but support of others.
- Emotional literacy is taught across the curriculum.
- Students are encouraged and supported to share their views on all aspects of Brook Academy school life.
- Using visual incident narratives to support students' reflecting on own and others' behaviour and feelings.
- All students have an individualised Behaviour Support Plan (BSP) that identifies their triggers, behaviours, and strategies – all students contribute to the review of their BSP.
- We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

The academy engages with a range of other agencies to improve its support of students with disabilities and other needs. For example: the NSPCC, CAMHS, NAS, Virtual School, Gloucestershire Young Carers, School Nurse Service, Educational Psychology Service, Speech and Language

Therapy, Social Services, Barnardos, and Aspire. Relevant staff at Brook Academy will attend multi-agency meetings concerning individual students' safeguarding and attendance needs, their progress, and any changes or concerns in order that they can be addressed, and action taken where necessary.

1.15 Complaints about SEN provision

Complaints about SEN provision in our Academy should be made to the SENCo, in the first instance; they will then be referred to the Academy's Complaints Policy.

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 Academy 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

1.16 Contact details of support services for parents of students with SEN

We have a pastoral lead, Emily Allan, who works closely with Parents Carer Forum, SENDIASS, and GCC to ensure parents have enough support.

<https://content.govdelivery.com/accounts/UKGLOUCESTERSHIRE/bulletins/33c66f0>

1.17 Contact details for raising concerns

Principal: Mr Kay Sarpong

Assistant Principal: Sara Yuen

1.18 The Local Authority local offer

Our Local Authority's local offer is published here:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_2_1