



SEND Policy

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1 Policy Statement

The primary need for all students at The Brook Academy is either their complex Social, Emotional and Mental Health, or their Speech, Language and Communication Needs, but can also be both. These complex needs are often expressed through the presentation of challenging behaviour. In addition, a significant number of our students have a range of additional educational needs, which fall under the areas of Learning and Cognition and / or Social Communication and Interaction.

Our aim at The Brook Academy is to provide all students with a holistic and personalised education, where every student has a voice, is supported therapeutically to overcome barriers, and empowered to contribute to society through a sense of belonging and accomplishment.

2 Aims

Our key aims are:

- that our practice reflects The Brook Academy vision statement.
- that all young people receive the provision that is set out in their Education, Health and Care Plan (EHCP).
- to identify the changing needs of our young people.
- to respond to the changing needs of our young people and provide appropriate interventions to ensure that our students can reach their potential and lead happy and fulfilling lives.
- to create a safe and secure learning environment where our students can develop the skills they need to participate in their communities, and transition safely into adulthood.

3 Objectives

The key objectives are to:

- prioritise effective communication with all key stakeholders, particularly parents and carers, and actively seek ways of involving and supporting them in the development and education of their child, as set out by the SEND Code of Practice 2014 and the Children and Families Act, 2014.
- provide a relevant, broad, and balanced curriculum that meets the needs of all our learners, enabling them to thrive and experience success.
- raise the aspirations and self-belief of our young people.
- provide staff with up-to-date and relevant information on all the special educational needs of our students.
- provide staff with opportunities to discuss the needs of our cohort.
- empower staff through the provision of appropriate training and professional development.
- provide a database within which key information on young people can be collected, processed, and provided, which is compliant with GDPR.

- act promptly and decisively when decisions need to be made about the support that is needed for an individual, or specific group of students.

4 Legislation and Guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment, and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- The [Governance Handbook](#), which sets out trustees responsibilities for students with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage, unfairly, children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

5 Reference to Other Relevant Policies

- Relationships for Learning & Behaviour Policy
- Equality Information and Objectives Statement for Publication
- Supporting Pupils with Medical Conditions (inc. toileting and intimate care) Policy
- Accessibility plan

6 Inclusion and Equal Opportunities

At The Brook Academy, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

7 Definitions

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made available to other children or young people of the same age by mainstream schools. All students at The Sky Academy have a Special Educational Need that is formalised in an Education and Health Care Plan (EHCP).

Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that fall into more than one area, and their needs may change over time. Many students who attend The Brook Academy have needs in more than two areas of SEND.

Area of Need	
Communication and Interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia • moderate learning difficulties • severe learning difficulties <p>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.</p>

<p>Social, Emotional, and Mental Health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • mental health difficulties such as anxiety, depression, or an eating disorder • attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder • suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
<p>Sensory and / or physical</p>	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • a sensory impairment such as vision impairment, hearing impairment, or multi-sensory impairment • a physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

8 Roles and Responsibilities at The Brook Academy

SENCo:

The SENCo at our school is Tobi Marks (tobi.marks@clf.uk)

They will:

- liaise with parents about a student's needs and any provision made.
- work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy, and the co-ordination of specific provision made to support individual student with SEN.
- provide professional guidance to colleagues, and liaise and work with staff, parents, and other agencies to make sure that student receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing support and differentiated teaching methods appropriate for individual students.

- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- liaise with potential next providers of education to make sure that the student and their parents are informed about options, and that a smooth transition is planned.
- (when a student moves to a different school or institution) make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner.
- work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- make sure the school keeps its records up to date and accurate.
- monitor, with the Headteacher, to identify any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.
- regularly review and evaluate, with the Headteacher, the breadth and impact of support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

The Governing Body:

The Governing Body will ensure that:

- SEN provision is an integral part of the School Development Plan.
- the necessary provision is made for all students.
- they have regard to the requirements of the SEN code of Practice (2001).
- they are fully informed about SEN issues, so that they can play a major part in school self-review.
- they set up appropriate staffing and funding arrangements and oversee the school's work.
- the quality of SEN provision is regularly monitored.
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The Principal:

The Principal will Work with the SENCo to determine the strategic development of the SEN policy and provision within the academy.

The Principal has responsibility for:

- leading and managing all aspects of the school's work.
- keeping the Governing Body informed.
- working closely with personnel within the school.
- ensuring that the implementation of this policy, and the effects of inclusion policies on the school as a whole, are monitored and reported to Governors.
- the overall responsibility for the provision and progress of learners with SEN and / or a disability.

Class Teacher:

Each Class Teacher is responsible for:

- planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach.
- the progress and development of every student in their class.
- working closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- working with the SENCo to review each student's progress and development and decide on any changes to provision.
- ensuring they follow this SEND policy and the SEN information report.
- communicating with parents regularly to:
 - o set clear outcomes and review progress towards them.
 - o discuss the activities and support that will help achieve the set outcomes.
 - o identify the responsibilities of the parent, the student, and the school.
 - o listen to the parents' concerns and agree their aspirations for the student.

Parents or Carers:

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND, and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- invited to termly meetings to review the provision that is in place for their child.
- asked to provide information about the impact of SEN support outside school and any changes in the student's needs.

- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

The Student:

Students will always be given the opportunity to provide information and express their views about their SEND and the support they receive. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are.
- contributing to setting targets or outcomes.
- attending review meetings.
- giving feedback on the effectiveness of interventions.

The student's views, whenever possible, will be taken into account in making decisions that affect them.

9 Data Protection Implications

Student information is held Bromcom and students have a 'Student File' which is kept in a locked cabinet. All documentation is kept until a student leaves the school when relevant records are passed on to their next setting.

With regard to the management of all confidential student records and data, whether in paper or electronic format, we adhere to CLF Information Security Policy.

10 Monitoring and Review Arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Council.

11 SEN Information Report

11.1 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.

11.2 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.

11.3 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.

11.4 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.

11.5 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.

The 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.

11.6 Our approach to teaching students with SEN

At The 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 caters 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, The 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:

- 1:1 counselling on referral
- Music and sand tray therapy on referral
- Speech and Language Therapy on referral
- Occupational Therapy on referral

11.7 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 work, 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.,

11.8 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
- Lego Therapy
- Read Write Inc: Fresh Start phonics

Teaching assistants will support students 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
- Teens in Crisis

11.9 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 on accepting a post at The 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 five teaching assistants, as well as two 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, PDA, ASD and ADHD. 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.

11.10 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.

11.11 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.

11.12 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.

11.13 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 The 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.

11.14 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, Barnadoes, and Aspire. Relevant staff at The 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.

11.15 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

11.16 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>

11.17 Contact details for raising concerns

Principal: Mr Kay Sarpong

Assistant Principal: Sara Yuen

11.18 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