



The  
Brakenhale  
School



*High Expectations and Challenge for All*

*The purpose of this talk is to give parents and carers an overview of the provision which we at Brakenhale provide for SEN and EAL students.*

*Lisa Baveystock, Assistant Headteacher with responsibility for SEN and EAL*  
[lbaveystock@brakenahle.co.uk](mailto:lbaveystock@brakenahle.co.uk)

## SEND Support

SENCO



Teaching Assistants  
Specialists in:  
Speech and Language  
Maths  
Literacy  
Science  
Dyslexia



# AIMS OF SEN SUPPORT

- ▶ Every teacher is a teacher of children with special educational needs and disabilities and each teacher should aim to make the curriculum accessible. Children with learning difficulties have more in common with other children than they have differences. The SEN department is there to support children with general or specific learning difficulties and to support and advise all staff on how to enable these children to gain full access to the curriculum.
- ▶ Educational reforms stress the importance of all parties working co-operatively together, in partnership.
- ▶ We believe it is important to have high aspirations and challenge for all our students. This very much fits in with the ethos of the school.



# THE ORGANISATION OF SEN SUPPORT

- ▶ Support in lessons through LSAs
- ▶ Small literacy withdrawal groups with specialist interventions teacher
- ▶ One to one support
- ▶ Social Skills sessions
- ▶ Speech and Language groups
- ▶ Reading and literacy programmes
- ▶ GCSE curriculum Support groups
- ▶ ASD Support
- ▶ Pastoral Support
- ▶ Homework Support



# **CLOSE LINKS WITH OUTSIDE PROFESSIONALS TO SUPPORT STUDENTS WITH SEND DIFFICULTIES**

- ▶ **Speech and Language Therapist**
- ▶ **Hearing Impairment Teacher**
- ▶ **Visual Impairment Teacher**
- ▶ **Educational Psychologist**
- ▶ **TASS (Teaching and Support Services)**
- ▶ **ASSC (Autistic Spectrum and Social Communication)**
- ▶ **BST (Behaviour Support Services)**
- ▶ **Counsellors**
- ▶ **CAMHS( Child and Mental health services)**
- ▶ **Occupational Therapist**
- ▶ **Educational Welfare Officer**
- ▶ **Local GPs**
- ▶ **Connexions**
- ▶ **Bracknell Forest Education Team**



# HOW DO WE IDENTIFY PUPILS WITH SEND DIFFICULTIES?

- **By prior SEND information /data from previous schools (KS2 data, spelling, reading ages)**
- **In-house assessment**
- **Visits to Primary School**
- **Expression of concern from class teachers/ HODS/HOYS/Parents**
- **Monitoring academic assessment**
- **External Agencies**



# SEND TRANSITION

**Before the child begins at Brakenhale we do the following:**

- **SENCO and /or other support staff visit the main feeder schools and get useful information about SEND pupils**
- **All feeder schools are sent letters in the Summer Term to get information about any pupil on the SEND register.**
- **SENCO meets LAL (Language and Literacy), TASS, and ASSC professionals for in depth information on pupils.**
- **The SENCO meets BST to identify those pupils with vulnerable transitions.**
- **An additional vulnerable transition date set in the Summer Term for those pupils identified as vulnerable.**
- **Additional meetings held with parents/primary school/vulnerable pupil.**
- **All Year 6s involved in two induction days.**
- **SIS (SEND Information Sheets)/Guidance sheets completed on those most vulnerable as well as Statemented/EHCP (Education, Health and Care Plan) pupils.**
- **All vulnerable/Statemented/EHCP pupils raised at the first inset session for staff in September.**
- **LSAs allocated to all tutor groups to ease 'first day' issues.**
- **TAs appointed as key worker for students with a statement/EHCP**
- **SENCO attends Year 6 annual review wherever possible.**



# THE SEN REGISTER AT BRAKENHALE

1. Students with an EHCP/Statement or Looked after child (LAC)
  2. Students with a diagnosis which impacts their learning or access to education (evidence required)
  3. Students who have been assessed and are eligible for access arrangements (external examinations and within the classroom)
  4. Students not making academic progress long term where further SEN intervention is required.
- ▶ 19 Education Health Care Plans/Statements
  - ▶ 130 Students identified as needing 'School Support'

## Difficulties include:

- ▶ Literacy and Numeracy
- ▶ Dyspraxia
- ▶ Autistic Spectrum Disorder
- ▶ ADHD
- ▶ SEMH (Social and Emotional Mental Health)
- ▶ Hearing and Visual Impairment
- ▶ Cognition and learning difficulties



# EAL STRUCTURE AT BRAKENHALE

Assistant Headteacher in charge of EAL



EAL Coordinator



EAL Assistant



All teachers

Approximately 15% of all our students have English as an additional language – we see this as a positive and rich resource for this school.





# WE OFFER SEVERAL LEVELS OF SUPPORT

- ▶ small group work teaching
- ▶ support for teachers to adapt their teaching materials
- ▶ one to one support
- ▶ diagnostic testing
- ▶ LSA support in some lessons
- ▶ informal support by the EAL co-ordinator working with individual families
- ▶ GCSE can also be taken in the student's native language
- ▶ We track the progress of our EAL students to ensure that they make the same expected levels of progress as any other student



# STUDENT SUPPORT - MEET THE TEAM

- ▶ **Clair Gill**: Safeguarding & Intervention Manger. Designated Person for Child Protection.
- ▶ **Laura Ball**: SENCO
- ▶ **Jo Manisier**: Student Support Co-ordinator. Deputy Designated Person for Child Protection.
- ▶ **Simon Read-Linton**: Access Arrangements and Interventions Co-ordinator
- ▶ **Terri Pike**: Attendance Officer
- ▶ **Amanda Ball**: Health Co-ordinator
- ▶ **Tracey Gosling**: Family Support Worker
- ▶ **Paula Palmer**: Nurture Group Co-ordinator
- ▶ **Sandra Ruck**: Behaviour Support TA (The Bridge)
  
- ▶ **Learning Mentors**:
  - ▶ Jethro Seaton (full time)- also IER supervisor
  - ▶ Tamsin Butcher (full time)
  - ▶ Chris Hayward (1 day a week)
  - ▶ Jason Woolerton (6 hours a week)



# STUDENT SUPPORT PASSES FOR OUR VULNERABLE STUDENTS

GREEN

## Green Cards: Medical Card.

“please allow me to leave my lesson to access medical support”

YELLOW

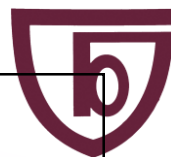
## Yellow cards: Reflection Card.

“I’m struggling to get things right at the moment. Please allow me to have 3 minutes to stand outside the classroom. Please check on me after 3 minutes and allow me to rejoin the class. If I’m still struggling please let me work elsewhere in the department (supervised).”

BLUE

## Blue Cards: Access to The Student Support Centre

“Please allow me to go to The Student Support Centre. I will rejoin the lesson when I’m able to”.



If you have any queries or questions please leave your details:

- ▶ **Name**
  
- ▶ **Contact**
  
- ▶ **Question/Query**

You may also wish to contact us on another occasion:

**Miss Ball** – SENCO:

[lball@brakenhale.co.uk](mailto:lball@brakenhale.co.uk)

**Miss Cmok** – EAL Co-ordinator:

[icmok@brakenhale.co.uk](mailto:icmok@brakenhale.co.uk) -

**Miss Gill** - Safeguarding and Interventions Manager

[cgill@brakenhale.co.uk](mailto:cgill@brakenhale.co.uk) -

**Miss Baveystock** – Assistant Headteacher

[lbaveystock@brakenhale.co.uk](mailto:lbaveystock@brakenhale.co.uk)