

SEN Information Report

The kinds of special educational needs for which provision is made at the school.

The Brakenhale School is a medium sized mainstream secondary school. The school is supportive and inclusive, with the needs of students with Special Educational Needs and/or Disabilities (SEND), as far as possible, being met in a mainstream setting

How does the school know if children need extra help and what should I do if I think my child has SEN?

At Brakenhale School students are identified as having SEN through a variety of ways including the following:

- Liaison with primary schools to identify students who will continue to need support.
- Whole year testing to establish reading and spelling ages.
- Specific testing to clarify areas of weakness
- Liaison with previous schools for those students who are mid term admissions
- Information passed on by form tutor and or subject teachers about social skills, self esteem or confidence.
- Information passed on by external agencies.

How will I raise any concerns?

- Contact your child form tutor, Head of Year or SENCo.
- We welcome any information from parents / guardians that helps us to support our students more effectively. Keeping the school updated on any changed circumstances helps us to support students.

How will the school support my child?

Who will oversee, plan and work with my child and how often?

- The SENCo and the Inclusion and Learning Support team oversee all support and monitor the progress of all students with SEND at each assessment point.
- The subject specific class teacher will plan and work with every student with SEND in their class to ensure that progress is made. This is monitored by the class teacher and Head of Department.
- In some lessons there will be a teaching assistant and they record progress from lesson to lesson for the students they are supporting.

Who will explain this to me?

- The subject teacher will meet with parents / guardians at parents evenings to discuss their child's needs, relevant support and progress.

- The SENCo is available for appointments
- The SENCo, form tutor and Head of Year are available throughout the year.

How governors involved and what are their responsibilities?

- Senior staff report to the governors on a regular basis.
- There is a named governor with responsibility for SEN who meets regularly with the SENCo. They also report to the governing body.

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child?

- All work within the classroom setting is planned in advance at an appropriate level so that all students are able to access the work according to need.
- Teachers are provided with support and advice by the SENCo and the Learning and Inclusion Team,

How will I know my child is doing well and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer parents opportunities to make appointments to discuss how their child is progressing.
- We can also offer advice and in some cases materials that can be used at home to help your child make progress.
- If your child is on the SEND register staff will be provided with strategies for supporting your child.
- Your child will have a provision map that documents the support they have had in the past and any they are currently receiving.
- Your child will have subject specific targets set by the department.
- If your child has complex needs they could have a Statement of SEN or an Education Health Care Plan. A meeting to review progress against the targets set out in the plan will take place annually, with a formal written report sent to yourself and relevant agencies.

How does the school know how well my child is doing?

- As a school we measure student's progress in learning against national expectations, age related expectations and current level of achievement.
- In lessons the class teacher will carry out informal and formal assessments to make an overall judgement on progress but also to identify areas where further support is needed. As a school we track student progress at four points during the year, literacy data is also tracked annually.

- Students who are not making expected progress are identified by individual class teachers, Heads of Year and Departments. If a student has SEND they are also tracked by the SENCo.
- Progress in SEND interventions is monitored by the SENCo to ensure that progress is being made and that the intervention is appropriate.

What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school?

- Brakenhale is an inclusive school: we welcome and celebrate diversity. All staff believe that students need to be emotionally resilient with a level of self belief that enables them to succeed.
- Your child will be allocated a house and tutor group on entry.
- Your child's form tutor is the first point of contact for any concerns or communications. In addition the Head of Year can offer further support and advice.
- The school has a team of learning mentors who work with vulnerable students, They have completed training on a range of intervention strategies that support students to become more effective learners.
- Regular meetings take place to monitor the progress of vulnerable students.

How does the school manage the administration of medicines?

- The school has a number of staff trained as first aiders, they can treat minor injuries and carry out assessments to see what further intervention should take place.
- Medicines are stored at student reception and parents are contacted if a medicine needs to be administered.
- Students with long term conditions eg diabetes are monitored carefully and records are kept to ensure the safety of the student.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- Brakenhale School has a clear behaviour management policy and our expectations are made clear to staff and students alike.
- There is a system of rewards and sanctions.
- If a student has social, emotional or mental health difficulties these are discussed with parents and relevant support is put in place. Referral to an outside agency may take place, with parental consent.
- Initially, there is an expectation that any poor classroom behaviour will be dealt with by the classroom teacher with support from the Head of Department or Form Tutor. Any serious incidents will be investigated by the Head of Year or Key Stage Manager.
- Attendance of every student is monitored electronically by the Attendance Officer. There is an expectation that parents will make every effort to send their child to

school and if their child is ill they will call school to let the Attendance Officer with the reason. Absences are monitored and phone calls are made home.

- The school issues penalty notices if attendance continues to cause concern and will prosecute if necessary.

How will my child be able to contribute their views?

- We have a school council which is an open forum for any issues or viewpoints raised.
- The school regularly run student questionnaires to get feedback.
- Students can raise any concerns with their Form Tutor or the Learning and Inclusion Team.
- Students are asked for their views before any Annual Review or EHCP meetings.

How will my child be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum and this is the same for school trips off site.
- A risk assessment is carried out before any trip to ensure health and safety will not be compromised. If it were deemed unsafe for a student to take part in an activity, alternative provision will be made.
- A range of extra-curricular activities are offered after school and students with SEND are encouraged to take part according to their individual interests.
- Students with SEND who may find break or lunch time difficult have access to the Learning Support Centre and the Learning Resource Centre.
- The Learning Resource Centre is open from 7.30 am – 4.00pm and students are encouraged to use this as a place to complete homework.
- A range of after school study clubs take place to which students are invited to attend.

What specialist services and expertise are available at or accessed by the school?

- We work with a wide range of external agencies to ensure that we are enabling students to make progress.
- We also access Outreach support from the Pupil referral Service.

What training have staff had supporting children with SEND?

- The SENCo, Ina Chantry, is a qualified teacher and has many years experience as a SENCo, she also has an MA in Special and Inclusive Education. She can be contacted on 01344 423041 ext 341.
- We have a team of learning mentors who have completed courses on Emotional First Aid, Emotional Mental Health, Social and Friendship Skills, Circle of Friends, Dealing with Bereavement, Self Harm and Sand Tray Therapy.

- One TA has been trained by the Speech and Language team to provide speech therapy both in class and with small groups.
- One TA has been trained maintain and check hearing aid equipment.
- Two TAs has been trained to deliver handwriting support.
- All TAs have been trained to support literacy both in the classroom and with groups.
- One TA has been trained in delivering maths to struggling learners.
- One TA is trained to support students with specific literacy difficulties
- As a department we access training from the Local Authority as well as other providers.
- The teaching staff has been provided with training on SEND.

How accessible is the school environment?

- The school has two disabled parking bays.
- There are two disabled toilets on the ground floor at main Reception and the other on the first floor of the main block.
- The site is not wheelchair accessible as there are no lifts and a number of teaching blocks.
- The majority of teaching rooms are suitable for students with hearing or vision impairments as they have blinds and no blower heaters.

How will the school prepare and support my child when they join the school?

- All prospective students are encouraged to visit the school with parents / guardians. This can be via Open Evening (First half of the Autumn term) and the school tours that take place in the following days.
- In the summer term all primary schools are visited by the Year 7 tem and the learning mentors. These meetings identify which students would benefit from attending the four day transition programme and to get information about students with SEND.
- The SENCo attends any Year 6 Annual/ EHCP reviews.
- The most vulnerable students are invited to attend our four day transition programme to both familiarise themselves with the routine of a secondary school and for us to gather information that will help teaching staff.
- All students attend a transition day in July.

How are the school's resources allocated and matched to children's' SEN needs?

- We ensure that all students who have special educational needs are met to the best of the school's ability with the funds available.
- We have a team of teaching assistants who are funded from the SEN budget, they work both in class or with withdrawal groups.

How is the decision made about what type and how much support my child will receive?

- The SENCo will allocate appropriate intervention / support designed to match the needs of each student with SEND. Parents are contacted to seek their agreement to the intervention.
- Access arrangements are used to enable certain students with SEND to access public examinations. Access arrangements have to meet specific criteria in accordance with information produced by Joint Council for Qualifications. Students may find that they are entitled to extra time or a reader.

How do we know if it has had an impact?

- The student is making expected levels of progress and is meeting their targets.
- Feedback from parents / carers, teachers and students indicating progress.
- In some cases students may narrow the gap sufficiently to be removed from the register, at which time the parents will be informed of the decision.

How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?

- If the student has a statement or EHCP, a transition plan will be written to support new staff in the move.
- We liaise with colleges and schools to advise them of any SEND, with support currently offered.
- We encourage students in KS4 to attend college open days and evenings to identify courses.
- Students in Year 11 all attend careers interviews.
- In Year 11 students attend mock interviews to provide practise for the future.

Who can I contact for further information?

- The first point of contact will be your child's form tutor, followed by the Head of Year.
- Is the information or questions are directly about your child's SEND or concerns about possible SEND the SENCo can be contacted directly.

Who should I contact if I am considering whether my child should join the school?

- Contact Bracknell-Forest Schools Admission team.
- Contact the school to arrange a visit and meeting with Head of Year and or the SENCo.

What steps should I take if I have a concern about the school's SEND provision?

- In the first instance address any complaints to either the SENCo or Head of Year who will contact you to find out further information and work with you to develop an outcome that is workable and sustainable for everyone.
- If you feel that your complaint has not been dealt with satisfactorily please follow the school's complaint procedure. This can be found on the school web site.

Where can I find further information on the Local Authority's Local Offer?