

SEN INFORMATION REPORT - Brantridge School

Brantridge School, part of Orchard Hill College & Academy Trust, is approved by the Department for Education as a day special school for boys from 6-12, providing specialist support. All applicants will have an Education Health and Care Plan (EHCP) and many may have more than one area of difficulty.

Brantridge is registered with the Department for Education ([938/7019](#)) for Social, Emotional Mental Health (SEMH) and Autistic Spectrum Disorder (ASD).

Pupils on roll have a range of ability levels and complex special needs which include the following:

- Social, Emotional, Mental Health
- Speech and language difficulties
- Social communication difficulties
- Autistic Spectrum Disorder
- Asperger's Syndrome
- Oppositional Defiance Disorder
- Dyslexia
- Dyspraxia
- Fine and gross motor difficulties
- Motor planning and co-ordination problems
- Sensory processing difficulties
- Perceptual difficulties
- ADD/ADHD
- Emotional vulnerability
- Some health problems

Initial contact may be made to the school by families or the relevant authority. Families should send in a copy of the child's EHCP and up to date reports and they will then be invited to make an informal visit to the school. Initial enquiries from Local Authorities (LAs) should be made by telephone or by submitting papers to the Hub's Admissions and Family Liaison officer.

A mutually convenient assessment date is agreed between the school and the family. The initial assessment takes place over three days. Staff also visit the current or previous school and home. A longer assessment period may follow and a time frame agreed in each case. The assessment includes formal testing as well as informal observation of the child's general conduct. Their impact on the wellbeing of the existing pupils and the dynamics of the groups is also taken into account in reaching a decision.

A decision is made as to whether the school can meet the educational, therapy, social and (where appropriate) medical needs of the child on assessment, and consequently whether a

place will be offered. The LA is informed of the outcome and sent the reports covering the assessment areas. If the outcome of the assessments is positive and a place is offered to the LA, this can begin on a date mutually agreed between the school, Local Authority and family.

Steps we take to ensure that disabled children are not disadvantaged

At Brantridge we accept and celebrate our unique identities and respect and value each other for who we are and what we can achieve as individuals and as a community. We believe passionately in a multi-disciplinary, 'blended' approach to meeting each child's and young person's needs, resulting in carefully managed groupings, including specialist intervention work from our in-house therapeutic team.

Each child or young person benefits from the skills of specialist teachers, therapists and support staff as well as an in-house nurse. Our therapists work alongside teachers in the classroom as well as providing one-to-one sessions in speech and language and occupational therapies.

All our staff members, regardless of role, are part of a team committed to securing positive outcomes and meeting the education, health and care needs for each child and young person.

The school works closely in partnership with families, referring authorities and external agencies to coordinate the best possible education, care, guidance and support for its pupils and students.

Provision to show that disabled children are not disadvantaged

Our Waking Day Curriculum is consistent across both education and residential departments and provides each pupil with the opportunity to access the whole school curriculum, including the National Curriculum together with individually planned learning programmes linked to continuous monitoring and evaluation of progress.

Brantridge School delivers the National Curriculum in a modified and differentiated format to meet the individual learning needs of the pupils.

The school addresses the social learning needs of the pupils and students through the use of a Social Communication Programme ©, which is embedded into the waking day curriculum. The range of strategies, including the awarding of POINTs, used across the curriculum ensures consistency of approach across all settings.

Accessibility for disabled children

Brantridge School is full of tradition and character. The main house was built in 1923. It is set in 24 acres of beautiful, wooded grounds which offer plenty of space for horticulture, sports and recreational activities as well as a safe and therapeutic environment.

All our learning, living and play spaces are on one site, creating a campus feel. Our pupils enjoy many escorted visits and adventures outside the school, either on educational trips or to pursue their hobbies and interests or just for fun.

The school is located in the heart of the West Sussex countryside and within easy access of the M23.

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments and is wheelchair access compliant.

The school strives to make communication available in a variety of formats, including signposting to local services for providing information in alternative formats when required or requested.