

SEND POLICY AND INFORMATION REPORT

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SEND policy and information report

AIMS

As a specialist provider, teaching pupils with SEND is the core business of Brantridge School. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils at Brantridge School will have an EHCP with identified needs, provision stated, and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher and / or therapy team and then conveyed to the Senior Leadership Team and LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils and families in decisions regarding education and the meeting of the pupils needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils needs.
- Liaise effectively with individuals and organisations who have an interest in, or can make a positive contribution towards, pupils' lives.
- Work with OHC&AT to ensure that staff can access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development to enhance and update their skills in meeting the needs of pupils with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and guidance

This policy and information report 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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for 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 of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities 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 for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Brantridge School is a special school. Every teacher is a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure satisfactory progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is a governor of SEND and is therefore expected to work with the school leadership to ensure that every pupil is supported to achieve their maximum potential. Responsibility for oversight of SEND within Brantridge School sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

SEND Provision

At Brantridge School, the Principal and members of the Senior Leadership Team have responsibility and relevant training to undertake aspects of the role.

They will:

- Work with the Teaching and Learning 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 pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next education providers to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, to provide assurance that pupils are receiving a broad, balanced, and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal and the Senior Leadership Team to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils are receiving a broad, balanced, and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Senior Leadership Team to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

https://brantridgeschool.org/wp-content/uploads/2021/11/Brantridge_SEN-Information-Report_2021.pdf

The kinds of SEN that are provided for

Our school is a special school providing for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety disorders, difficulties due to developmental trauma.

Consulting and involving pupils and parents/carers

Local Authorities send the relevant documentation to all the schools they feel would meet the needs of the young person. Our admissions team will look at the paperwork and consider whether Brantridge may be able to meet the child's needs. When considering a potential placement for a pupil, they will consider that the pupil:

- Is male.
- Is within the age range for the school.
- Has been assessed as academically within the chronological ability range of most pupils in a mainstream primary school.
- May be significantly under-achieving in the key areas of numeracy and/or literacy and could have specific learning difficulties.
- Will benefit from working in small groups and individually to maximise their learning.
- Shows indications that they are likely to respond to individual programs of intervention that can be provided within the school's resources such as access to use of The Zones of Regulation program and the use of visual timetables.

If it is felt that more information is needed, the Senior Leadership Team will go back to the referring borough and request clarification. If it is felt that Brantridge School can meet the needs of the young person, an offer is made in writing to the Local Authority who will decide based on the feedback received from each of the schools

they have consulted. They may decide to name another school and they will be named on the EHCP.

If Brantridge School feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

If Brantridge School is named on the child's EHCP, a member of the admissions team will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off-site activities etc. We will also discuss the child's start date, modified timetable (if appropriate) and class group.

Assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil'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 pupil 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 pupil's progress. Pupils are referred to the Therapies and Interventions Team if further support is thought to be required. The Therapies and Interventions Team will decide what support is appropriate.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to.

Pupils are given authorization to attend induction days and assessment days at other schools and settings as appropriate. Class staff and the Therapies and Interventions Team make every effort to prepare pupils for transitions into new classes and new schools.

Our approach to teaching pupils with SEND

We will aim to:

- Ensure that all pupils at Brantridge School receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils and families in decisions regarding education and the meeting of the pupils' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to Brantridge School (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils' needs.
- ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils with SEND.
- Ensure that the obligations of Brantridge School are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language Therapy
- Occupational Therapy
- Art Therapy
- Counsellor
- Mental Health Advisor
- Dyslexia Screening

<https://brantridgeschool.org/student-support-2/overview/>

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing levels.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, use of emotional regulation strategies and tools etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, an emphasis on active learning, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Lego Therapy.

Teaching assistants will support pupils on a 1:1 basis and in small groups when appropriate.

We work with many external bodies/agencies to provide support for pupils with SEND including 'Sporting Chances'.

Expertise and training of staff

Brantridge School operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff.
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g., Safety Intervention, Positive Behaviour Support, First Aid for Mental Health, Trauma-Informed School approaches.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils with SEND.
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway can be discussed with the Senior Leadership Team.

Securing equipment and facilities

https://brantridgeschool.org/wp-content/uploads/2022/05/Brantridge-Accessibility-Plan-V1.1_21.03.19.pdf

Evaluating the effectiveness of SEND provision

Brantridge School is a special school; therefore, all pupils will have an EHCP

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their academic goals each term
- Reviewing the impact of interventions half termly

- Using pupil questionnaires
- Termly monitoring by the LGB and the Academy Trust team
- Using provision maps to measure progress
- Holding annual reviews for all pupils

Removing barriers to participation

All pupils are encouraged to take part in all the activities arranged by the school such as:

- Enrichment
- Rewards
- Academic off-site trips

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

Brantridge School is fully committed to the ideal of maximising the potential of our pupils by meeting their individual needs. We adhere to the following principles:

- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website:
https://brantridgeschool.org/wp-content/uploads/2022/05/Brantridge-Accessibility-Plan-V1.1_21.03.19.pdf
- Pupils at Brantridge School are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Pupils benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of inhouse therapists and outside partners is essential when working with pupils whose individual needs are additional and complex.

Support for improving emotional and social development

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

- Pupils are encouraged to be part of the school council

- Pupils are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff.
- Pupils are taught how to use The Zones of Regulation in order to identify and name their feelings. They are then taught effective methods to manage these feelings. The Zones of Regulation programme is used every day in the classrooms and 'Zone check-ins' occur frequently.
- Pupils have access to trained Mental Health First Aiders among the staff team
- Pupils have access to therapeutic interventions such as art therapy and counselling.
- If necessary, referrals are made to CAMHS to request more intensive support.

For further information, please refer to our Safeguarding and Wellbeing offer, on our website: <https://brantridgeschool.org/wp-content/uploads/2022/11/Safeguarding-and-Wellbeing-Offer-Brantridge.docx>

We have a zero-tolerance approach to bullying. <https://brantridgeschool.org/wp-content/uploads/2021/12/Anti-Bullying-Policy-1.4.pdf>

Complaints about SEND provision

Brantridge School is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers, and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school 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

Contact details of support services for parents/carers of pupils with SEND

<https://brantridgeschool.org/parents/useful-links-information/>

Contact details for raising concerns

<https://brantridgeschool.org/students/worries-and-concerns/>

<https://brantridgeschool.org/about-us/complaints/>

The local authority local offer

Our contribution to the local offer is: https://brantridgeschool.org/wp-content/uploads/2021/11/Brantridge-Local-Offer_2021.pdf

Our local authority's local offer is published here: <https://westsussex.local-offer.org/>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or the Senior Leadership Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Pupil Mental Wealth, Health & Wellbeing Policy
Supporting Pupils with Medical Conditions in Education Policy