

Larwood Academy Trust

CEO: Mr Sean Trimble | B.Ed (hons) MA NPQH |

LARWOOD DRIVE, STEVENAGE, HERTFORDSHIRE, SG1 5BZ

Email: admin@larwood.herts.sch.uk Telephone: 01438 236333

Website: www.larwood.herts.sch.uk Facsimile: 01438 236363



Larwood School

Acting Headteacher: Mr Pierre Van Der Merwe | BA, NPQH |



Brandles School

Acting Headteacher: Mr Paul Smith | BA (hons), PGCE.

Sandra Barr
Chair of Governors

APPROVED DATE
OCTOBER 2021

Sean Trimble
Chief Executive Officer

Review Date

OCTOBER 2022

SPECIAL EDUCATIONAL NEEDS POLICY and SEN INFORMATION REPORT-Brandles School

Registered office:

C/o Brandles School, Brandles Drive Stevenage, Hertfordshire. SG1 5BZ, UK. Company Number: 10359418

Telephone: 01438 236333 Email: admin@larwood.herts.sch.uk

Contents

1. Aims	Error! Bookmark not defined.
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	2
5. SEN information report.....	3
6. Monitoring arrangements	Error! Bookmark not defined.
7. Links with other policies and documents	Error! Bookmark not defined.

AIMS

Our SEN policy and information report aims to:

Demonstrate how we support pupils that are educated in any of our schools, via a wide range of resource, training and support, dependent on needs, age and stage of development. Although we have various structures in place that suit most of our children most of the time (routines, rewards, ratios of staffing, resources, etc.) we know that may need to review, adapt and change this at short notice due to the complex nature of our children and their social, emotional and mental health related issues

SCHOOL INFORMATION

Brandles School is a secondary school for boys with an Educational Health Care Plan for social, emotional and mental health needs. We are part of Brandles Academy Trust and joined the Trust in Feb 2020. We are currently building capacity for up to 70 pupils on roll at any given time.

THE STAFF TEAM CONSISTS OF:

- Head teacher,
Two Deputy Head Teachers, one Strategic Business Manager
- Family Support Worker
- A range of specialist full time Teachers
- Nineteen Learning and Support and Behaviour Assistants
- Administration, Catering and Premises Teams

The School team is further supported by visiting and attached professionals including Educational Psychologist, Advisory Teacher for Autism, Speech and Language Therapist, School Nurse and Attendance and Inclusion Officer. In addition, a range of appropriate therapies may be used to support pupils at any given time.

BRANDLES SCHOOL-VISION AND PURPOSE.

- To educate the whole person (academic, spiritual, moral and physical), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.

- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self-discipline, self-motivation and self-respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full potential.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.
- To work in partnership with parents and carers encouraging dialogue in the best interests of their child.

At Brandles School we promote self-respect, respect for our community and respect for our environment.

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 SEN 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 the majority of the 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 generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

All staff

Brandles School does not have a SENCO and all staff share the responsibility of delivering quality provision for our special needs pupils. The Headteacher is the lead professional in all matters relating to such issues.

The Special Educational Needs Co-ordinator (SENCO)

Natalie Wilsher (a qualified SENCO) is responsible for the arrangements for SEN provision throughout the school. She

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Senior Leadership Team, the teaching and support staff in co-ordinating provision for our SEN children.
- liaises with the staff in school who have responsibility for child protection, attendance and family support issues
- liaises with the Co-ordinator for medical needs.
- Works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.
- Links up the pastoral team with the education team.
- Liaises with the link SEN governor (Sandra Barr)

The SEN Trustee (Chair of Trustee Board-Sandra Barr, with Deputy Trustee being Vice Chair-Jacky Baker)

The SEN Trustee will:

- Help to raise awareness of SEN issues at Trustee Board and Sub-Committee meetings
- Monitor the quality and effectiveness of support for all pupils within the school and update the governing board on this
- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school

Class teachers and Teaching Assistants

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with other staff, review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- There is also a Pastoral Team at Brandles that has a Pastoral Lead/SENCO, 2 SENCO Assistants and a Family Engagement Worker. All work very closely on the nurturing side of the school and helping families. The team liaise with outside agencies to ensure all students and families receive the best care and support. The team also focuses on a smooth transition for students and families into Brandles and also into Further Education

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

<p>What kind of special needs does Brandles school cater for?</p>	<p>Brandles School is a school for up to 70 pupils with social, emotional and mental health related issues. Many pupils have other needs such as ADHD, ASD and sometimes ODD. We cater for boys and girls.</p> <p>The SENCO at Brandles is Natalie Wilsher-Deputy Headteacher</p>
<p>How do you know if my child needs extra help and what should I do, as a parent?</p>	<p>As all of our pupils arrive with an EHC plan, they usually have their needs clearly identified as part of this process. Sometimes, we do identify other needs and work with parents and other agencies to assist with these after identification. We have a range of interventions designed to support and extend pupils based on an assessment of needs. They may be academic, social or mental health needs based, but all will be monitored and evaluated for their impact over time.</p>
<p>How will you support my child?</p>	<p>We will monitor your child every day, via their academic progress and behavioural needs. They will have their own behavior management plan and as a staff we discuss positives and things to work on every day . Transition is carefully planned and work is differentiated to aid progress and support challenge. We have a much higher ration of adults to pupils and this really helps. Your child will be supported to undertake regular small tests, leading to formal and national examinations so they know where they are and what they need to do to improve. We have a variety of ways in which we can communicate with you, including calls, diary, social and formal events.</p>

<p>How will the curriculum support my child's needs?</p>	<p>We follow the national curriculum but make adjustments where needed. For example, the amount of time spent on foreign languages will vary according to time spent at Brandles, and analysis of pupil needs. All pupils will spend most of their time on lessons promoting a range of subjects including literacy, numeracy, science and other options as they get older. Copies of timetables can be made available.</p>
<p>How will you and I know how my child is doing?</p>	<p>Via the assessments outlined above and just as importantly via their day to day and week to week behaviour. Our points system, reward system involving a great deal of choice and end of term trips all give you a clear picture of how your child is progressing.</p>
<p>What support is there for my child's wellbeing?</p>	<p>We have a clear system in place to support pupils in terms of their social and emotional progression. Our higher ratios of adult support aid with this alongside other specialists when needed. We have a dedicated Pastoral support Team, PSHE program and Hertfordshire Steps ensures that discussion takes place to support pupils before and after any crisis, alongside day to day lessons and activities. We have direct access to other services such as counselling which is co-located at Larwood School and delivered by The Butterfly Rooms.</p>
<p>What specialist services are available and what training do staff have to work with children like mine?</p>	<p>All that regularly engage with pupils are Hertfordshire Steps trained. However, we also have excellent links with the Education Psychology team, Special Educational Needs teams; we have access to a school nurse and work with an NAS autism advisor. We are working towards accreditation for Autism. Our Family Support worker is also able to signpost to other groups such as PALMS and Thriving Families where</p>

	<p>needed. Staff are provided with weekly training around key themes derived from our School Development Plan and the needs of the pupils in our school at any given time. We regularly discuss types of support with the Academy Mental Health Lead. External advice and training is also sought such as from The Butterfly Rooms, The National Autistic Society and The National College.</p>
<p>How will you include my child in activities outside of the classroom, like trips?</p>	<p>All of our pupils have the ability to access the extra-curricular events and trips that we promote. Our inclusive ethos means that we try to go the extra mile to ensure that all can access such events. As always, we will communicate with parents where we have concerns and examine possible solutions, to try and maintain this. Pupils will always be able to access these as long as they are safe and can be trusted to do so (with support where needed)</p>
<p>How accessible is the school environment?</p>	<p>Our school is very accessible, with disabled parking bays, a range of toilets and most areas being accessible to a wheelchair user.</p>
<p>What transition arrangements have you got in place to support my child?</p>	<p>We know the value of transition and therefore seek to do as much as possible to support this. We have a dedicated Transition process and our Family Support worker also supports pupils on entry and exit. We hold an additional parents evening to help with the transition process when first joining Brandles but also when leaving at 16 years old. This is personalised when needed, and always staged over a number of weeks and events.</p>
	<p>Our main resource feature and budget allocation is on staffing. Our higher ratios support our pupils develop in every sense.</p>

<p>How do resources match the needs of children at the school?</p>	<p>Staff are regularly trained in many areas that are helpful for pupils such as ours with SEMH needs. They may also access externally based training as well, be it via Hertfordshire or nationally accredited providers. We then allocate according to the needs and curriculum that we have prioritized. Therefore, if we are making progress in writing a priority then extra resources may be allocated.</p>
<p>How are parents involved and how can I get involved?</p>	<p>Your involvement in your child's education is essential. This starts with transition, continues throughout every year (this may be weekly contact, or a formal EHCP review, as well as other review meetings), and is as essential during exit to the next stage of their educational or work based journey.</p>
<p>How do you involve the children in their own education</p>	<p>This varies from day to day activities such as feedback about their work and understanding, to gathering their views for annual reviews and choice of rewards etc. We do have a school council and also promote school based surveys.</p>
<p>How are complaints dealt with?</p>	<p>Please see our section on the website about our complaints procedures/policy. Our general approach to such matters starts with the classroom teacher and parent working together to try and resolve any issues. We recognise that there may be times when we disagree but our school based experience and conversations with you should support this process so that we move forwards purposefully and together.</p>
<p>How do you work with other agencies to help my child's education?</p>	<p>As much as possible! We engage with all others that we can, and with who may be able to make a difference. This includes SEN colleagues, school nurse, educational psychology, speech and language, psychiatric nurse, thriving families, and</p>

	autism advisory specialists. This list is not exhaustive!
Where can I find the contact details for support services for parents of pupils with SEND	Please use the Hertfordshire Grid for further information.
Where can I find information on your school/local authority offer? How do you evaluate the effectiveness of the provision you provide?	This is on the bottom of this page. This is done in a variety of ways and differing times during the course of an academic year. It certainly includes weekly dialogue with students and parents and use of our tracking systems such as Behaviour Watch. We review progress from starting points both academically and behaviorally, plus students are entered into national exams during Year 11. We also review our schools performance by writing self-evaluation documents (available on the website or via hard copy) and these are then reviewed by the leadership team, CEO, Trustees and our external Improvement partner. We believe that 'external eye's are of great value so also put into the Challenge Partner Review scheme.

#

[The Hertfordshire Local Offer](#)

<https://www.hertfordshire.gov.uk/services/schools-and-education/schools-directory/school.aspx?school=Brandles&schoolco.uk>

AS BRANDLES BECAME AN ACADEMY IN FEB 2020 IT IS CLASSIFIED AS NEW SCHOOL FROM THAT DATE.

