

# **BRANDLES SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN)** **INFORMATION REPORT**

Date: September 2023

Review Date: September 2024

## **General Information/Frequently Asked Questions**

### **Education Health Care Plans**

Should your child be having difficulties whilst a pupil at Brandles School that you suspect are related to a further undiagnosed Special Educational Need or Disability that is not recognised in their EHCP then you should discuss this in the first instance with the SENDCo (Miss N. Wilsher). This information is then shared with the SEN team who will contact you to discuss this in more detail. We will invariably call a professional meeting to address any concerns. You are of course welcome to contact the SEN team directly to discuss your child's needs.

### **What is the school ethos/approach to SEN and Disability?**

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum and public examinations, so that they can reach their full potential.
2. To educate pupils with Special Educational Needs, in whatever way possible, alongside their peers within the normal curriculum of the school, and to provide pastoral and learning opportunities beyond those offered to mainstream pupils, and meeting the individual needs of the SEN pupils.

### **How will I know how my child is doing in school?**

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

All pupils are assessed on entry to the school to assess their ability to read, spell, comprehension and numeracy. These filtering assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing or intervention is necessary.

Once it has been determined that intervention is necessary then parents are contacted to inform them of the outcomes of assessment and what intervention has been determined for them. In many cases this is done via letter, email or telephone call but we actively welcome parents into school should they wish to discuss these interventions in more detail. Students who enter the school in any year other than year seven will receive a full integration programme that is coordinated by our school pastoral team. This may include phased reintegration with home visits, virtual learning and/or trips visits off the school site.

Following an intervention parents are informed of the progress that has been made during a face to face meeting that can take place either at parents' evening or at any time of the year by contacting the pastoral team.

All parents will be contacted at least termly to ensure parents' are aware of the interventions provided through the students EHCPs and they will be provided with guidance and support regarding the part they can play in their child's education.

## **What support will there be for my child's overall well-being (Reg 3g: in particular the development of their social and emotional skills)?**

All pupils are well supported through the school's robust pastoral system but sometimes this is not enough to address specific social and emotional needs.

If there are concerns will a pupil's social or emotional wellbeing then initially we will complete a range of assessments that will then determine the direction of any intervention. These will invariably be conducted by our school engagement workers. This intervention may include 1-1 key working, small group social skills, access to the The Den (interventions) or 1-1 social skills/emotional support. We also have access to The Butterfly Rooms (a counselling service), MHST (Mental Health Schools Trust Team) and outside agencies for specific targeted support. Referrals are made through the SENDCo / Pastoral Lead, Miss N. Wilsher.

## **How will I be involved in discussions about, planning for, and involvement in, my child's education?**

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

Brandles has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the Pastoral Lead, SENDCo, Family Engagement Workers or the student's Tutor whenever they feel the need. Appointments can be made to discuss learning progress with teachers and/or more wider issues/concerns with the Headteacher.

Formally:

- The Pastoral Team and/or appropriate teaching staff are available at all parents' evenings and can be seen, with or without, appointment.
- All pupils have a formal EHCP review every year with parents/carers present to discuss targets.
- Parents are invited to all reviews and are also invited to make written comment before reviews.
- Learning support staff are present at Parents' Evenings.
- Through our transition arrangements from Primary School, a rapport with parents is often established before pupils enter the school in Year 7. An enhanced transition programme is in place for our students to that of a mainstream school. Our Pastoral Team visits the main feeder primary schools to work with all our integrating pupils before induction day.

## **Who, outside of school, can I turn to for advice and support?**

(Reg 11: Contact details of support services/groups for parents of pupils )

You can also find information for Young people in Hertfordshire on [Channel Mogo](#).

### **Who to contact**

Telephone

01992 555847

E-mail: [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

Website

<https://www.hertssendiass.org.uk/home.aspx>

SENDIASS

Address

County Hall  
Pegs Lane  
Hertford  
Hertfordshire

Postcode

SG13 8DQ

## **How do Brandles school involve children and young people in their education and in the decision making process?**

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

All pupils have an allocated key worker (normally their form tutor) on entry to the school. This keyworker meets with the pupil daily to discuss targets for the next day.

Pupils are given an opportunity to update their EHCP during reviews to ensure they still agree with its contents. Pupils are given support in preparation for Reviews of SEND and reviews are conducted in a Person Centred way to ensure that the pupil has the loudest voice in any decisions made. All students have a Pupil Page Profile that is distributed to all staff within the school. This is all lead by the student.

## **How should complaints regarding SEN provision be made and how will they be dealt with?**

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or emails with the Pastoral Team or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Headteacher or the school's Governing Body. These will follow the Schools Complaints Procedure which is available on the school website.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as Parent Partnership, will also be made available.

## **How do I get a copy of the school Policies?**

Parents can view an up to date copy of the school policies via the school website.

## **Who do I contact for further information?**

(Reg 4: Contact details of the Pastoral Lead and SENDCo)

The SENDCo and Pastoral Lead is Miss Natalie Wilsher and can be contacted directly via the school office or by email: [nwilsher@brandles.herts.sch.uk](mailto:nwilsher@brandles.herts.sch.uk)

## Need specific information

	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<p><b>Brandles school policy for the identification of needs</b> (Reg 2)</p>	<ul style="list-style-type: none"> <li>Initial identification takes place following baseline testing at the beginning of year 7 for both literacy and numeracy. Pupils are then diagnostically tested using standardised assessments (CATS, WRAT, NGRT, DASH)</li> <li>Pupils who do not make expected levels of progress are additionally tested to ensure there is no further underlying SEND needs.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils with a diagnosed, recognised condition that has an impact on learning               <ul style="list-style-type: none"> <li>Dyslexia</li> <li>Dyspraxia</li> <li>ADHD</li> <li>OCD</li> <li>Anxiety (under CAMHS)</li> <li>Conduct Disorder</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Where teachers are concerned about a sensory or physical difficulty they are encouraged to discuss this with the SENDCo who will follow the procedure set out below.</li> </ul>
<p><b>How Brandles school assess whether a child/young person has further SEND needs other than those identified on EHCP</b> (Reg 2)</p>	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>Reading Age tests are done at various times of the year to record progress. (NGRT)</li> <li>CAT</li> <li>WRAT scores</li> <li>Dyslexia testing on teacher / parent / guardian request.</li> </ul> <p><u>Numeracy:</u></p> <ul style="list-style-type: none"> <li>WRAT scores</li> <li>Dyscalculia testing on teacher / parent / guardian request.</li> <li>CAT</li> </ul> <p><u>General Learning:</u></p>	<ul style="list-style-type: none"> <li>Pupils are assessed on entry to school</li> <li>Pupil observation</li> <li>Teaching staff feedback</li> <li>Parental feedback</li> <li>SDQs</li> <li>Assessments by outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are assessed on entry to school</li> <li>Pupil observation</li> <li>Teaching staff feedback</li> <li>Parental feedback</li> <li>SDQs</li> <li>Assessments by outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of sensory and physical needs are always carried out by professionals from outside of school and in conjunction with the pupils GP. Initial concerns are raised with parents and the school nurse is consulted and involved in any meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher assessments</li> <li>• Visual Observations</li> <li>• Diagnostic testing on request</li> </ul>			
<b>How Brandles school evaluate the effectiveness of the provision made</b> (Reg 3a)	All provisions are assessed using standardised assessment methods which are personalised to the abilities and contexts of our students. Additionally the SENDCo analyses data from subject staff in regards to progress, behaviour and effort to assess if interventions have had an impact in these areas. SDQs are also used as a form of tracking and are used as a form of evaluation.			
<b>How Brandles school adapt the curriculum and school environment for pupils</b> (Reg 3d)	The school timetable demonstrates clear adaptations from mainstream to meet our students' needs. Examples include morning heavy theory lessons with practical involvement in the afternoon. Shorter lesson time (45 minutes). High staff to student ratios, supervised break and lunchtimes, reward orientated ethos, copious amounts of offsite provision. We also have an Intervention Centre (The Den) and Sensory room for students that need this nurturing provision based on individual needs. The Hive is also a provision from students with an adapted curriculum to help meet their needs.			
<b>How the school ensure the inclusion of all vulnerable groups in activities outside of the classroom (including school trips and lunchtime clubs) (Reg 3f)</b>	All pupils are given the same opportunity to attend extra-curricular activities and school trips. Reasonable adjustments can be made where the pupil's needs would prevent access to an activity. Risk assessments are written for all offsite activities and for students where applicable.			
<b>What specialist skills/expertise do school staff have?</b> (Reg 5)	Literacy staff have been given specialist Dyslexia training.  Staff involved in Transition/numeracy has significant experience of working with pupils with specific numeracy difficulties.	All staff are Herts Steps trained, Attachment and Awareness trained and Mental Health Level 1.	All staff have significant experience with pupils who have emotional and mental health issues and have a mental health level 1 certificate. All staff are trained in attachment and trauma awareness. All staff are autism awareness trained.	Key workers have significant experience working with pupils who have sensory and physical needs.

<p><b>What training are the staff teaching and supporting pupils with SEND having/recently had?</b> (Reg 5)</p>	<p>All staff have had training focused on Pedagogy through different INSET days.</p>	<p>All staff have had Level 1 Mental Health First Aid.</p> <p>All teaching and support staff have had on attachment disorders and the effect of CLA on education.</p>	<p>All staff have had training focused on Herts Steps. Same as above.</p>	<p>Training is offered to specify teaching and non-teaching staff as need arises. For example Sensory Support teachers will jointly deliver training about specified children annually or as the need arises.</p>
<p>Further training for all areas of SEN are delivered as part of our schools ongoing training programme. Teachers are given a regular opportunity to meet the Pastoral Lead through a 'drop-in' system and can do referrals through a form for any cause for concerns.</p>				
<p><b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</b></p>	<p>Educational Psychology Families First Outreach service Parent Partnership Targeted advice workers Social Care CLA team Coaching Direct</p>	<p>Educational Psychology Families First Outreach service Speech and Language Therapy Parent Partnership Targeted advice workers Social Care CLA team Coaching Direct Butterfly Rooms Channel MHST</p>	<p>Educational Psychology Families First Outreach service Child and Adolescent Mental Health service (CAMHS) Parent Partnership Targeted advice workers Social Care CLA team Coaching Direct Butterfly Rooms Channel MHST</p>	<p>Sensory Support Services Occupational Therapy Parent Partnership Targeted advice workers Social Care CLA team Coaching Direct</p>
<p><b>How is equipment and facilities to support pupils secured?</b> (Reg 6)</p>	<p>Via School budget allocation as required, Pupil Premium and CLA Pupil Premium Plus.</p>	<p>Via School budget allocation as required, Pupil Premium and CLA Pupil Premium Plus</p>	<p>Via School budget allocation as required, Pupil Premium and CLA Pupil Premium Plus</p>	<p>Via School budget allocation as required, Pupil Premium and CLA Pupil Premium Plus</p>
<p><b>How does Brandles school support pupils with SEN during transition?</b> (Reg 12)</p>	<p>For all pupils there are specific systems in place for the successful transition from other schools. With year 6-7 transitions the ideal is for information gathering to begin in at the start of year 6.</p> <p>Pupils are given access to our 'Enhanced Transition' programme which is built around personalised need and is devised in conjunction with parents/carers. Primary schools, agencies and with the pupil's needs at its centre.</p> <p>Pupils who transition mid way through secondary school receive the Enhanced Transition programme with enhanced support by the pastoral team and family engagement worker.</p> <p>Pupils are allocated a Keyworker (Usually their Form Tutor) in time for the 'induction day' to ensure that they have a named member of Learning Support before they start.</p>			

	Parents of pupils are given clear lines of communication throughout the transition process and they are encouraged to contact the Pastoral Lead with any concerns or questions.
<p><b>How does Brandles school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</b> (Reg 12)</p>	<p>Preparing of Adulthood and transition to Further Education is an important part of our processes in school. There is a designated member of the SLT whose role is to liaise with Connexions services and Colleges of Further Education to ensure transition is smooth and that the correct courses and placements are secured. Processes begin in year 9 with discussions about options and curriculum. This is completed with the pupil, parent/carer and school staff. In KS4, students start to meet with connexions to talk about FE and apprenticeships. We continue to support the students and families after they have left Brandles through regular check ins and having an open door policy to them.</p> <p>Well-being lessons and life skills lessons are added into the curriculum to prepare students for FE and adulthood.</p> <p>For pupils where there are difficulties with life skills and independent living, interventions are put in place to aid pupils to gain the skills required for their future life. Many life skills issues are addressed through joined-up working with agencies and parents/carers and are devised on an individual basis.</p>

## SEND Local Offer

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities. These services are then put together in an information directory called the Local Offer. It is essentially the services and support that are offered to families who have children or young people with special educational needs and disabilities, from across the county.

Please use the following links to see the Local Offer within Hertfordshire:

Health

<https://www.nhs.uk/Services/Trusts/Services/DefaultView.aspx?id=3381>

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/services-for-children-and-young-people.aspx>

Social Care

<https://www.hertfordshire.gov.uk/microsites/local-offer/courses-and-activities-in-hertfordshire/short-breaks.aspx>

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>