

<p>What types of SEN do we provide for?</p>	<p>Brunel School is committed to supporting pupils and helping them develop the skills they need to engage with post 16 education and be prepared for adulthood. To be successful in this area it is important that any individual's special educational needs or barriers to learning are correctly identified and appropriate support provided.</p> <p>All the pupils who attend Brunel School have an Educational Health Care Plan (EHCP), the majority with primary need identified as social, emotional and mental health. In their 2010 special education needs and disability (SEND) review, Ofsted clarify that pupils 'in need of the most intensive support' are given an EHCP and are 'much more likely to be absent or excluded from school, and achieve less well than their peers, both in terms of their attainment at any given age and in terms of their progress over time' (Ofsted, 2010). Therefore we work closely with parents and professionals in ensuring good attendance, engagement and outcomes by working together to provide the right support.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>The vast majority of Special Educational Needs have been identified by the EHCP before the pupils arrive at Brunel School. The baseline assessments that have been carried out are, on the whole, to identify the current level of need and the most appropriate intervention. Staff are made aware of these assessments and any interventions through the consultation and induction process.</p> <p>Information is shared through daily staff briefings, via email or through discussions with relevant staff. During the briefings, sharing of expertise is welcomed and encouraged. Identification of Special Educational Needs and specific barriers to learning is, initially based</p>

upon the information and interventions from the EHCP and from information that the previous school provides. Assessment is ongoing through our curriculum and through our Prosper Programme as well as making use of dynamic assessment as a personalised approach.

What is our approach to teaching pupils with SEN?

Brunel School supports all of its pupils by having small classes. Our low pupil to staff ratio does mean that there are some limitations to the curriculum that can be offered. At Brunel we offer qualifications in KS4 for English, Maths, Science, PE and Humanities as a minimum. Pupils also have the opportunity of completing GCSE Photography in conjunction with Sound Communities.

There is however recognition that many pupils benefit from a curriculum with significant opportunities for practical subjects, so we work to a timetable that covers all aspects of learning placing equal value on academic, vocational, social and emotional learning.

We have an adaptive approach to teaching so all our pupils have the opportunity to meet our high expectations for them. The curriculum is made further accessible with the use of brain breaks, ability to pace as well as the use of technology to access and record their learning.

Brunel School has close links with outside providers: Year 10 and 11 pupils can have their curriculum enhanced by opting for GCSE Photography and / or the RSL Level One in Creative Music Industries at Sound Communities.

Where appropriate we work also with Community Support Services, PlayTorbay, Riviera Tuition, Taleblazers, ReGroup, Progression Services, SWIS and Yellow Frog Vocational school in meeting the needs of our pupils through an individualised curriculum reflecting

	<p>their particular needs at that time.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We aim for pupils to make progress at Brunel School as a result of our quality first classroom teaching. We follow the wave model of teaching and SEND support. This means that where possible, we try to meet individual needs of pupils, within the classroom, through ensuring that our planning and teaching are effectively differentiated.</p> <p>As all pupils are identified Special Educational Needs progress is tracked and monitored through regular class-based informal assessments and where appropriate using relevant individualised assessment. This may result in pupils being part of small group or individual interventions. Staff have undergone further CPD in the Autumn Terms of 2024 and 2025 around the use of adaptive teaching.</p> <p>There is also a whole school focus on literacy that aims to support and develop the work covered in English lessons throughout all the subject areas. There is a similar intervention program for maths using the White Rose scheme of work. Assessment to track progress is also built into our Prosper program.</p> <p>Pupils who are getting extra support have their progress assessed at least once a term. This tracking of progress is not only used to measure the effectiveness of the intervention on the individual pupil but also on the effectiveness of the intervention as a whole. These interventions are reviewed and their effectiveness evaluated regularly. Examples of factors that may indicate the need for specific interventions are:</p> <ul style="list-style-type: none">• The pupil makes little or no progress even when teaching approaches are targeted to their particular needs;• S/he shows signs of difficulty in developing skills in literacy or mathematics;

	<ul style="list-style-type: none"> • S/he shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour strategies used in school; • S/he has communication and/or interaction difficulties which lead to them making
	<p>little or no progress.</p> <p>Key Stage Three students access Read, Write, Inc and have 1:1 interventions as appropriately identified.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Learning Walks and book looks are used at Brunel School to ensure teaching effective and good practice. We report back to both the Special Partnership Trust (our MAT) and the local authority on the progress of our learners. Our effectiveness is judged internally by the use of our SEF process, which is reviewed regularly.</p> <p>Our pupil meetings, Personal Development Tracker (PDTs) Individual Support Plans (ISPs) and EHCP reviews ensure we know exactly how all of our learners are progressing and what needs to be improved to ensure they make accelerated and sustained progress. Our SEGP, Social, Emotional Growth Profile tracks pupils development termly; the KPI's. key performance indicators for our Prosper Programme are tracked half-termly and progress towards EHCP long term targets are tracked termly and reviewed with parents and professionals in more detail at the Annual Reviews.</p>

How do we consult parents of pupils with SEN and involve them in their child's education?

To meet the statutory requirements of the Educational Health and Care Plan, an Annual Review is held. At this meeting, decisions are made regarding the continuation of the EHCP: the effectiveness of provision is reviewed and objectives and strategies amended accordingly. New medium-term objectives for the following year are set as necessary. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report. Parents/carers and pupils attend and are an integral part of this process.

Parental drop in sessions have been established to redevelop a parental working party. There are now half termly cafe style drop-ins with our SENDCo and Educational Psychologists where parents can informally discuss any concerns.

We have parent's evenings with form tutors and produce yearly written reports which are sent home with the PAM at the end of each academic year.

We have also introduced parents workshops with our Headteacher, SENDCo, DSL and/or our therapeutic Lead around, Curious Not Furious, supporting literacy development etc.

How do we consult pupils with SEN and involve them in their education?

The SENDCo meets with our young people before and after their annual review to ensure their views are sought and that they understand and agree with the outcomes of the review. Pupil voice is very important to us at Brunel School. We constantly adapt our learning environment and provision to meet the needs of our young people. We have a pupil council who meet half termly with an agenda evolved from events and interests arising within the pupil population. We also have an annual pupil survey for further capture pupil voice.

<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>All pupils receive a progress reports via the PDTs as well as annual parents' evenings. Academic and social progress is considered during tutorial sessions. Parents are also encouraged to meet with staff if there are any SEND or broader issues that need resolving. If more frequent or immediate meetings need to be held to discuss Special Educational Needs or any other issues meetings can be arranged through reception. Every effort will be made to hold these meetings within one working week of the request being made. There are occasions where effective consultation requires other professionals to be present. Our form tutoring programme provides a structure for our tutors and our pupils to regularly discuss and reflect on personal progress. Half termly pupil progress meetings are lead by our KS3 and KS4 leads, SENDCo and Headteacher.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Our Year 7 team and SENDCo work closely with primary school providers and the pupils in Year 6 who will be attending Brunel for their secondary education. Our SENDCo attends their Yr 6 transition EHCP reviews and makes further primary school visits as required. We invite all our Yr6 pupils and their families to a transition tea in February / March when we become their named school. This is also attended by key professionals such as SEND Caseworkers and SENDIASS; we have a cream tea, give various presentations, have a full tour of the school and offer a Q and A session to conclude..</p> <p>An agreed transition plan is put in place for individual pupils as agreed with their current primary educational provider and parents/carers. This includes visits to educational settings and schools by our SENDCo and Behaviour Lead.</p> <p>Transition between year groups is planned for and familiar staff will move upwards with the class. During year 11, pupils are provided with transition meetings to support them during their move to post sixteen education if going on to college. Darren Baker, our link advisor from Careers SouthWest attends their Year 11 annual reviews. 1:1 meetings are also arranged</p>

with our pupils, which parents can attend, to access all advice.

How do we support pupils with SEN to improve their emotional and social development?

All of our young people are with us because their social and emotional needs have been a barrier to them achieving success in mainstream school. For this reason we provide a very nurturing, supportive environment where all of our children are made to feel welcome. We work with every child on an individual basis and put in appropriate levels of support according to their needs. Class sizes are small, which allow our staff to build up close relationships with children and for them to develop their trust and confidence.

Social development is robustly supported through a highly effective PSHE and personal development curriculum. All staff have training in using the SEGP, Social, Emotional Growth Profile; this is an invaluable resource when working with children and young people's social, emotional and behavioural development. It enables us to assess pupil's social, emotional and mental health needs; it provides information and target setting. It also enables us to track progress and strategies that we are embedding within and throughout our curriculum.

We have our Prosper Programme, which is a therapeutic support model providing 1:1 and small group therapeutic sessions. These sessions include Draw and Talk, Wellbeing

Walks, Lego Therapy, Sand Tray Therapy etc. The programme is lead by our therapeutic lead who is a clinical psychologist.

Two key member of staff including our SENDCo are TISUK Trauma Informed Practitioners.

How will we secure specialist expertise?

Most of our children will have the support of outside professionals. If necessary we can refer our pupils to an Educational Psychologist to support us with identifying any additional needs and offering strategies. We will if needed make further referrals to other professionals for advice such as: Speech and Language Therapy, Occupational Therapy and CAMHS for example.

We also have access to our trust's SIT, Specialist Intervention Team, which provides access to a wider suite of specialist support.

Accessibility.	<p>All the teaching areas are accessible for wheelchairs. There is a disabled toilet, which is alarmed for assistance. When pupils have had specific disabilities or illnesses key staff are provided with the relevant training.</p>
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	<p>The Special Educational Needs and Disabilities Co-ordinator at Brunel School is Caroline Kolek. She has 27 years' experience as a teacher, including Head of Year, Head of Department, Assistant Headship and SENDCo.</p> <p>The SENDCo works closely with our Safeguarding lead.</p> <p>The Special Educational Needs and Disabilities Co-ordinator is responsible for coordinating the provision of special educational needs throughout the school. This includes:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the SEN policy; • Providing leadership, advice and support to staff, in the area of special educational needs; • Working alongside staff to assist them in identifying and planning for children's' needs and ensuring that pupils make progress. • Assisting in the monitoring and evaluation, of the progress of pupils with SEN; • Overseeing the procurement and maintenance of resources for special educational needs. • Liaising with outside agencies and providing a link between these agencies, class teachers and parents/carers. • Facilitating and contributing to the in-service training of staff in regard to SEND. • Monitoring, evaluating and reporting on the provision for pupils with SEND to the governing body, in conjunction with the Governor for Special Needs; • Overseeing the management of the school's SEND register • Coordinating access arrangements, for SEND pupils; • Implementing PEEPs, Personal, Emergency Evacuation Plans for pupils who need this support. • In conjunction with class teachers, liaising with parents/carers of pupils with special educational needs, so that they are aware of the strategies being used, and encouraging them to be partners in the process;

	<ul style="list-style-type: none"> Managing all statutory documentation relating to special educational needs including the pupil premium. <ul style="list-style-type: none"> Acting as an advocate for our families with SEND. <p>Class Teachers are responsible for:</p> <ul style="list-style-type: none"> Leading SEND provision, within the classroom by providing appropriately differentiated and inclusive lessons. Effective management of the Teaching Support within lessons. <p>Any complaints regarding Special Educational Needs and Disabilities at Brunel School should be made to the Head teacher. For our full complaints policy, including escalation, please see the school's complaints policy, available on our website.</p>
<p>How do we handle complaints from parents about provision made at the school?</p>	<p>Complaints are always handled as swiftly and effectively as possible. In the majority of cases, class teachers will resolve issues directly with parents as their relationships are close and effective. The complaints policy for dealing with concerns about staff in the school is available on the website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Our young people can speak to any member of staff if they have concerns. Advocates can work with young people away from the classroom and this can often be a 'safe place' to discuss any concerns they have. Concerns of a safeguarding nature are reported in line with school policy to the Designated Safeguarding Lead.</p>
<p>Where can the LA's local offer be found?</p>	<p>Brunel School serves the Torbay area and therefore makes up part of the Torbay SEND local offer. This can be found at torbay.gov.uk.</p>