

<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 access post 16 education. 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).</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 are carried out are, on the whole, to identify the current level of need and the most appropriate intervention. Staff are made aware of the results from these assessments and any interventions through the induction paperwork. 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 therefore initially based upon the information and interventions from the EHCP and from information that the previous school provides. It is important however that a clear and complete academic profile is created for each pupil.</p>

when they arrive. In order to do this a range of baseline assessments are carried out within the first few days of a pupil arriving. These are used to develop a profile of the pupil so that appropriate interventions can be delivered if necessary.

What is our approach to teaching pupils with SEN?

Brunel School supports all of its pupils by having classes no bigger than eight. This 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 Citizenship as a minimum. 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.

Brunel School has close links with outside providers: Year 10 and 11 pupils have the opportunity to attend courses at Yellow Frog, Combe Pafford, such as animal care, catering, mechanics, construction, hairdressing, barbering etc. We also provide interventions through organisations like Sound Communities, Taleblazers, YOT, YMCA, PlayTorbay, Community Support Services, Careers South West, The Young Carers Organisation. Each year a number of Brunel School pupils will attend these and other providers to ensure that their individualised curriculum reflects their particular needs.

How do we adapt the curriculum and learning environment?

We aim for pupils to make progress at Brunel School as a result of 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.

As all pupils are identified Special Educational Needs progress is tracked and monitored through regular class-based assessments and where appropriate using relevant individualised assessment. This may result in pupils being part of small group or individual interventions.

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. Assessment to track progress is also built into the intervention program. This means that those pupils who are getting extra support in areas such as reading 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:

- 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;
- 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

little or no progress.

All our pupils access Lexia, an adaptive blended learning program that accelerates the development of literacy skills for our pupils, helping them make that critical shift from learning to read to reading to learn on a regular basis. Our Year 7 pupils are part of Talking Turns, an oracy based program which is delivered through the arts.

How do we evaluate the effectiveness of our SEN provision?

Learning Walks 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.

Our half-termly data collections, pupil progress meetings, one page assessment document, behaviour support plan 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.

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>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.</p> <p>Parents are asked to complete paper or online questionnaires three times a year, including within the annual review meeting.</p> <p>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.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>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. From this we choose three targets to focus on throughout the year which include a literacy target, a numeracy target and a personal development target. These form part of their Individual Educational Plans and are reviewed regularly by tutor teams and the young people involved through the year.</p> <p>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 are developing a pupil council who will meet half termly with an agenda evolved from events and interests arising within the pupil population.</p>

<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>All pupils receive a termly progress report as well as a regular parent/pupil /teacher target setting interviews. 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.</p> <p>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.</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. We attend their transition EHCP reviews and invite all parents and pupils to an informal transition cafe with other Year 6 parents at Brunel in the Summer Term.</p> <p>An agreed transition plan is put in place for individual pupils as agreed with their current primary educational provider and parents/carers.</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. Where necessary staff from Brunel School support them with visits, applications and interviews at their chosen post sixteen provision. They also have access to input from Careers South West throughout their Year 11 and a representative from Careers South West attends the EHCP transition review.</p>

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 Boxall; 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.

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.

Accessibility.	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.
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 24 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; • 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; • Managing all statutory documentation relating to special educational needs including the pupil

	<p>premium.</p> <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>
How do we handle complaints from parents about provision made at the school?	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.
Who can young people and parents contact if they have concerns?	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.
Where can the LA's local offer be found?	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 .