



**BRACKENSDALE  
SPENCER ACADEMY**

# **Brackensdale Spencer Academy**

## **Special Educational Needs and Disability (SEND) Information Report**

**2022-2023**



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## 1 Introduction

This document has been written as part of Derby City Council's Local Offer for children and young people with Special Educational Needs and/or Disabilities.

Brackensdale Spencer Academy aims to build a community of emotionally competent, independent learners who...

- develop a love for learning
- excel academically
- are inspired to realise their aspirations
- become engaged citizens with a global understanding

...by challenging all children within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every child. It is with these values in mind that we support children with special educational needs and disabilities at Brackensdale

Spencer Academy.

## 2 What is SEND and SEND Support?

SEND stands for special educational needs and/or a disability.

The Special Educational Needs Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about your child's difficulties with learning/SEND?

Your child's class teacher will usually be the first person you speak to if you have any concerns about your child. They have responsibility for:

- identifying, planning and delivering the differentiated curriculum for your child in class as required
- monitoring progress of your child
- ensuring that the school's SEND Policy is followed in their classroom.

The Special Educational Needs Coordinator (SENDCO) at school is Lucy Mugglestone and she can be contacted through the school office on 01332 341171 or via email

[lucymugglestone@brackensdalespencer.com](mailto:lucymugglestone@brackensdalespencer.com)



Other key members of staff include:

Principal	Joanna McGregor
SEND Governor	Sarah McAneny-Vincent
Enhanced Resource Manager – EYFS & KS1	Alison Bell
Enhanced Resource Manager – KS2	Nadine Neale
Family Welfare Lead	Samantha Hassall
SEND Assistant	Lauren Sims
Inclusion Lead	Alison Lumley

### 3 What kinds of SEND are provided for at our school?

We provide for children with a variety of additional needs and we are able to support children with difficulties in the following areas:

#### Cognition and Learning

This area includes general difficulties with learning, profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia (difficulties with read and spelling) and dyscalculia (difficulties with number and calculation).

#### Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language and pupils with autism spectrum condition.

#### Physical and Sensory

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy.

#### Social, Emotional and Mental Health

This area includes children who are struggling with emotional regulation, social skills or who are dealing with a mental health difficulty. Some children may have a diagnosed disorder such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect behaviours.

At Brackensdale we recognise that children may have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area and we always look at the individual child when thinking about how best to support them.

### 4 How are children with SEND identified at our school?

Referring to the 'SEND Code of Practice: 0-25' 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. Class teachers make regular assessments of progress for all children. From this, the school is able to identify those making less than expected



progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo, the class teacher and the parents and will consider all the information gathered, including:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- any additional support your child may receive
- any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four part cycle, known as the Graduated Response:

**Assess:** an analysis of need will be carried out by all concerned, including outside agencies

**Plan:** an appropriate plan will be agreed by all concerned

**Do:** agreed support and interventions will be delivered

**Review:** the effectiveness of the intervention/support will be reviewed regularly

We aim to work with the child and parents/carers throughout this process.

## 5 What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is good and is reviewed regularly to ensure the highest possible standards are achieved. This includes whole school training on SEND issues.

We adopt different approaches to cater for all the children we teach and this is particularly relevant for children with SEND. This encompasses:

- High Quality Teaching with appropriate, targeted differentiation in place according to pupil need
- Additional adult support, where appropriate, to complement the work of the teacher
- The use of small group work
- Personalised provision, where appropriate, through targeted, time-limited programmes
- Personalised provision through adapted resources and interventions such as Precision Teaching, Phonics Catch-up programme, Speech and Language interventions, handwriting support and, when necessary, individual reward and behaviour systems
- Catering for children's social, emotional and mental health needs by using a range of tools to support emotional literacy skills, and by providing Social Stories and Comic Strips for children who need them



- Following recommendations from different agencies such as Physiotherapy, Occupational Therapy and the Speech and Language Team

## 6 How do we measure progress?

Pupil progress is continually monitored by the Senior Leadership Team. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEND Support or has an EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to teachers at a Person Centred Planning meeting.

The progress of pupil with an EHC Plan is formally reviewed at an Annual Review.

The SEND team will also monitor that the pupil is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Strategies for accelerating pupils' progress, will be recorded in an Individual Education Plan (IEP) containing information on:

- Short-term targets
- Teaching strategies & Reasonable Adjustments
- Provision
- Date for review
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on up to four individual targets that closely match the pupil's needs. The plans will be discussed with the pupil and the parent.

## 7 How do we evaluate effectiveness?

The SENDCo and school leadership team will use the Graduated Response to evaluate the effectiveness of provision where earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. Parents, as well as the child when age and need appropriate, will be included in all aspects of this process.

## 8 What support is there for a child's overall well-being?

We have an inclusive approach and ethos across school which ensures that all children's needs are met, whether these are SEND based or behavioural. We employ an Inclusion Lead who, in partnership with SLT, ensure the schools' approach meets the needs of our children. Alison Lumley, our Inclusion Lead, is responsible for overseeing the inclusive practice across the school and leads the pastoral provision we offer. We have three Attachment Leads across school who provide small group and individual support to pupils as well as providing mentoring, training and coaching to whole school staff. Additionally, we employ a BACP accredited counsellor who is available to support children and families who have difficulties with emotional wellbeing. The counsellor works with individual children therapeutically to develop their potential to succeed in a holistic way. We have two members of staff trained in delivering Theraplay for small groups and individual children. We



have a whole school approach to promoting positive behaviour which is detailed in our behaviour policy.

## 9 How is SEND support allocated to children at our School?

The school's SEND budget is received from Derby City Local Authority. The head teacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. All resources/training and support are reviewed regularly.

## 10 Who else could support your child with SEND?

Here at Brackensdale, we take a multi-agency approach and work in collaboration with other professionals and agencies to ensure the provision we provide is effective and innovative. We will always seek additional support and expertise with regards to a child in consultation with parents or carers.

The external agencies we may seek advice from are:

- The Educational Psychologist who can advise on additional strategies to support specific children
- The STEPs Team who, as specialist teachers, can offer advice for issues related to vision and hearing impairment, physical disabilities and Autism Spectrum Disorders
- Derby City Council's SEND Department who can advise on funding and processes such as Education Health Care Plan applications
- The Speech and Language Team who can offer support and assessments for children who are struggling with their speech, use or understanding of language
- Physiotherapists and Occupational Therapists who can support children with physical difficulties and can be referred to via the family GP
- Community Paediatricians who can carry out further investigations into children who we feel may have underlying difficulties, such as mental health concerns or neurodevelopmental disorders
- Early Help Assessment Team who can offer support for families who are having a variety of difficulties which might mean their children are struggling to access education
- Education Welfare Officer who supports children and their families who are having issues around attendance
- SENDIASS who will support families of children with SEND and act as advocates for them. School will signpost parents/carers in the right direction for this service.
- Virtual school who will offer guidance and support for children who are Looked After or have previously been looked after.

The Local Offer provides more information about the provision available to children and young people with SEND across education, health and social care. For further details go to

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>



## 11 What support do we have for you as a parent/carer of a child with SEND?

At Brackensdale, we recognise that parents and carers are the primary influencers in helping their child develop and we offer a wide range of support designed to benefit the family unit. Every half-term, we hold family support meetings with the aim to:

- increase outcomes for the child and their family through positive home-school relationships
- offer advice, strategies and ideas to promote positive behaviour, which is linked to the principles of the Incredible Years programme
- build parents'/carers' confidence in solving problems whilst promoting the child's self-esteem
- help parents develop a tool kit of skills and resources to use at home
- share success stories

In addition to this, Class Teachers, the SENDCo and the SEND Team are available to discuss any issues and offer advice and support, which may include seeking support from outside agencies, when appropriate.

## 12 How does our school support a pupil with medical conditions?

The school follows 'Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (April 2014.)

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a medical care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

## 13 How is our school accessible to all?

Brackensdale is fully compliant with DDA requirements. The school is on a split level with easy access, double doors and ramps. There are four disabled toilets, a shower area and changing facilities across the school. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Extra-curricular activities are accessible for all children with SEND.

## 14 How will your child be supported through transitions?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to new teachers and all relevant information is shared.
- Each child has a One-Page Profile that gives the reader a summary of what people appreciate about the child, what is important to them and how best to support them in order to help them achieve identified outcomes and targets.



- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.
- Transition booklets will be given to those children who need additional support.

When starting school:

- It will be arranged for your child to be visited by a key member of staff in their nursery setting.
- Families will be offered additional transition sessions to explore the new classroom and spent time with the class teacher and teaching assistants.
- The class teachers and SENDCo will meet with parents to discuss their child in more detail.
- Records and information will be shared between settings.
- When possible, a member of staff will attend meetings such as, Team Around the Family meetings, prior to the child's start date.

When transitioning to secondary school or moving schools:

- Transition meeting with staff from both schools
- All records and information will be shared
- We may arrange an enhanced transition for those children who need it. This may include additional visits and activities with designated members of staff

Transition towards adulthood:

- Significant emphasis is placed on making learning functional and lessons explore real-life possibilities and careers.
- Every lesson provides the opportunity to apply learnt skills to real world situations.
- Developing our communication and interaction skills and achieving the maximum level of independence is always at the very core of our learning.

How will your child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council, which includes representatives from mainstream and ER classes. Children with SEND are involved, when age and need appropriate, in the drafting and reviewing of their IEP targets and in offering their pupil views for the Annual Reviews of EHC Plans. With the support of those who know them best, children have created a One-Page Profile to share their strengths, values and support needs.

## 15 What training have the staff had about SEND?

All staff receive an on-going professional development programme throughout the school year which addresses areas of SEND within the school. Our staff have received training in the following areas:

- Behaviour management, including Team Teach de-escalation and positive handling strategies
- TEACCH



- PECS
- Read it, Write it
- Relationships matter
- Precision Teaching
- FASD
- Understanding Sensory Processing Difficulties

Staff regularly research specific conditions with which children present or are diagnosed and these findings are shared with colleagues in staff briefings, training, meetings and twilight sessions.

The SENDCo also regularly attends Derby City LA network meetings and Spencer Academies Trust network meetings to keep up to date with local and national developments and to share best practice.

### 16 How do you apply for a school placement?

We believe that our admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 SEND Code of Practice. Places within our mainstream setting and our Enhanced Resource are admitted through the Local Authority. We will consult with the Local Authority, parents and the child's current setting to ensure that provision is appropriate and can meet the needs of the individual child.

For more information go to School admissions - Derby City Council

### 17 What if you want to compliment or complain?

Compliments are always greatly received and can be passed on either directly to staff and the SENDCo, or in the form of a letter to the Principal.

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our pupils. Therefore, complaints are very rare indeed. However, our school naturally has a complaints policy, copies of which can be obtained from the school office. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. If after this you still wish to complain you can do so in writing to the Principal or Chair of Governors. Please see the complaints policy for full details.