



*William Brookes Academy Trust*

# Special Educational Needs and Disability (SEN/D) School Information Report (SIR)

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September 2016

This SIR works alongside and in conjunction with The Local Offer offered by Shropshire Local Authority and various other school policies, namely The SEN/D Policy, The Attendance Policy, The Home School Agreement, The Pupil Premium Policy, The Behaviour Policy and it is embedded in the Teaching and Learning Framework of the school.

Shropshire Local Authority: The Local Offer:  
<https://shropshire.local-offer.org/services/515>

Special Educational Needs Co-ordinator: Mr Simon Anderson  
([sanderson@williambrookes.com](mailto:sanderson@williambrookes.com))



***SEN/D School Information Report  
William Brookes Academy Trust  
(September 2016)***

This policy was written and adopted in **September 2016**  
It is due for review in 12 months

**What are Special Educational Needs?**

Special Educational Needs (SEN) may be described as “A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.” Students are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Students at William Brookes School make at least good progress and achieve at least in line with other schools nationally with SEND.

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or Physical

**William Brookes Academy Trust’s Beliefs Regarding SEN/D**

William Brookes Academy Trust *S/R* is based on the following principles from the SEN Code of Practice:

- Involving children, parents and young people in decision making; that children, young people and their families are given sufficient information and have a say around their SEN provision is a priority;
- Collaboration across education, health and social care, should be led and co-ordinated by the local authority;
- How we can help in supporting transition to adulthood; the SEN Code extends to 25 for those remaining in education or training.

William Brookes Academy Trust believes that all children and young people are entitled to an education that enables them to make progress so that they;

- Achieve their best;
- Become confident individuals, leading fulfilling lives;
- Make a successful transition to adulthood, whether into employment, further or higher education or training.

We are a fully inclusive school and we are committed to student support. We believe that it is paramount that a young person feels safe and happy. This will ensure that they achieve their potential personally, socially, emotionally and academically in all area of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

## Provision and Support for your Child

Below are details regarding the ways in which we ensure support for our students, including those with SEN/D, in order that they may realise their full potential. It may not list every skill, technique and resource that we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

<b>Area of Need</b>	<b>Provision</b>	<b>Specific Strategies Implemented</b>
<p><b>Communication and Interaction Needs</b> These include, but are not limited to Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs</p> <p><b>Cognition and Learning Needs</b> These include, but are not limited to Moderate Learning Needs (MLD)</p>	<ul style="list-style-type: none"> <li>• Use of student passports – students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student.</li> <li>• Whole school policies are evaluated annually to ensure inclusion and progress of SEN/D students, and incorporated into the teaching &amp; learning framework of the school</li> <li>• Staff and governors undertake continued professional development (CPD) in relation to SEN/D and are able to offer support and guidance to ensure school improvement.</li> <li>• The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon student success</li> <li>• Support and advice is sought (when required) and implemented from external agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• All staff complete a comprehensive CPD programme that aids in meeting the needs of students within the classroom</li> <li>• Support staff are deployed effectively to ensure effective student progress, independence and value for money.</li> <li>• The SENCO has gained national accreditation for the role and provides support and guidance for all staff.</li> <li>• Access to teaching and learning for SEN/D students is rigorously monitored by the SENCO and Leadership Team</li> <li>• Behaviour for Learning policies are reviewed and evaluated annually with a focus on inclusivity and the impact on SEN/D students.</li> <li>• Teaching resources are routinely evaluated through observations, learning walks, work scrutiny and student voice to ensure that they are accessible to all students.</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of ways, including in Literacy, Numeracy and Humanities.</li> </ul>	<ul style="list-style-type: none"> <li>• May use a keyworker</li> <li>• Scotopic Stress Screening</li> <li>• Dyslexia Screening</li> <li>• Exam Concessions</li> <li>• 1:1 Dyslexia Tuition</li> <li>• 1:1 Dyscalculia Tuition</li> <li>• Spelling Groups</li> <li>• Small withdrawal groups for Maths and English</li> <li>• Literacy Intervention through 'Golden Groups' in English and Humanities, plus 'Reading Catch-Up Programme'</li> <li>• Homework amnesty</li> <li>• Support from outside agencies</li> <li>• Review meetings three times a year</li> <li>• Games/homework clubs at lunchtime</li> <li>• Coloured timetables</li> <li>• The ability to ask to work in a quiet room or small group room where applicable</li> </ul>

<b>Area of Need</b>	<b>Provision</b>	<b>Specific Strategies Implemented</b>
<p><b>Social, Emotional and Mental Health Difficulties</b>  <i>These include, but are not limited to Mental and Emotional Health, Social Need and Well-being</i></p>	<ul style="list-style-type: none"> <li>• The school values all students and their diverse abilities are equally celebrated</li> <li>• The school has a positive approach to behaviour</li> <li>• Safety and inclusion of all students is paramount. Risk assessments are prepared for all students in all activities</li> <li>• Support is offered and signposted to families in order to reduce the impact of any form of disadvantage</li> <li>• The school has an effective pastoral support system with highly trained staff.</li> <li>• External support is sought and any advice implemented to support individual students' needs.</li> <li>• The school uses systems to try to ensure that peer relationships are maintained and no student feels isolated. Individual and small group intervention, including specific targeted programmes can be delivered to help develop independence and resilience.</li> <li>• Opportunities for learning outside the classroom offer a different approach to the curriculum, which supports students with social, emotional and mental health needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical tutoring (the same tutor for time in school)</li> <li>• Use of a 'volcano card' to help ease anxiety</li> <li>• Support to take medication</li> <li>• May use a keyworker</li> <li>• May need access to on-site school counsellor</li> <li>• Homework amnesty</li> <li>• Support from outside agencies</li> <li>• Review meetings three times a year</li> <li>• Own room for exams</li> <li>• On-site resilience and anger management workshop</li> <li>• Meet &amp; Greet in the morning to aid anxiety</li> <li>• Possibility of a taxi to and from school</li> <li>• Possibility of reduced timetable</li> </ul>
<p><b>Sensory and/or Physical Needs</b>  <i>These include, but are not limited to Hearing Impairment, Multi-Sensory Impairment, and Physical and Medical Need</i></p>	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and implemented from specialist agencies and implemented to ensure barriers are reduced or removed</li> <li>• ICT is used to increase access to the curriculum</li> <li>• Additional adults may be deployed to increase student success and independence</li> <li>• Staff receive training to ensure understanding of the impact of sensory need upon teaching and learning</li> <li>• The SENCO completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students</li> <li>• William Brookes Academy Trust works hard to ensure that parents/carers are able to work in partnership with them to support their children</li> </ul>	<ul style="list-style-type: none"> <li>• Lift passes available to access lift to all floors</li> <li>• Hygiene room available</li> <li>• Large/specialised equipment available in P.E./D.T./Science</li> <li>• All students take part in a 'para-Olympic day'</li> <li>• Differentiated activities in practical subjects</li> <li>• School nurse available for appointments</li> <li>• Use of technology encouraged to record and note home and class work</li> <li>• A variety of resources and modified stationary available</li> <li>• Early finish in classes to avoid congestion in lesson change over</li> <li>• Use of a 'volcano card' to help ease anxiety</li> <li>• Support to take medication</li> </ul>

### **What should I do if I think my child has SEN or disability?**

- Speak with your child's House Leader to discuss your concerns
- Refer to the SENCO if there are still concerns. The SENCO at William Brookes is Mr Anderson. He can be contacted on 01952 728900 or at [sanderson@williambrookes.com](mailto:sanderson@williambrookes.com).
- You might want to consider some of the following points before arranging a meeting:
  - Why you think your child has SEN/D
  - Whether you believe your child learns at the same rate as other children of their age
  - What the school can do to help
  - What you can do to help
- You may want to speak to your GP if you have concerns of a medical nature about your child's learning, behaviour or well-being.
- Send any paperwork which may be appropriate to assist the school in aiding your child's learning.

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

- All parents receive monitoring reports on regular basis.
- Regular contact via telephone, letter and email if there are any concerns or praise that you need to be made aware of.
- Parent consultation Evenings.
- You will be invited to a review meeting three times a year for a child with a Statement/EHCP and those on SEN Support.
- Attendance at a half termly William Brookes SEN/D Parent Partnership Group (WBS: PPG).

### **How will I know if my child needs extra help?**

- Through information transferred at key transition points (between schools).
- Specialist teachers, HLTAs and SENCO visit primary schools before and during transition period to gather information.
- Schools make contact with external agencies at transition regarding students within their service using information gathered from Year 6 Annual Reviews, EHAF and CAF/TAC meetings.
- New Year 7 students undertake baseline testing including in the core subjects of English and Maths, along with a reading comprehension and spelling test.
- KS2 SATs results and teacher assessed levels
- Referral will be made to the SENCO from subject teachers after quality first teaching (differentiation and intervention) within the classroom.

### **How will William Brookes Academy Trust let me know about my child's support?**

Communication between school, parents and young person is paramount to a successful partnership. William Brookes Academy Trust will communicate with you via one or more of the following:

- Contact from teaching staff or keyworker via letter, email or phone-call
- Parent Consultation Evenings
- Invitation to a meeting with appropriate staff members
- Contact from the Learning Support Department via letter, email or phone-call
- Outcome from meeting with Learning Support Department could result in:
  - SEN/D Review Meeting (Plan, Do, Review)
  - Student Monitoring via SEN List
  - Student Passport

The Learning Support Department will make contact to arrange testing for Exam Access Arrangement in year 9.

#### **How can I support my child's learning?**

- Visit the school website and the links to relevant information
- Encourage your child to attend homework/revision clubs
- Know your child's targets and actively encourage your child to work towards them
- Encourage your child to engage in extra-curricular activities
- Follow advice given by school staff or external agencies (always ask for clarification if you need to)
- Attend all planning and review meetings

#### **How will I be involved in planning for my child's education?**

- SEN/D Review meetings to explore if your child's needs are being met
- Parent Consultation Evenings
- Individual meetings with specific teaching staff
- Discussion with external agencies
- Feedback from keyworker

#### **How will my child be involved in planning for their own education?**

- Talk to their keyworker, subject teachers and student support team when they have an issue
- Take responsibility for their own learning
- Ensure that all homework is recorded and completed
- Undertake relevant assessments to qualify for interventions
- Be involved in the writing of their student passport
- Select their options for Year 10/11 carefully during Year 9
- Have honest discussions with the Support for Learning Department about how their education could be improved i.e. what intervention is necessary to enable them to achieve their targets
- Identified students (those at SEN/D Support or with a Statement/EHCP will attend and collaborate in the plan, do, review process to monitor their progress

#### **How will William Brookes Academy Trust support my child in starting school and moving on?**

##### **Primary Transition (Year 6 – Year 7):**

Our transition programme begins early, often at the beginning of Year 6, supporting students and parents by:

- Arranging private consultations on our Open Evening in October
- Holding three parent introduction evenings on different nights of the week and allowing children to explore the school via a treasure hunt and quiz
- Attending Year 6 annual reviews and liaising with class teachers of children with SEN
- Holding a Parent Introduction Evening before the two day induction so that parents can meet their child's tutor and House Leader
- Arranging additional visits as necessary for students in Year 6 before the two day induction visits in July
- Keyworkers meeting intensively with parents of high-needs children and also spending time with the children themselves at primary school
- Holding transition workshops for selected students with external agencies
- Holding a three day Transition Camp during the summer holidays
- Students receiving their timetable before the start of the new school term so that they can be prepared in advance

- Assigning Year 9 mentors to the Year 6 students on the induction days and on the first day in September
- Only having Year 6 and 12 students in school on the first day in September

We also support Year 6 students with learning needs as they start at William Brookes in the following ways:

- By allocating tutors and keyworkers to match the specific needs of students
- Observation of students by Learning Support staff during the two day induction, who then meet the SENCO to feedback what they have seen
- Regular sports fixtures at which Junior Sports Leaders work with primary schools
- An invitation to our annual Sixth Form Pantomime
- Learning Support staff in every lesson for the student's first day
- After two weeks, classes may be redistributed to meet needs that have become apparent
- Interventions will be established quickly and students' progress in these will inform their SEN status

### **Year 9 – Year 10 Transition:**

We are committed to supporting students with learning needs during the transition from Year 9 to Year 10. We do this in the following ways:

- All Year 9 students with statements/EHCPs have a careers interview before their annual review
- For students without statements/EHCPs, GCSE options pre-meetings with the SNECO are held where necessary
- All students who have been on the SEN list are tested during the academic year for extra help during exams such as readers, scribes, using a laptop and extra time
- A differentiated curriculum may give time for overlearning or 1:1 support

### **Post-16:**

We are also committed to supporting our students with learning needs as they move to post-16 provision. We do this in the following ways:

- All Year 11 students with statements/EHCPs have a careers interview before their annual review
- Representatives from local colleges/training providers are invited to Year 11 annual reviews
- Information about support needs and exam help is provided to colleges
- Time is given in school to complete application forms with support
- Extra visits can be arranged to look at post-16 providers

### **How will William Brookes Academy Trust match the curriculum to my child's needs?**

- Quality First Teaching: Differentiated planning
- Additional in-class support in appropriate lessons
- Subject specific intervention sessions
- Use of student passports to inform staff
- Specialist equipment provided for students where appropriate
- Exam Access Arrangements

### **How will William Brookes Academy Trust make decisions about how much support my child will receive?**

- Tracking student progress
- For students with SEN/D but without a Statement/EHCP, the decision regarding support will be taken by the SENCO in consultation with teachers and the Head Teacher
- Change in a student's circumstances which has an effect on their well-being may lead to certain interventions being arranged
- For students with a Statement/EHCP, the decision will be reached when a plan is being produced and the needs have been identified
- Recommendations resulting from assessments by outside agencies

### **How does William Brookes Academy Trust allocate resources to match the needs of students with SEN/D?**

- All teaching staff at William Brookes School are teachers of SEN/D and are trained to enable them to meet the variety of needs of students within the classroom
- In-class support from highly qualified teaching assistants and HLTAs
- Small group support
- Availability of accessible resources and equipment
- Exam Access Arrangements
- External agency support
- Provision of specialist resources where an identified need is established

### **What training or expertise do staff members have at William Brookes Academy Trust?**

William Brookes Academy Trust has highly trained staff in a variety of specialist areas.

Training that has been provided to our staff includes:

- Loss & Bereavement
- Anxiety
- Self-harm
- Anger Management
- Social Stories
- Attachment Disorder
- Hearing Impairment
- Elklan (language)
- Visual Impairments
- Occupational Therapy
- Parenting Support
- Lego Therapy
- Suicide Prevention (STORM)
- Amanuensis (Exam Concessions)

Members of the Learning Support Department have undertaken training for specific learning difficulties such as:

- Dyslexia
- Dyscalculia
- Working with ASD

The William Brookes Academy Trust Inclusion Support Department consists of:

- 2 specialist teachers
- 1 trained Counsellor
- 2 HLTAs (Higher Level Teaching Assistants)
- 3 Student Support Officers
- 8 Departmental Teaching Assistants
- 8 Learning Support Assistants

**What specialist external agencies does William Brookes Academy Trust seek advice from?**

- Educational Psychology Service
- Woodlands Outreach (ASD)
- EnHance
- DIVERT
- Speech & Language Service
- CAMHS
- Targeted Youth Support
- Sensory Inclusion Service
- Autism West Midlands
- Shropshire Youth
- Future Focus
- COMPASS
- Family Connect
- School Nursing Service
- Education Access Service
- Relateen
- Red Cross
- Gender Matters

**How will William Brookes Academy Trust know that its SEN/D provision is effective?**

- Your child is happy in school and showing expected progress
- William Brookes School will gather information about the progress of your child through regular assessment of individual subjects which will indicate if your child is making expected progress and this will be shared with you
- Interventions will be assessed to indicate progress or not and this will be used to plan your child's needs within school
- School self-evaluation procedures
- OFSTED reports

**How will William Brookes Academy Trust include my child in activities outside the classroom?**

- Your child will be made aware and invited to access extra-curricular activities at lunchtime and after school
- Your child's tutor will inform them about extra-curricular activities each week
- Relevant and detailed risk assessments will be completed for out of school activities
- Planning for appropriate transport and reasonable adjustments to make sure that all students are able to take part

### **What should I do if I have a complaint?**

We hope that parents can discuss any issues that they may have with the SENCO, Mr Anderson and reach a mutually satisfactory conclusion. Mr Anderson can be contacted on 01952 728900 or by email at [sanderson@williambrookes.com](mailto:sanderson@williambrookes.com). However, in the event of a dispute that cannot be thus satisfied, please follow the standard school complaints procedure which can be found on the school website at [www.williambrookes.com](http://www.williambrookes.com).

### **Where can I find more information or advice?**

The list below is not an exhaustive list and other sources are available. Apart from where the site specifically belongs to William Brookes Academy Trust, all are independent of William Brookes Academy Trust.

- Mr Simon Anderson: Leader of Inclusion Support, William Brookes School, telephone number 01952 728900, email [sanderson@williambrookes.com](mailto:sanderson@williambrookes.com)
- William Brookes School Website: [www.williambrookes.com](http://www.williambrookes.com)

### **Independent Advice**

- Shropshire Local Offer team 0345 678 9021, asking for "Local Offer."
- <https://shropshire.local-offer.org/services/515>
- Shropshire IASS (formerly parent partnership): 01743 280019
- Telford & Wrekin IASS (formerly parent partnership): 01952 457176
- Council for Disabled Children: <http://www.councilfordisabledchildren.org.uk/>
- British Dyslexia Association (BDA): <http://www.bdadyslexia.org.uk/>
- National Autistic Society (NAS): <http://www.autism.org.uk/>
- RNIB: <http://www.rnib.org.uk/>
- National Deaf Children's Society: <http://www.ndcs.org.uk/>
- Careers and Participation Services: <http://nationalcareerservices.direct.gov.uk/jobprofiles>