



William Brookes Academy Trust

Special Educational Needs and Disability (SEND) School Information Report (SIR)

September 2020

This SIR works alongside and in conjunction with The Local Offer offered by Shropshire Local Authority and various other school policies, namely The SEND 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://new.shropshire.gov.uk/the-send-local-offer/>

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***SEND School Information Report
William Brookes Academy Trust
September 2020***

This policy is reviewed annually

1. Introduction/Overview

1.1 What are Special Educational Needs and Disability?

Special Educational Needs and Disability (SEND) is defined 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

1.2 William Brookes Academy Trust's Beliefs Regarding SEND

William Brookes Academy Trust support for learning policy is based on the following principles from the SEND 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 SEND provision is a priority;
- Collaboration across education, health and social care, should be led and co-ordinated by the local authority;
- The SEND Code extends to age 25 for those remaining in education or training. We can help in supporting transition to adulthood.

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 areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

2. Identification of SEND [New/Updated for 2020]

2.1 How does William Brookes School identify SEND?

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary.

The four areas specified in the SEND Code of Practice are:

- Communication and interaction (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- Cognition and learning (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- Social, Emotional and Mental health (including Attention Deficit Hyperactivity disorder (ADHD))
- Sensory and/or physical needs (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

The school maintains and regularly updates a SEND list. The progress of the pupils on this list is monitored at least termly. The list includes pupils who have Education Health Care Plans (EHCP) and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

2.2 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 SENDCo if there are still concerns. The SENDCo at William Brookes is Ms M Lacey: mlacey@williambrookes.com. Co-SENDCo is Mrs Sarah Longhurst: slonghurst@williambrookes.com or 01952 728900.
- You might want to consider some of the following points before arranging a meeting:
 - Why you think your child has SEND?
 - 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.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

2.3 How does William Brookes School know if children need extra help?

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the students' previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

2.4 How will I know if my child needs extra help?

- Through information transferred at key transition points (between schools).
 - Specialist teachers, HLTAs and SENDCo 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 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 SENDCo from subject teachers after quality first teaching (differentiation and intervention) within the classroom.

3. Provision and support for child with SEND

3.1 Provision and Support for your Child

Below are details regarding the ways in which we ensure support for our students, including those with SEND, 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.

Area of Need	Provision	Specific Strategies Implemented
<p>Communication and Interaction Needs These include, but are not limited to Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs</p> <p>Cognition and Learning Needs These include, but are not limited to Moderate Learning Needs (MLD)</p>	<ul style="list-style-type: none"> • 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. • Whole school policies are evaluated annually to ensure inclusion and progress of SEND students, and incorporated into the teaching & learning framework of the school • Staff and governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. • 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 • Support and advice is sought (when required) and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • All staff complete a comprehensive CPD programme that aids in meeting the needs of students within the classroom • Support staff are deployed effectively to ensure effective student progress, independence and value for money. • The SENDCo will gain national accreditation for the role and provides support and guidance for all staff. • Access to teaching and learning for SEND students is rigorously monitored by the SENDCO and Leadership Team • Behaviour for Learning policies are reviewed and evaluated annually with a focus on inclusivity and the impact on SEND students. • Teaching resources are routinely evaluated through observations, learning walks, work scrutiny and student voice to ensure that they are accessible to all students. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of ways, including in Literacy, Numeracy and Humanities. 	<ul style="list-style-type: none"> • May use a keyworker • Scotopic Stress Screening • Read & Write software for study and exams • Use of immersive reader and dictate on Office 365 [New/Updated for 2020] • Dyslexia Screening • Exam Concessions • Dyslexia Tuition • Spelling Groups • Small withdrawal groups for Maths and English • Literacy Intervention through 'Golden Groups' in English and Humanities, plus 'Reading Catch-Up Programme' • Homework amnesty • Support from outside agencies • Review meetings three times a year • Games/homework clubs at lunchtime • Coloured timetables • The ability to ask to work in a quiet room or small group room where applicable • Lexia [New/Updated for 2020] • Social skills development [New/Updated for 2020]

Area of Need	Provision	Specific Strategies Implemented
<i>Social, Emotional and Mental Health Difficulties</i> <i>These include, but are not limited to Mental and Emotional Health, Social Need and Well-being</i>	<ul style="list-style-type: none"> • <i>The school values all students and their diverse abilities are equally celebrated</i> • <i>The school has a positive approach to behaviour</i> • <i>Safety and inclusion of all students is paramount. Risk assessments are prepared for all students in all activities</i> • <i>Support is offered and signposted to families in order to reduce the impact of any form of disadvantage</i> • <i>The school has an effective pastoral support system with highly trained staff.</i> • <i>External support is sought and any advice implemented to support individual students' needs.</i> • <i>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.</i> • <i>Opportunities for learning outside the classroom offer a different approach to the curriculum, which supports students with social, emotional and mental health needs.</i> 	<ul style="list-style-type: none"> • <i>Vertical tutoring (the same tutor for time in school)</i> • <i>Use of an 'inclusion card' to help ease anxiety</i> • <i>Support to take medication</i> • <i>May use a keyworker</i> • <i>May need access to on-site school counsellor</i> • <i>Homework amnesty</i> • <i>Support from outside agencies, eg, Kooth and BEAM</i> • <i>Review meetings three times a year</i> • <i>Small room for exams</i> • <i>On-site resilience and anger management workshop</i> • <i>Meet & Greet in the morning to aid anxiety</i> • <i>Possibility of a taxi to and from school</i> • <i>Possibility of reduced timetable</i> • <i>Access to specially trained Emotional Literacy teaching assistants [New/Updated for 2020]</i> • <i>Specific staff with Level 2 Attachment training [New/Updated for 2020]</i>

Area of Need	Provision	Specific Strategies Implemented
Sensory and/or Physical Needs <i>These include, but are not limited to Hearing Impairment, Multi-Sensory Impairment, and Physical and Medical Need</i>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from specialist agencies and implemented to ensure barriers are reduced or removed • ICT is used to increase access to the curriculum • Additional adults may be deployed to increase student success and independence • Staff receive training to ensure understanding of the impact of sensory need upon teaching and learning • The SENDCO completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students • William Brookes Academy Trust works hard to ensure that parents/carers are able to work in partnership with them to support their children 	<ul style="list-style-type: none"> • Lift passes available to access lift to all floors • Hygiene room available • Large/specialised equipment available in P.E./D.T./Science • All students take part in a 'para-Olympic day' • Differentiated activities in practical subjects • School nurse available for appointments • Use of technology encouraged to record and note home and class work • A variety of resources and modified stationary available • Early finish in classes to avoid congestion in lesson change over • Use of a 'inclusion card' to help ease anxiety • Support to take medication • Fatigue management [New/Updated for 2020]

4. Arrangements for consulting parents/carers of children with SEND

4.1 How will I know how my child is doing?

- All parents receive monitoring reports on regular basis.
- Regular contact via telephone, letter and email and class charts if there are any concerns or praise that you need to be aware of.
- Parent consultation Evenings.
- You will be invited to a review meeting three times a year for a child with an EHCP and those on SEN Support.

4.2 How will William Brookes School 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:
 - SEND Review Meeting – Person Centred Plan (PCP)
 - Student Monitoring via SEN List
 - Plan-Do-Review process to monitor the impact interventions planned

The Learning Support Department will make contact to arrange testing for Exam Access Arrangements. These will be based on the evidence of additional learning needs and the normal way of working of a pupil and following JCQ guidelines.

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

- SEND Review meetings to explore if your child's needs are being met
- Parent Consultation Evenings
- Individual meetings or email contact with specific teaching staff
- Discussion with external agencies
- Feedback from keyworker
- Target Setting Evening for students in Year 7, 10 and 12

5. Arrangements for consulting young people with SEND

5.1 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
- 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 SEND Support or with an EHCP) will attend and collaborate in the plan, do, review process to monitor their progress

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

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

6.1 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 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 SEND
- 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 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
- 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 7 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 SENDCo 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

6.2 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 EHCPs have a careers interview before their annual review with an experienced careers advisor
- All Year 9 students will experience a careers day and PSHE lessons which aid knowledge and understanding of the "world of work" by exploring future career options. Student experience completing trial application forms, evaluate their personal skills and qualities and complete mock interviews
- For students without EHCPs, GCSE options pre-meetings with the SENDCo are held where necessary
- All students who have been identified are tested towards the end of the academic year for extra help during exams such as reading software, dictation software, scribes in some circumstances, using a word processor, being awarded extra time or rest breaks as appropriate
- A differentiated curriculum may give time for overlearning, 1:1 support or work experience

6.3 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 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

7. Our approach to teaching young people with SEND

7.1 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 Provision map to inform staff of needs and provision
- Specialist equipment provided for students where appropriate
- Exam Access Arrangements including the use of Read & Write software

7.2 How does William Brookes Academy Trust allocate resources to match the needs of students with SEND?

- All teaching staff at William Brookes School are teachers of SEND 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

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

- Tracking student progress
- For students with SEND but without an EHCP, the decision regarding support will be taken by the SENDCO in consultation with teachers and the Head Teacher
- Changes in a student's circumstances which have an effect on their well-being may lead to certain interventions being arranged
- For students with an 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

7.4 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:

- Anxiety
- Self-harm
- Anger Management
- Attachment Disorder
- Hearing Impairment
- Visual Impairments
- 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 Learning Support Department consists of:

- 1 x SENDCo
- 1 x CoOSENDCo
- 1 x HLTA (Higher Level Teaching Assistant)
- 2 x ELSAs (Emotional Literacy Support Assistant)
- Zonal Teaching Assistants
- Learning Support Assistants

7.5 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 via the student newsletter on Sharepoint.
- 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

8. Involvement of other bodies and external agencies

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

- Early Help Hubs (replacing EnHance, Targeted Youth Services & LifeLines)
- Educational Psychology Service
- Woodlands Outreach (ASD)
- DIVERT
- Speech & Language Service
- Kooth
- Beam
- Bee-U Emotional Health & Wellbeing (previously known as CAMHS)
- Sensory Inclusion Service
- Autism West Midlands
- Future Focus – Telford & Wrekin
- COMPASS
- Family Connect
- School Nursing Service
- Education Access Service
- Relateen
- Red Cross
- Young Carers

9. Evaluating the effectiveness of our provision

9.1 How will William Brookes Academy Trust know that its SEND 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

9.2 What should I do if I have a complaint?

We hope that parents can discuss any issues that they may have with the SENDCo, Ms Marie Lacey or Co-SENDCo, Mrs Sarah Longhurst and reach a mutually satisfactory conclusion. Ms Lacey and Mrs Longhurst can be contacted on 01952 728900 or by email at mlacey@williambrookes.com or slonghurst@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.

10. Further information and advice

10.1 How can I access in-school information or advice?

- Ms Marie Lacey: SENDCo at William Brookes School, telephone number 01952 728900, email mlacey@williambrookes.com
- Mrs Sarah Longhurst: Co-SENDCo at William Brookes School, telephone number 01952 728900, email slonghurst@williambrookes.com
- William Brookes School Website: www.williambrookes.com

10.2 Where can I access independent advice?

- Shropshire Local Offer team 0345 678 9021, asking for "Local Offer." <https://new.shropshire.gov.uk/the-send-local-offer/>
- 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>
- Autism West Midlands: <https://www.autismwestmidlands.org.uk/>