



Brays School
Annual SEN Policy & Information
Report
Summer 2024

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Brays School is committed to raising the aspirations of and expectations for all pupils with a range of special education needs including severe and profound learning difficulties, sensory impairment, and complex health and medical needs. Our school community is culturally diverse and this diversity is valued for the richness it brings. Brays School aims to be a safe, secure and nurturing environment which provides positive challenge and a focus on outcomes. Pupils make a positive contribution to school, home and the community. Brays School believes that working in partnership with parents, carers and other professionals who are significant in the pupils' development and well-being helps the pupils achieve their potential

Objectives

- To reflect the inclusive educational ethos of Brays School.
- To ensure that each child has equality of access to a highly adapted and individualised curriculum which effectively meets their individual special educational needs and disability.
- To involve the child as far as possible in his/her own education.
- To secure appropriate and effective facilities and resources to enhance the learning opportunities of all pupils.
- To involve parents and carers in their child's Assessment, Annual Review, Education, Health and Care Plans and Individual Education Plans.
- To secure support from appropriate external agencies and professionals in order to ensure that each child's individual needs are addressed as fully as possible.
- To work in partnership with our network of special schools.
- To facilitate the admission and transfer of pupils to and from Brays School.
- To signpost Parents/Carers to the Local Offer (LA)
-

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils at Brays have a range of learning difficulties including:

- Profound and Multiple Learning Difficulties
- Pupils with Severe Learning Difficulties
- Complex Physical/Sensory (Medical) Needs

4. Roles and responsibilities

Every member of staff has a responsibility to meet the special educational needs of pupils.

The Headteacher, Kari Anson, is responsible for pupil referrals and is the key point of contact with the Local Authority regarding placement of pupils.

5. What types of SEN do we provide for?

In accordance with our admissions policy, pupil places are prioritised for pupils with the following SEN designation/need types: - PD, PMLD, SLD and complex medical including VI and HI.

School has two classes with pupils accessing EYFS, which are organised according to need;

1. Severe, profound and multiple learning difficulties
2. Severe learning difficulties and autism

Both groups have very distinct learning needs and require different approaches to learning and a different pace of learning

There are three different pathways in school for pupils from reception to year six:

- Pre-Formal
- Semi-Formal
- Formal

6. Which staff will support my child, and what training have they had?

All staff have access to a programme of Continuing Professional Development which includes mandatory training in:

- Safeguarding & Child Protection
- PREVENT
- Moving and Handling

- Team Teach
- Health & Safety including Fire Training
- Medical Needs e.g. asthma, epilepsy

In addition, all staff have annual Professional Development Reviews / Appraisals which identify bespoke training needs.

Training needs are a key area of the School Improvement Plan and the school is committed to staff development.

The school has several staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work. Examples of specialist knowledge and training include:

- Attention Autism
- Whizz Kids
- Intensive interaction
- Augmentative and Alternative Communication (AAC) including Picture Exchange Communication (PECS)
- Visual Impairment & Hearing Impairment
- Mental Health
- Medication administration
- Gastrostomy care
- National Professional Qualification in (Middle / Senior / Headteacher) Leadership

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

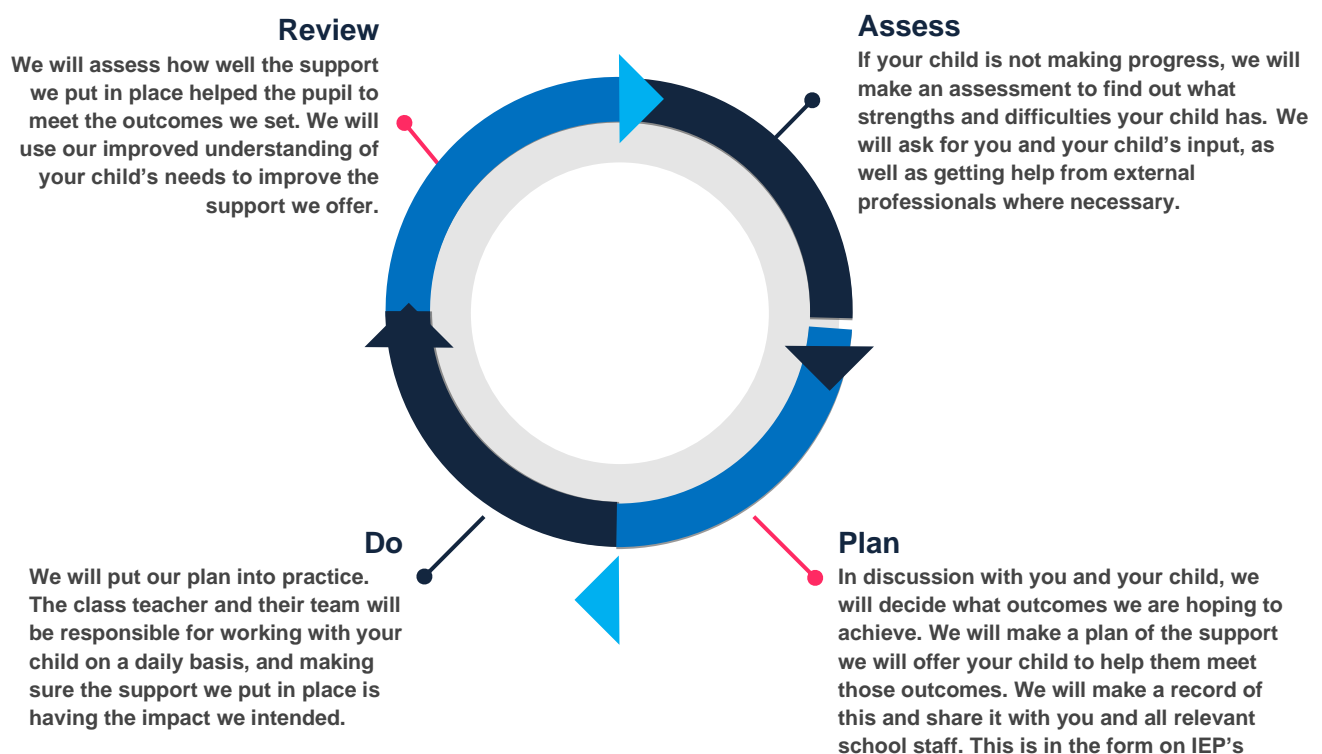
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- Child and adolescent mental health services (Forward Thinking)
- Social services and other LA-provided support services including Early Help
- Voluntary sector organisations

3. How will Brays measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

- Three times per year you will be contacted by your child's class teacher to discuss and review their progress against their Individual Education Plans.
- In consultation with the class teacher together you'll agree your child's new targets.
- Annually you will receive a teacher report for progress against your child's EHCP targets as part of the annual review process.
- Annually you will receive a school-based report celebrating key achievements.
- If your child works with the multi-disciplinary teams' teams e.g. physiotherapy, occupational therapy etc reports will be shared with you when they are produced.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.
- Feature on photographs to represent 'pupil voice'.

8. How will Brays adapt its teaching for my child?

All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group.

Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group. All quality first teaching is carefully adapted and is appropriately supported by class staff and specialist support teams such as Speech and Language Therapists, Occupational Health and Educational Psychologists.

At Brays School we provide a needs-led, person centred curriculum which is flexible and creative. For all learners we recognise that it is essential to offer opportunities for progression within all 4 areas of need as defined in the SEND code of practice, this is reflected in bespoke planning of termly outcomes for all pupils in their Individual Learning Plans linked to long term targets In Education Health and Care plans (EHCPs).

We promote the moral, cultural, spiritual, mental, and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development, and a passion for learning.

9. How does Brays support pupils with disabilities?

An Accessibility Plan accessed via the website under 'Policies'

All children/young people have access to all areas of the school and the curriculum intended for them. This is maintained and developed via our school budget to ensure we meet the needs of all of our pupils. Students have access to:

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculum and assessment pathways.
- A hydrotherapy pool.
- A Sensory Integration room 'Light & Sound'
- Adapted hygiene areas with tracking hoists and specialist equipment.
- Access to horticulture gardens and sensory outdoor spaces.
- Augmentative and alternative communication including communication assessments and pathways.

10. How does Brays support my child's mental health and emotional and social development?

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The Deputy Headteacher, Designated Safeguarding Lead coordinates all work with multi-agency teams to ensure the best possible support is offered to your child. This is also reflected in our Anti-bullying policy, capturing pupil voice and the existence of our School Council.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Providing opportunities to express feelings e.g. Using 'communication books
- An individualised approach to learning
- Pupils in Key Stage 2 have discrete boys' and girls' groups to receive the PSHE curriculum
- All pupils are supported to develop relationships with their peers and to have a 'voice'
- We have a zero-tolerance approach to bullying.

11. What should I do if I have a complaint about my child's SEND support?

Concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **Adaptation / Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages