

Special Educational Needs (SEN) information report

Brays School



Approved by: Local Academy Council

Date: To be presented on 16.1.26

Last reviewed on:

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Next review due by:

Autumn 2026

1. What types of SEN does the school 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 three classes with pupils accessing EYFS, which are organised according to need;

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

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:

- Explorers
- Discoverers
- Adventurers

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

Our school consists of: Senior Leadership Team, Family Support Worker, Administrative Team, Teachers, Higher Level Teaching Assistants, Teaching Assistants, Personal Care Assistants and Lunch Time Supervisors.

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

- Safeguarding & Child Protection
- PREVENT, FGM, Online Safety
- Moving and Handling
- Team Teach
- Health & Safety including Fire Training
- Medical Needs e.g. asthma, epilepsy, administering medication, allergies
- Dysphasia

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:

- National Professional Qualifications in: Headship, Senior Leadership, Leading Teaching, Leading Behaviour & Culture

- National Award for SENCO's
- Attention Autism
- Whizz Kids
- Intensive interaction
- Augmentative and Alternative Communication (AAC) including Picture Exchange Communication (PECS)
- Visual Impairment & Hearing Impairment
- Mental Health
- Gastrostomy care
- Makaton Levels 1 and 2
- Bikeability
- First Aid including Paediatric First Aid
- Colourful Semantics

External agencies and experts

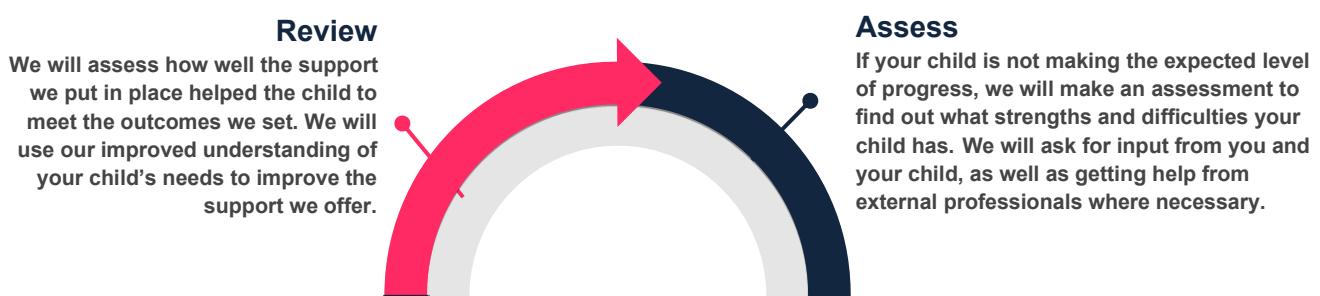
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

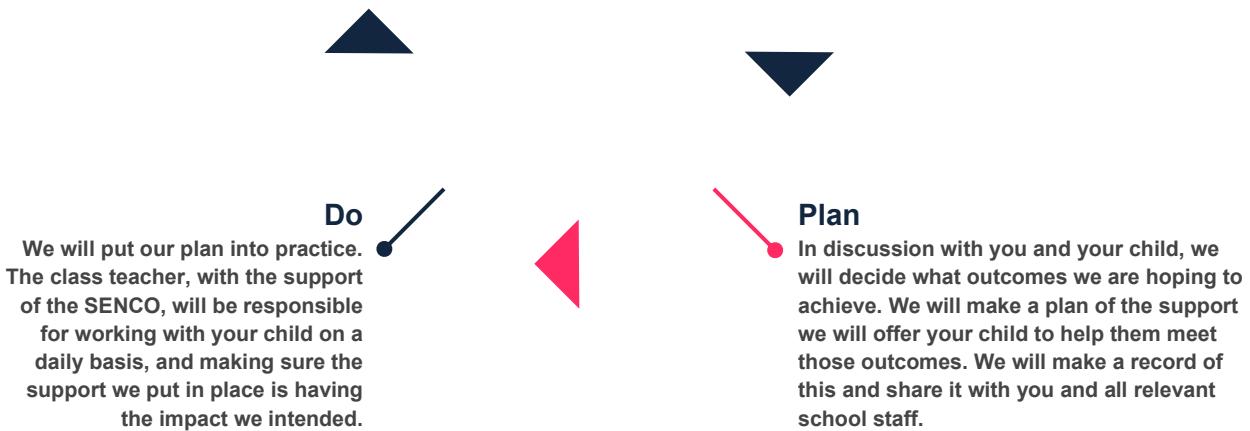
- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT)
- GPs or paediatricians (GP)
- Dieticians
- School nurses
- Physiotherapists (Physio)
- Orthotics
- Specialist visual and hearing impaired teaching service
- Forward Thinking Birmingham
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations e.g. Barnardo's

3. How will the school 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. This is through their Education Health Care Plan (EHCP), termly Individual Education Plan (IEP). Progress towards EHCP outcomes are reviewed annually at the annual review meeting and progress towards IEP's is reviewed in Feb, June and October each year.

Children's progress against specialist services e.g. speech and language will be reviewed by the respective services in accordance with their review schedule. This will be reported with families via a copy of the report.

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

- You will be contacted frequently via DoJo to co-produce your child's pupil passport, updates to risk reduction plans etc
- 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.

5. 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'.

6. How will the school adapt its teaching for my child?

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

At Brays School we provide a needs-led, person-centred curriculum which is flexible and creative. 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. 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.

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.

7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their IEP's each term
- Reviewing the impact of interventions during termly pupil progress meetings
- Using pupil voice
- Monitoring by the senior leadership team
- Holding annual reviews

8. How will the school resources be secured for my child?

All children at Brays have an Education Health Care Plan. The local authority funds children in accordance with the Local Authority banding schedule based on children's needs. We are provided with funding to deliver the provision identified within Section F of the EHCP.

If a child's needs change and they require additional funding to support their needs, with supporting evidence from external professionals during the annual review additional funding can be applied for.

9. How does the school 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 will the school 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 Parliament.

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

- Pupils are encouraged to be their class MP on our school parliament
- Providing opportunities to express feelings e.g. Using 'communication books, zones of regulation
- 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 support will be available for my child as they are admitted to school and transition between classes or settings

Admission Process

To help pupils transition to Brays School we work with families and external agencies to ensure that prior to a start date provisions are in place for health, physio and the class is ready to deliver education in accordance with Section F of the EHCP, supported by information shared by families as part of the admission process. The admission process is led and co-ordinated by the Headteacher, heavily supported by Rubina, our Family Support Worker.

As part of children's transition to school they are invited to join their class for transition visits and depending upon need may have a reduced timetable for transition purposes.

Between years

To help pupils with be prepared for a new school year we:

- Provide dedicated time for staff to complete and read transition paperwork so that all key documents are updated, ready to be shared with the new class team.
- Schedule visits with the new class team during the summer term; this can involve staff visiting the child in their current classroom or the child moving to their new class.

Between schools (often transitioning to secondary school)

- Share key documentation with the new school in accordance with our GDPR privacy notice.
- Support children to attend transition days at their new school.
- Facilitate visits from their new school to observe them in their classroom.
- Ensure that all safeguarding information is shared with the new school.

12. What support is in place for looked-after and previously looked-after children with SEN?

Our Deputy, Julia Lloyd – Jones will work relevant staff to make sure that everyone knows how a looked-after or previously looked-after pupil's circumstances.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any EHC plans and/or IEP's are consistent and complement one another.

13. What should I do if I have a complaint about my child's SEN 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.

14. What support is available for me and my family?

If you have questions about your child's need, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham or Solihull's local offer.

Birmingham [Birmingham's SEND Local Offer | Birmingham City Council](#)

Solihull [Solihull Local Offer | Solihull Metropolitan Borough Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Birmingham SENDIASS Homepage – Birmingham SENDIASS](#)

[Solihull SENDIASS | Solihull Metropolitan Borough Council](#)

Local charities that offer information and support to families of children with SEN can be found on our school website

[Family Support Worker - Brays School](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC plan** – an education, health and care (EHC) 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 SEN
- › **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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **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

