

SEN INFORMATION REPORT

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Our approach to teaching students with SEN

Brentside High School aims to challenge all to achieve excellence as lifelong learners with the highest expectations of themselves and others. This aim includes all the students in our school with SEN.

We aspire to provide an environment and promote an ethos which supports the students so that they are able to reach their potential and engage with opportunities both within and outside school.

1. Needs that can be supported at our school

Students with every type of need are supported at our school and we make our best efforts to ensure that every student in our school makes good progress and is well prepared for adulthood.

Sometimes we will commission other professionals to help us meet an individual student's needs in school or we may need to recruit staff or buy specialist equipment in order to support a student with SEN.

Sometimes a student who has complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the student with SEN, with advice from the professionals involved, usually within an Education, Health and Care plan meeting.

2. Who I can talk to about my child's Special Educational Needs

- Class teacher (subject)
- Form tutor
- Year pastoral support worker (SAFE worker)
- Head of Year
- Key worker (where assigned)
- SENCo (Special Needs Coordinator)

3. How students' needs are identified

All students are different so at Brentside High school we spend time identifying the needs of all students before they enter school and throughout their school life. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a student might have a Special Educational Need, we will discuss this with parents and the student to investigate further.

How are students' needs identified before they start at our school?

Parent information meetings

These are held for new parents in the summer term before your student starts our school. The SENCo and Year group leader are always present. If you believe that your student has a Special Education Need that has not been previously identified by your student's current school, then please inform us of your concerns. We will then arrange a time to follow this up with you and your daughter/son.

Induction Day for Y6

Visits are arranged to Brentside for Year 6s – and additional visits are also arranged for students with specific needs. The day is carefully structured to give the students an experience of Brentside and for us to learn about them.

Work with previous schools or educational settings

All school records are passed on to us. The Head of Year or Year group pastoral support worker (SAFE worker) visit primary schools and liaise with relevant staff. The SENCo attends Year 6 Annual Reviews for students with EHC plans.

Testing

We test students' levels in reading, spelling and numeracy early on in the school year and use the results to assign students to appropriate interventions.

How are students' needs identified?

At Brentside High School we want all our students to feel happy, have friends and feel they are learning successfully. It is important to us that any student feels that they can tell someone about any worry that they may have so we can help them. We have extensive pastoral support and there are many members of staff that a student can go to for support. We also have School Counsellors – to whom students can self-refer.

Talking to the teacher

We feel that working in partnership with parents leads to the happiest students and the best education. If at any time you are concerned about your child please contact your child's class teacher/ form tutor as soon as possible. You can call or email or arrange an appointment. There are opportunities to meet teachers and form tutors throughout the year. The Head of Year, Year group SAFE worker and the SENCo are also available – especially if you have more general concerns.

Parents consultation evenings

We hold two parents meeting per year to discuss the progress of all our students. These meetings can be used to voice any concerns you may have. Parents of students with SEN are sometimes invited to an additional meeting or a member of the Learning Support department joins the meeting with the tutor/ subject teacher. For students with EHC plans there is also an annual review and additional meetings for any student causing concern.

Teacher assessments

All students' progress and achievement are assessed by teachers in every lesson. Academic achievement and progress information is collected continuously for each student in order to ensure that all students are making good progress and will achieve their targets. If a student is not making progress then further investigations will be made to ensure that the school is meeting their needs. If, after this, the school believes your child may have Special Educational Needs then we will arrange a meeting with you and your child to clarify these needs and plan support.

Other information that may be used to identify student needs

We also use other sources of information to ensure that students are happy and making good progress including:

- behaviour logs
- welfare / attendance logs
- Teacher feedback
- Feedback in books
- Student responses
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4. How we work in partnership with parents of students with SEN

We try and work closely with all parents to ensure that students are happy and make progress. Working in partnership with parents of students with SEN is even more important so we do the following things:

- Communicate regularly and informally through home schoolbooks and/ or phone calls, emails and letters.
- Offer appointments to see the class teachers and SENCo if they are concerned and would like a longer discussion.
- Extend the termly parents' meetings so that a more thorough identification of a student's needs can take place and the desired outcomes identified.
- Include the progress a student with SEN has made towards their desired outcomes in their annual report.
- For some students with more complex SEN the school will work with students to draw up a profile that describes a student's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

5. How we enable students with SEN to make decisions about their education

We encourage all students, including those with SEN, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through encouraging students to ask questions and discuss their learning both in class and in scheduled meetings.

(Please see our Teaching and Learning policy for further details)

For students in Y9 and above with EHC plans, the Annual Review process will include discussion and agreement of a transition plan, supported by the Careers Advice service (Connexions). This plan will help the student to progress onto the next stage of learning. The plan will be agreed by school, student and parents and will be attached to the Annual Review.

Students with SEN support

The progress of students identified as having SEN will be monitored termly by the Year team, SENCo and Learning Support team. Where the data shows that learners with SEN are not making progress towards their targets, relevant colleagues will work with to improve outcomes. Targets are decided by school staff based on current need and interim reports. The outcomes and the additional support (See provision map) needed to help the students achieve them are recorded. Relevant staff will inform parents and students of the provision and it will be reviewed with progress shown on interim reports. This can be further discussed at parents' evening or on target setting and review days.

Students with an EHC plan

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and student to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the student's views in this meeting in as appropriate a way as possible.

6. How we help students when they move to our school

Before any student moves to our school, we speak to their primary school to find out how to help them settle in quickly. All the Year 6 students coming to Brentside have the opportunity to come and visit the school on the common induction day and spend time familiarising themselves with our school, the rules and routines.

Once we know that a student has significant SEN we will liaise with the primary school (and through them the parents) to decide on the desired outcomes we are all working towards. We may produce 'transition plan' to help a student settle into school easily and happily. If your student has an EHC plan a profile will be drawn up to communicate to staff exactly how to help your student and explain what we are doing.

7. How do we help students when they move to another school?

When a student moves to another school we pass on school records to the new school.

If a student has SEN we also:

- pass on SEN records including support, targets, EHC plans and profiles.
- Liaise with the SENCo/ year leader of the new school
- We may organise extra visits to the school and help prepare for transition.

8. How we help students who move between classes or phases of education

When moving classes, academic and pastoral information is available to all teachers via the school network. Tutors are briefed by the Year Leader and the SENCo.

9. How adaptations are made to the school to help students with SEN

Teachers plan lessons according to the specific needs of all students in their class. Specific resources and strategies will be used where appropriate to support your child individually and in groups. The school's curriculum takes into account a wide range of learners' needs. Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.

We run the following interventions to support learning: Literacy groups, Catch Up Reading, Speech and Learning groups, Spelling groups, small maths groups, GCSE support in Options Support lessons, Touch-typing / Handwriting support, GCSE Booster Maths, GCSE Booster English, GCSE Booster Science, Study Skills, organised activities at lunchtime, Homework club, Friendship club and Cooking club. Social skills are supported - with groups arranged as necessary. 'Social Stories' are used to support students with Social Communication Needs to make and accept changes.

Please see school provision map for more detail.

Where there is evidence to support a student's need for Exam Access Arrangements, and it is their usual way of working, these will be applied for.

Equipment

Students in wheelchairs

The school has three lifts and all the classrooms are accessible. We have a specially converted large toilet area with a hoist and a mobile hoist.

Writing support

Laptops or computers are commonly used in lessons but in addition students may be issued with a mobile word processor.

Adaptations for visual impairment

The school has a large magnifier and a growing collection of large-print books.

10. Staff skills and training

Staff	Training
All staff	The SEN code of practice, The Equality Act, policies on teaching and learning and behaviour management with information on how to include students with SEN
SEN Teaching assistants	Our teaching assistants have a wide variety of skills. Different staff have had training in the following areas: Autistic Spectrum Disorder, Speech and Language programmes, Reading support, Writing support, Maths support, Dyslexia training, Hearing Impairment support, Social stories
SENCO	In addition to the above: SENCo accreditation, Exam Access Arrangements testing

11. How effective our SEN provision is

Individual members of the Learning Support department take on a large number of key students, to whom they offer support, both with their academic and emotional needs. We offer a comprehensive set of provisions to students with a variety of needs. Students with SEN leaving Brentside in the past have exceeded National value-added progress measure scores, often achieving 'significantly above'.

Year 7 students who have not made age-appropriate progress in the past have been entered into our CatchUp reading programme, and have historically made an average of 15 months progress over the course of the year.

12. What to do if I am concerned about the effectiveness of my child's support

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be addressed. We take your concerns very seriously and will work hard to resolve them.

The first person to contact would be your child's class teacher or form tutor.

If you still feel concerned, then please contact the Head of Year, Year group pastoral worker (SAFE worker) or SENCo to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed, please contact the Headteacher. An appointment can be made via the school office. An email can be addressed to info@brentsidehigh.ealing.sch.uk or a letter sent to the school.

The school's complaints procedure can be found [here](#).