



Special educational needs (SEN) information report- Brine Leas School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND, please read our SEND policy. This can be found on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ella Robinson, who joined the school in September 2022.

Ella is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2020.

Deputy SENCOs

We have two deputy SENCOs. Their names are Sarah Meredith and Charlotte Lean.

Subject teachers

All of our teachers receive regular SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 20 TAs, including four TAs who are responsible for co-ordinating provision for each of the four areas of need detailed above. We have a number of teaching assistants who are trained to deliver interventions such as social skills, literacy intervention, and speech and language sessions,

External agencies and experts

We regularly liaise with external agencies in order to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Cheshire East Autism Team
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's form tutor or head of year.

You can get in touch by contacting the school on info@brineleas.co.uk. They will discuss your concerns with our SENCO, Ella Robinson.

We will then arrange a time to speak with you to discuss your concerns in more detail and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. This may include school undertaking further assessments and observations in order to fully understand any underlying educational needs.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor students who aren't making the expected level of progress in their schoolwork or socially. The first response to such progress will be high quality teaching delivered by teachers targeted at any areas of weakness.

If a pupil is still struggling to make the expected progress despite class teacher intervention and support, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEND team may observe the pupil in the classroom and at social times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

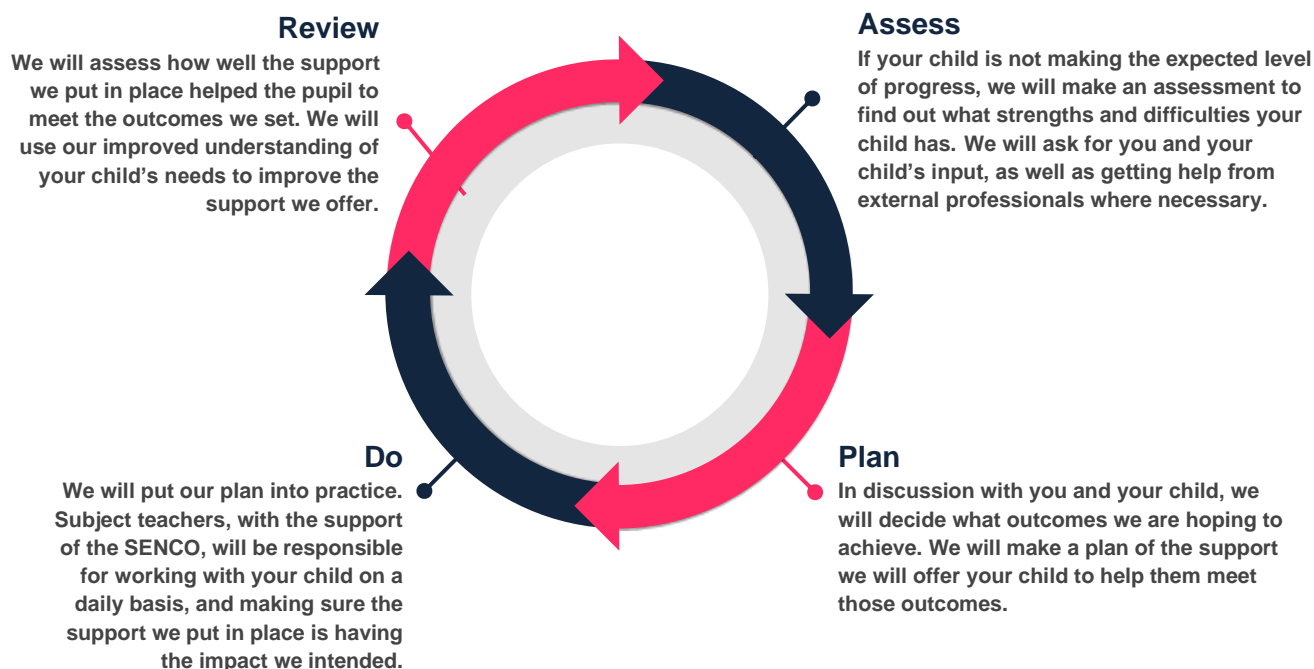
Based on all of this information, the SENCO will decide whether your child needs SEN support and will ensure that you are involved in this conversation.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN pupil profile for them which will be shared with all key members of staff.

5. 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.

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.

This process will be continual. If a review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. 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?

We will provide termly reports on your child's progress.

Your child's subject teachers will meet you annually at parents' evenings. You will also be able to meet with the SENCO to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

If you have concerns that arise between these meetings, please contact the school SENCO, Ella Robinson.

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

The level of involvement will depend on appropriateness. 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 written statement
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

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

Your child's subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best, and will work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources to ensure that they are accessible
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Where appropriate, we may also put short-term 1:1 or small group intervention sessions in place in order to support progress.

These interventions are part of our contribution Cheshire East's local offer.

9. 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 goals each term
- › Reviewing the impact of interventions, usually half-termly
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding an annual review (if they have an education, health and care (EHC) plan)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If funding is needed beyond what school is able to provide, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 7 residential trip.

All pupils are encouraged to take part in interhouse events, sports day, and school shows.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments as needed to make sure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

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

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to join extra-curricular activities to promote teamwork/building friendships
- › We provide pastoral support to ensure that pupils are able to share their views regularly
- › We have a 'zero tolerance' approach to bullying. Our anti-bullying policy can be found on the school website.

13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

If your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for secondary schools)

Our SENCO meets regularly with the SENCOs of local primary schools to discuss the needs of the incoming pupils near the end of the summer term.

We also arrange meetings either over the phone or in person with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education. We have a teaching assistant with responsibility for supporting SEND students with making informed choices about their future, as well as a careers advisor. We also liaise with local agencies such as the Youth Support Service to ensure that pupils with complex needs are provided with bespoke advice to prepare them for adulthood.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Ella Robinson is our designated looked-after teacher and Joanne Marler is our looked-after and previously looked after co-ordinator. They make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Concerns regarding SEN provision in our school should be made to the SENCO in the first instance. The SENCO will work alongside you in an aim to resolve any issues. However, if you are not satisfied with the school's response, you will then be referred to the school's complaints policy. This can be found on the school website.

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

If you have questions about SEND, 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 Cheshire East's local offer. Cheshire East publishes information about the local offer on their website: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Our local special educational needs and disabilities information advice and support service is named CEIAS and information can be found on their website:

<http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

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

17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **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.
- › **CAMHS** – child and adolescent mental health services
- › **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.
- › **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
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages