



# SEND INFORMATION REPORT

2023/2024

SEND Team

Breckland School, Crown Street, Brandon, Suffolk IP27 0PE

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## Key Staff in supporting students with SEND

SENDCo – Miss C Bussey

Executive Headteacher – Mr N Froy

Head of School – Mrs A Culley-Tea

Assistant Headteacher of Behaviour & Attitudes – Mr B Willgress

Thinking Reading Lead – Ms A Atkins

LSA – Mrs J Bennett

LSA – Miss L Dransfield

LSA – Mrs E Gould

Head of Year 7 & 8 – Mrs N Taylor

Head of Year 9 & 10 – Mrs T Leech

Head of Year 11 – Mrs A Donelan

Inclusion Officer – Mrs D Dicks

Student Support Officer – Miss J Roe

SEND Governor – Mrs S Gough

## Aims of our provision in regards to our students with SEND

The aims of our policy and practice in relation to Special Educational Need and Disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Emotional and Mental Health
  4. Sensory/Physical
- To request, monitor and respond to families and students views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet student's needs, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

## The Kinds of SEN that are provided for

### What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

**Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

Children and young people with SEND have different needs, but the general presumption is that all children with SEND, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with families, to make the provision required to meet the SEND of students at this school.

- For children with an EHCP, families have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - 1) It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
  - 2) The attendance of the child or young person here would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Families of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

## Policies for identifying Students with SEND

### **We know when a student needs help if:**

- Concerns are raised by families, external agencies, teachers, the student's previous school or the student 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 gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs.

### **What should a family do if they think their child may have special educational needs?**

- If families have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ mentor. This then may result in a referral to the school SEND team:  
SENDCo **Charlotte Bussey** - [cbussey@brecklandschool.co.uk](mailto:cbussey@brecklandschool.co.uk)
- All families 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.

## Arrangements for supporting students with SEND

All students will be provided with high quality teaching that is scaffolded to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- a) Classroom observation by the senior leadership team, the SENDCo and external verifiers.
- b) Ongoing assessment of progress made by students with SEND.
- c) Work sampling and scrutiny of planning to ensure effective matching of work to student needs.
- d) Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND.
- e) Student and family feedback on the quality and effectiveness of interventions provided.
- f) Attendance and behaviour records.
- g) Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- h) All students in KS4 have individual national curriculum targets set in line with national outcomes to ensure ambition. Families are informed of these via the reporting system and also at events such as Parents' Evenings.
- i) Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the student themselves.
- j) Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child,

and if required, provision to the teacher of additional strategies to further support the success of the student.

- k) Where it is decided during this early discussion that special educational provision is required to support increased rates, families will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model. This model will follow the graduated response model from the local authority and each child with SEN will have an individualised ILP (individual learning plan).

**Assess:**

Data on the student held by the school will be collated by the class/subject teacher/SEN Team in order to make an accurate assessment of the student's needs. Families will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:**

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the families and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

**Do:**

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account family's aspirations for their child. Families and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:**

Progress towards these outcomes will be tracked and reviewed termly with the family and the student.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after the family's permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## Arrangements for consulting Students with SEND

This school uses student centred profiles and ILPs. These identify their abilities and strengths, their personal aims and the actions to be taken by the school to reduce barriers to learning and social success. This information will be reviewed regularly, and the student's views gained on the effectiveness of the action taken so far to meet their needs.

## Arrangements for assessing and reviewing students with SEND

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.

- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with families.

Attainments towards the identified outcomes will be shared with families termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings. Families may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Families are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or their child's mentor at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is: **01842 819501**

## How will the school evaluate the effectiveness of SEND provision made for students?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of families and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

## What support is there for students' overall wellbeing?

The school offers a wide variety of pastoral support for students. This includes:

- A Personal Development (PD) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and family voice mechanisms are in place and are monitored for effectiveness by the Governing Body.
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Students who find social times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health.
- Mrs Berry, an assistant headteacher, is completing her Senior Mental Health Lead course.

## Students with Medical Needs

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and families and if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

## Arrangements for supporting children and young people with SEND when moving between phases of education

A number of strategies are in place to enable effective students' transition. These include:

### **On entry:**

- Discussions with Year 6 staff to facilitate an understanding of new students with SEND and how best to support their needs.
- A Key Stage 2 to Key Stage 3 transition programme includes extra transition visits for some students with additional needs in order to support their transition to secondary school. Families are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo is available to meet new families of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with families to identify and reduce any concerns.



- The transition programme in place for students provides a number of opportunities for students and families to meet staff in the new school. These opportunities are further enhanced for students with SEND and identified on the website.
- Families will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

For students transferring to local schools, the SENDCos of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition. The records of students who leave the school mid-phase will be transferred within five working days of the families notifying their child has been enrolled at another school.

#### **After school:**

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> this places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Families may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. **<https://nationalcareersservice.direct.gov.uk>** or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## The expertise and training of staff for students with SEND

All teachers receive SEND related training whilst obtaining Qualified Teacher Status. All our teaching staff receive training on classroom practice to meet additional needs in the classroom and have regular contact with the SENDCo for advice and guidance. We have a planned range of CPD for staff within School. Our SENDCo has many years' experience in SEND and is a qualified SENDCo having completed the National Award for SEN Coordination.

Teachers have had recent training in how to scaffold work for students with SEND to ensure they are getting the extra support needed during lessons. They have been advised on how to best support students with varying educational needs. This is regularly monitored during learning walks.

Last year new SEND and monitoring registers were introduced, giving teachers very specific advice on how to adapt lessons for each of our students with SEND. These continue to be embedded to ensure all teachers provide high quality teaching adapted to the needs of our students.

Enhanced training has been provided to the Learning Support Assistants and the SENDCo on:

- Thinking Reading – a new reading intervention
- Lexia

- Speech and Language Interventions
- Dyslexia screening
- Support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (e.g., Speech and Language and Communication, hearing and visual impairment, behaviour related needs and specific learning difficulties)
- Thrive
- ELSA
- Zones of Regulation

Specialist training has been provided to the SENDCo on:

- The National Award for SEN Coordination (NASENCO)
- Updates on SEND within Unity Schools
- Working with and attending SENDCo support groups with SES.

## How are the school's resources allocated and matched to children's SEN?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
3. Out of class support (relationship building, social, emotional skill development)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to families to improve student's readiness for learning (e.g. relating to student's difficulties in attendance, behaviour, physiological and emotional needs)
6. Provision of specialist resources or equipment (e.g. use of ICT, sloping board, electronic versions of text)
7. Partnership working with other settings ( e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments)
8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Youth and Church groups, local businesses)

## 11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

### Support Services for families of students with SEN Include:

Information, Advice and Support Agency Network offers independent advice and support to families of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

Confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND) can be accessed from SEDIASS. It is free, easy to access and confidential. <https://suffolksendiass.co.uk/>

Families can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

### Information on the Local Offer:

Information about support services and local opportunities for children and young people with SEND – the Local Offer – can be found at:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=8DF4795FFB41C08ED60CF1AE4206E007?localofferchannelnew=0>

The Local Offer also provides information on mediation and conflict resolution services at:

<http://www.angliacaretrust.org.uk/>

### Arrangements for handling complaints from families of children with SEND about the provision made at school.

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's mentor
- Your child's class teacher
- The SENDCo
- The Head of School
- The Executive Headteacher

For complaints, please follow the complaints procedure which can be found on the Unity website: <https://www.unitysp.co.uk/documents/complaints-policy-and-procedure/>

## References:

### **Schedule 1 of The Special Educational Needs and Disability Regulations 2014.**

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Supporting pupils at school with medical conditions** Sept 2014. [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/Supporting_pupils_at_school_with_medical_conditions.pdf)

**SE7 Local Offer: Framework and Guidance** [SE7 Local Offer - Framework AW.indd \(wordpress.com\)](http://www.se7localoffer.co.uk/wp-content/uploads/2015/07/SE7-Local-Offer-Framework-AW.indd)

A glossary of SEND terms is included in the appendices of the SEND Code of Practice

## Common SEND Abbreviations:

**ADD:** Attention Deficit Disorder  
**ADHD:** Attention Deficit Hyperactive Disorder  
**AP:** Alternate Provision  
**ADPR:** Assess Plan Do Review  
**ASC:** Autistic Spectrum Condition  
**BSP:** Behaviour Support Plan  
**CDC:** Child Development Centre **CHC:** Child Health Centre  
**CiC:** Child in Care  
**CISS:** County Inclusive Support Services  
**CLA:** Child that is Looked After  
**C&I:** Communication and Interaction  
**C&L:** Cognition and Learning  
**DOT:** Dyslexia Outreach Team  
**DP:** Dual Placement  
**EAL:** English as an Additional Language  
**EBSA:** Emotional Based School Avoidance  
**EHCP:** Educational Health Care Plan  
**EHCNA:** Education Health Care Needs Assessment  
**ELSA:** Emotional Literacy Support Assistant  
**ICPS:** Integrated Community Paediatric Services  
**ILP:** Individual Learning Plan  
**MLD:** Moderate Learning Difficulty  
**NHS:** National Health Service  
**OPP:** One Page Profile  
**OT:** Occupational Therapist  
**PDA:** Pathological Demand Avoidance  
**PECS:** Picture Exchange Communication System  
**PLAC:** Post Looked After Child  
**PMLD:** Profound and Multiple Learning Difficulties  
**PP:** Pupil Premium  
**PRU:** Pupil Referral Unit  
**P&S:** Physical and Sensory  
**RA:** Risk Assessment  
**SaLT:** Speech and Language Therapist  
**SAP:** Special Admission Panel  
**SEMH:** Social, Emotional and Mental Health  
**SENDAT:** Special Education Needs Disability Academy Trust  
**SES:** Special Education Services  
**SLCN:** Speech, Language and Communication Need  
**SM:** Selective Mutism  
**SP:** Special Provision  
**SpLD:** Specific Learning Difficulty