



SEN Information Report 2023-2024

September 2023

The Special Educational Needs (SEN) Information Report is a duty on schools to report information to parents under section 69 of the Children and Families Act 2014.) Brompton Academy values the individuality of all our students. We are committed to giving each of them every opportunity to achieve the highest standards. We do this by taking account of students' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations of all our students, regardless of diagnosis or additional need. The achievements, attitudes and well-being of all our students matter. This policy helps to ensure that this academy promotes the individuality of all our students irrespective of such characteristics as ethnicity, religion, disability, gender, sexuality or level of attainment.

Brompton Academy aims to be an inclusive school and as such, we ensure that we remove barriers to learning and participation through our planning and teaching approaches. This means that achievement is a reality for all the students who you will encounter in our academy.

At Brompton Academy, we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.
- A child of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Legislation and Guidance

This 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 Equality Act 2010, para 2 of schedule 10

- Section 69 of the Children and Families Act 2014
- 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.

Brompton Academy SEND Department

The overall responsibility of SEND and Inclusion lies with the senior leadership team, and the Principal.

Vice Principal – Behaviour and Attitudes: Mr. Stanley

SENCo -: Ms. Nasillo

Assistant SENCo – Miss. Rose

Assistant SENCo – Mrs. May

The role of the SEND Department at Brompton Academy is regularly reviewed as part of the whole school self-evaluation and review process.

The role of the SEND Department includes:

- Overall responsibility for and coordination of the SEN policy and provision in the school.
- The provision of professional guidance to colleagues and collaboration with staff, parents and other agencies.
- Maintaining the SEN register and ensuring records are kept up to date.
- Regularly liaising with and advising class teachers regarding the identification, assessment and support of students with special educational needs, including developing school-based plans and support.
- Meeting with parents regularly to discuss provision and agree support and targets, as well as ensuring student's views are sought and valued.
- Managing Teaching Assistants who are working with students with SEND and providing appropriate training, resources and support to them.
- Liaising with outside agencies to determine appropriate programmes of work and strategies, as well as with the Local Authority.
- Providing training and INSETs for teaching staff and support staff both at a whole school and individual level as required, as well as ensuring all new staff are inducted.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision in the academy.

The leadership team will:

- Support and liaise with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the academy.
- The Principal will have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Who has the main responsibility of ensuring that my child/young person is successful in the classroom?

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow the academy's SEND policy.

Further details can be found in The SEND Code of Practice 0-25, sections 6.36, 6.52, 6.54

What does SEND (Special Educational Needs & Disability) actually mean for my child/young person?

At our academy we use the definition for SEN and or disability from the SEND Code of practice (2015) which states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.
- A child of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools

How does Brompton Academy know if a child/young person needs extra help?

- All teachers are aware that high quality first teaching will have the biggest impact on pupil progress and there is an expectation that all children will achieve.
- All teachers have a clear understanding of age-related expectations and have on- going training in the identification of pupils with SEND; if a student is identified as having a special education need (SEN), Brompton Academy will monitor and support the students through differentiated teaching and specific intervention.
- A Student's understanding is monitored continuously, and they receive regular feedback (verbal & written).

- Students who regularly find it difficult to keep up are monitored more closely and will receive more targeted intervention.
- If a student does not respond to this intervention, they may require further investigation and assessment to identify an additional need.
- Class teachers will share concerns with the SENCo, who will review the support a student has received before deciding whether to refer to an outside agency for further assessment.
- At the end of each year, detailed information is transferred between year groups and key stages.
- A record is kept of the support a child has received, and its impact is reviewed regularly.
- Information and close communication with parents is a priority.
- Tracking of all students takes place through termly assessments.
- There is continuous close monitoring of behaviour, attendance and punctuality.
- Once an outside agency is involved, detailed reports and information from professionals are used to identify and support the needs of students.
- There is strong collaboration and communication with parents through regular formal and informal meetings.

For students with long term, complex needs that cannot be met within the school's budget, an Education, Health and Care plan needs assessment may be applied for:

https://www.medway.gov.uk/info/200311/education_health_and_care_plans

What should I do if I think my child/young person may have SEN?

If you are concerned about your child/young person's academic progress or well-being you should contact your child/young person's class teacher or personal tutor in the instance; they will be in the best position initially to discuss the concerns and outline any planned support within their sessions.

As per the SEND Code of Practice (2015), we follow the process of Assess, Plan, Do and Review. This means we will put interventions in place for your child/young person for at least 2 terms to assess if school strategies and resources have an impact or not. If the academy feels that the available resources within academy have not had the required impact during the review process they will offer:

- A follow up meeting with a member of the SEND department.
- If your child/young person has an education, Health and Care Plan (EHCP), you will be invited to regular review meetings. A plan will be written and shared with you, outlining how your child/young person's needs will be met.

If we have a concern about your child/young person, we may contact you to invite you to a meeting with a member of staff to discuss next steps.

How will I know how Brompton Academy supports my child/young person?

A child/young person is added to the SEND register once there is a confirmed need that requires the child/young person to access learning that is considered "beyond the classroom". For example:

- An assessment from an external agency has identified a need that will require additional in school support.
- Appropriate support that is planned, considering your child/young person's individual needs.

- If your child/young person is identified as having SEN, a school-based plan may be put into place; this plan will be reviewed with school/parents/carers three times per year on a termly basis.

In-class support

If in-class support is provided by a teaching assistant, the aims of this provision will be to:

- Increase access to success and participation in the curriculum.
- Increase your child/young person's social and academic independence.

Interventions

If your child/young person is included in an intervention, you will be informed by the practitioner running the sessions.

Please remember that children/young people also attend intervention groups as a part of their school life – it does not mean that your child/young person is considered to have a special educational need.

Outside Agencies/Specialists

As a parent/carer, you will be consulted whenever Brompton Academy wish to seek advice and support from an agency or specialist who is not employed by us. Any recommendations or actions will be shared with you and any on-going role for the specialist with your child/young person will be discussed with you beforehand.

Review of provision

During termly student progress meetings, the effectiveness of interventions and support is reviewed.

- Data is analysed to assess how well all students with SEN are achieving. This is shared with the governors.
- The quality of teaching and learning across the academy is constantly monitored. This is done through learning walks and observations, as well as close monitoring of planning and students' workbooks.
- The progress of groups, including students with SEND, is analysed through termly progress meetings and at the end of each year.
- Individual teachers and teaching assistants are also monitored through performance management.

How will the curriculum be matched to my child/young person's needs?

Whole class teaching is adapted to meet individual needs through differentiated activities.

Delivery – The teacher uses a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual students.

Support – The teacher will plan in-class student support and teaching assistants and other adults will work alongside the teacher to support students to access different aspects of the curriculum.

Marking – The class teacher will mark your child/young person’s work and feedback accordingly. This will support your child/young person to evaluate and develop their learning. Students are given the opportunity to respond to this feedback in order to move forward.

Tools/Equipment – General tools will be provided in the environment and for particular lessons to support the student’s participation and learning.

Organisation in response to need – Whole academy and class organisation supports individual students through focus groups, sitting by ability or sitting with an adult at their desk.

Social and emotional provision – Students are supported through targeted intervention groups, mentoring, counselling, and behaviour support plans.

How will the school know how well my child/young person is doing?

Academic progress is measured through:

- On-going classroom observation and assessment.
- Termly assessments – outcomes will be shared with parents/carers.
- Tracking of groups and individuals is analysed by class teachers/subject leaders and SLT.

Social and Emotional well-being is measured through:

- Staff observations
- Tracking of student’s emotional needs using resources such as Boxall Profiles and Leuven Scales of well-being and engagement.
- Behaviour and attendance logs.

For students who require further support beyond the school’s resources may include:

- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Specialist Team
- Targeted Mental Health support through CAMHS

Please be aware there are waiting lists of up to 2 years for some of these services.

How will the academy contact me?

We use a variety of ways to communicate with parents. These may include:

- Directly via email, text message or by phone.
- The academy website.

- The academy newsletter, which is published on the academy website.

What support will there be for my child/young person's overall well-being? How will my child/young person's personal or medical needs be met?

- Brompton Academy has clear safeguarding procedures that are updated regularly and shared through whole academy INSET sessions.
- Students follow a personal development curriculum, designed to support their mental health and well-being.
- Assemblies focus on our academy ethos 'REACH' and mini school system.
- All students with a complex medical need have a care plan. Several members of staff are trained in first aid. Where required, staff are provided with training on specific medical areas (e.g., diabetes, EpiPen). If your child/young person has a medical need which you believe the academy may not be aware of, please contact the school office.

How will my child/young person be able to contribute their views on how things are going?

- If a student has an EHCP, their views will be gathered before an annual review meeting.
- Students may have an identified mentor, who will talk to them about how things are going at school, and where necessary, will act as a mediator on their behalf.
- Students have the opportunity through their mini school and personal tutor sessions to voice their opinions also.

What specialist services and expertise are available at, or accessed by the academy?

Within the academy, we have the following expertise:

- Teaching assistants and higher-level teaching assistants
- ELSA
- Specialist teachers
- Counsellors
- Student Counsellors
- Students Social Workers
- Speech and Language Therapist

Services we bring into the academy regularly include:

- Speech and Language Therapists
- Occupational Therapist
- Educational Psychologists
- Social Care
- Visual and Hearing Impairment team
- Outreach teams

If the above cannot meet the individual needs of your child/young person, we will seek alternative advice and agency support. We will monitor all provision to ensure that it provides the planned impact.

What training do the staff supporting children/young people with SEN have?

There is continuous on-going professional development in place for teachers and TAs. This is delivered either through staff development days, day courses via external agencies or online training, specialist long courses. Some of this professional development includes:

- Teaching assistants (TAs) have a Level 3 qualification or above.
- HLTAs
- All staff are trained in de-escalation
- ELSA
- Lego Therapy
- Anger Management
- Emotional regulation

How accessible is the school environment?

All areas of the academy are fully accessible to all, which includes ramps, lifts and widened doorways.

How will the academy prepare and support my child/young person when joining Brompton Academy, transferring to a new school or planning for the next stage in their education, training or employment?

Transferring to Secondary School

- Primary transition forms are provided for all students
- The SENCo and/or a member of the senior leadership team attends a secondary transition meeting to hand over key information about students. When a face-to-face meeting cannot be held, this will be done over the phone or via video call.
- Students who may be vulnerable at the time of transition are identified and additional support planned where necessary.

Transferring to further education

- Students receive carer advice and where possibly are supported in visiting 6th form and colleges with the academy carer advisor and appropriate support staff.
- The SENCo and/or a member of the senior leadership team attends a transition meeting to hand over key information about students. When a face-to-face meeting cannot be held, this will be done over the phone or via video call.
- Students who may be vulnerable at the time of transition are identified and additional support planned where necessary.

Transferring for students with an EHCP

- Initial annual review meetings where transition is discussed and planned for, involving parents/carers, child/young person, both educational settings, and other professionals where required.
- For some students it may be necessary to be involved in taster days, transition events and school visits with both educational settings.

How do I apply for a mainstream place for my child/young person if they currently have an EHCP in place/EHCP is in draft?

An Educational and Health Care Plan (EHCP) means that your child/young person's needs as identified in Section B of their EHCP are viewed as being suitable for their current school placement. The process for a child/young person with an EHCP is separate to general school admissions.

All requests for a child/young person with an EHCP to join our academy are made via the child/young person's issuing local authority.

As a parent/carer, you can:

- Visit the school and make sure it's the right fit for your child/young person.
- Talk to the child/young person's EHCP Case Officer within the local borough about your wishes to move school/setting.
- Request an annual review/early annual review to discuss their current progress towards their targets and request a change of placement.
- Ask what EHCP support typically looks like in the school – not all schools put the same support in place and this support may be different to what your child/young person currently has.

As an academy, we will:

- Read all the paperwork that is sent to us from the local authority.
- Read the EHCP targets in Section E and the outlined provision in Section F. This will help us to decide if we are able to make the necessary provision within our academy.
- As an EHCP is a legal document, we have a duty to ensure that we can provide all support outlined in the document before offering a place.
- Respond to the local authority regarding the consultation. At this stage, schools and academies do not discuss this directly with the child/young person's family.

How do I apply for a place in the Specially Resourced Provision (Eliot Centre)

All Eliot Centre students:

- Must hold an EHCP where Speech, Language or Social Communication disorder is the primary need with or without concomitant ASD or anxiety; or
- Must hold an EHCP that identifies some form of literacy, language or communication difficulty, social vulnerability, or Specific Learning Difficulties (SpLD) are identified e.g., Dyslexia, Developmental Co-ordination Disorder (DCD) and Dyscalculia; or
- Must hold an EHCP that identifies ASD or SEMH (i.e., socially vulnerable) as a primary need where child has significant Speech and Language and/ or Social Interaction and Communication needs but not where these needs present as complex and challenging behaviour; and

In all cases must:

- Have Speech and Language Interventions or other interventions as specified within the EHCP (e.g., 1:1, small group work, in class, whole academy, TAs following an SLT programme);
- Be working within KS2 levels upon entry (expected level for Year 3 minimum);

- Be able to access mainstream lessons for some of the time, with support;
- Demonstrate the ability to carry out some work independently;
- Require the majority of lessons to be delivered in small group or specialist setting;
- Whilst it is expected that the majority of students will access GCSE courses from Year 10 in the wider Brompton Academy setting it is recognised that this will not be appropriate for all, and therefore individuals will be considered for Entry Level and Life Skills courses.
- Behavioural needs, because of their learning needs, should be compatible with the efficient education and emotional well-being of the other students in the group. In particular, with the vulnerabilities and anxieties displayed by students in the Eliot Centre.

The students come from various parts of the county and do not usually move directly from Brompton Academy's mainstream setting.

If you wish to apply for a place for your child/young person to attend the Eliot Centre, please contact your child/young person's EHCP Case officer via Medway's SEN Team: 01634 331 123.

How is the decision made about what type and how much support my child/young person will receive? How will I be involved?

The academy allocates support in line with your child/young person's needs and in accordance with the SEND code of Practice (2015), *"where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies"* (paragraph 6.58).

The SENCo or a member of the SEND team will discuss the strategies and interventions in place for your child/young person via SEN review meetings and/or parent/carers evenings.

- **How will I be involved in discussions about my child/young person's education?**
- You will be able to share your views at meetings with your child/young person's teacher and at parent's evening.
- You can contact your child/young person's class teacher at any time to discuss any aspects of education or provision.
- if at any time we would like to discuss an issue relating to your child/young person's education, you will be invited to attend a meeting at the academy.
- If you wish to meet with the academy SENCo please call the main office to book an appointment.

How can I be involved in the academy more generally?

- Follow us on social media
- Attend parent/carers evenings and any academy productions
- Become a Parent Governor
- Attend one of our SEN coffee mornings

Who can I contact for further information?

Call the main office number on 01634 852341 or email: office@bromptonacademy.org.uk