



## BRAMPTON MANOR ACADEMY

### SEN provision for Children and Young People at Brampton Manor Academy

#### ASSISTANT PRINCIPAL/SENCO: Ms Lisa Watson

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services at:

<http://www.newham.gov.uk/Pages/ServiceChild/Support-in-school-for-children-with-SEN.aspx>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This document sets out our Local offer here at Brampton Manor Academy. It describes the arrangements we make that are 'additional and 'different' for pupils with SEND. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

At Brampton Manor Academy we are committed to inclusion for all young people within the mainstream. Our school motto is '*Success through Effort and Determination*'. We aim to enable every young person in our academy to experience academic success whilst encouraging them to develop the effort and determination to be successful adults.

The Code of Practice 2014 emphasises the need for agencies including education, health and social care to work together for the benefit of young people. Young people with special educational needs will no longer be identified as School Action or School Action Plus and there will be a more graduated needs-based approach to SEN provision. Young people with more complex needs will be included in an integrated multi-disciplinary assessment process. Statements and Learning Difficulty Assessments (LDAs) will be replaced with new 0-25 Education Health and Care plans. The statutory assessment process of deciding whether a young person requires an EHC plan remains the same as that for a statement under the 1996 Education Act and it is likely that young people who have a Statement of Special Educational Need will be transferred to an EHC plan.

# Brampton Manor Academy: Local Offer

## ALL pupils will access:

- High quality teaching and learning
- Assessment for learning.
- An interesting and differentiated curriculum.
- A nurturing environment.
- After school clubs and educational visits
- Reasonable adjustments to the environment and equipment for pupils with disabilities.
- Personalised target setting by subject.

## Some pupils with additional SEN needs will access:

- Differentiated curriculum.
- Access to additional adult support either within the classroom or in intervention sessions.
- Targeted interventions with support matched to needs.
- Interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

## A few pupils with complex or significant needs will access:

Interventions that are additional to, or different from those provided as the school's usual differentiated curriculum these may include:-

- Referrals to outside agencies for individual assessment or recommended programmes of study
- Access to specialist programmes devised by advisory teachers for individuals e.g. students diagnosed as dyslexic
- Small group teaching or 1:1 teaching if necessary
- An alternative/personalised curriculum especially for years 10 and 11 students
- Additional pastoral support and supervised times within the school day



## **Brampton Manor Academy**

### **Special Education Needs School Information Report**

#### **How does the school know when a pupil has learning difficulties or special educational needs?**

Information about your child is gathered by the Special Educational Needs Co-ordinator (SENCo) through transition visits and attendance at Annual Reviews at Primary School. The SENCo also attends the Local Authority Primary/Secondary Transition day where information about individual students is passed on to Secondary colleagues. Brampton Manor Academy also encourages the parents of young people with SEN to come and meet the SENCo and the learning support team before the young person arrives. Here at Brampton Manor Academy the SENCo is Ms Lisa Watson and the Deputy SENCo is Ms Maggie O'Sullivan. Brampton Manor Academy has a team of academic and support staff that work with students with SEN or additional needs.

#### **Before the young person arrives at Brampton Manor Academy.**

- Visits are arranged to Primary Schools.
- Files and information received from Primary Schools are collated.
- All students who are due to attend Brampton Manor Academy are invited to attend a Transition day in June.
- Additional transition visits are organized for students that need them.
- A personalised Transition Plan will be put in place for students who need one.
- Parents are encouraged to come and meet the learning support team before the young person arrives so that they can establish a point of contact and become familiar with the department.

#### **How is the curriculum matched to pupil's needs?**

- The inclusive ethos at Brampton Manor Academy means that the curriculum caters for a range of needs and abilities. On occasion this may include students having access to provision and intervention which is different from and additional to the mainstream classroom.
- Pupils are grouped in forms and are taught in both mixed ability groups and ability sets dependent on the subject. Teachers plan lessons to cater for every child and their individual needs.
- There is an enriched curriculum for SEND students at Brampton Manor Academy which includes small group teaching, 1:1 withdrawal, Speech and Language Therapy groups and supported homework sessions.
- An alternative modular curriculum in the form of the ASDAN scheme is taught to those students who need it.

## How does the school know whether pupils are making progress?

- A regular and rigorous cycle of assessment and review is built in to the curriculum to ensure all students are making progress in all subjects.
- Students with SEND who may have a different starting point are equally expected to make good progress.
- Pupils who require additional support beyond the differentiated curriculum of every classroom are identified on the SEN register and their progress is closely monitored through school assessment procedures as well as individualised assessment tasks.
- To ensure that intervention groups are having an impact on progress ongoing assessment is an integral part of the programme of work.
- Individual programmes are regularly reviewed and the content reassessed to ensure that students have realistic yet achievable targets.

## How are parents / carers informed about how their child is doing?

- At Brampton Manor Academy parents are encouraged to contact teachers to discuss the progress of the young person.
- The school, including the Learning Support Department, has an open door policy for parents to discuss any concerns. If they think the young person requires additional support they are encouraged to contact the academy.
- Senior staff, the SENCo and other key staff are regularly available to discuss any concerns but parents are encouraged to make an appointment if they want to see specific staff members.
- Regular reports are issued to parents including effort reports and end of year reports. All Year groups have a Parents' Consultation Evening with an additional Tutor Evening in the Autumn Term for parents of Year 7 students.
- Annual reviews are held with the SENCo and any outside agencies for students who have Statements of Special Educational Needs (or EHC plans) or who are in receipt of High Needs Funding. At the annual review individual progress is discussed, targets reviewed and new targets set.

### What arrangements does the school make to support pupils transferring from another school?

- The learning support department will liaise with the admissions officer and where possible contact the previous school for information if no files have transferred.
- A baseline assessment will be carried out if necessary.
- The Learning Support Department will organize a suitable timetable for the student. Where a student has already started on a GCSE course we will try to ensure that there is some continuity of study.

### How is support organized for pupils with identified special educational needs?

- At Brampton Manor Academy the majority of students are able to access the mainstream curriculum with some additional in class teaching assistant support.
- Some students who have more complex needs require 1:1 support across the school day.
- Education Health and Care plans (EHC plans) are written by the Local Education Authority in close consultation with parents following a request for a statutory assessment. A range of professionals involved with the student contribute to the process. The EHC plan states the level of educational, social and health support the student requires.
- The Learning Support Department works closely with all support staff, parents and outside agencies to ensure that the additional needs of students are met. This may include individual speech and language therapy sessions, physiotherapy programmes or occupational therapy programmes. Students who have a medical condition that requires supervision will have an individualised plan based on need.

### How are decisions made about how much support individual pupils receive?

- Brampton Manor Academy has a range of SEND provision and interventions which are designed to match individual needs. This is financed through the SEND budget and High Needs Funding from the Local Authority.
- Pupils with EHC plans or High Needs Funding receive support from a range of staff.
- The SENCo and learning support staff pay close attention to recommendations and advice given for individual students and allocate the nature of the support according to need.

### How does the school know if the extra support is helping pupils to make progress?

- The school regularly reviews the progress of all the pupils. Those in receipt of extra support are expected to make progress following an intervention.
- Annual reviews are held with parents, teachers, the SENCo and other professionals to assess the progress students with SEND make towards long term targets.

### How are parents / carers informed about their child's needs and what support they are receiving?

- Brampton Manor Academy welcomes an open dialogue with parents and carers who have any concerns about the needs of their child.
- Brampton Manor Academy works closely with parents of students who have SEND to ensure that there are open communication pathways.

### How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parents are invited to attend all meetings and annual reviews.
- Parents' views are sought prior to Annual Review meetings.
- The SENCo and Deputy SENCo are available before and after school to meet with parents on a more informal basis.
- Targets are reviewed and new targets set at Annual Review meetings. Parents are fully involved in this process.

### What expertise and training do the staff who support SEN pupils have?

- All teaching assistants are fully qualified with a City and Guilds qualification. There are a number of HLTAs amongst the teaching assistants as well as two fully qualified maths teachers.
- Staff who work with SEND students have training throughout the school year.
- Staff who work with speech and language groups are fully trained by therapists from the Speech and Language Therapy team from the LEA.
- Support Staff have on-going professional development to support them in meeting the many needs of students.

## What specialist support or services does the school access for pupils with SEN?

- Referrals are made to a number of outside agencies when we seek advice from specialists. The services we use regularly include the Behaviour Support Service, the Educational Psychology Service, Speech and Language therapy Service, Language Communication and Interaction Service, the Child and Family Consultation Service, the Complex Needs and Dyslexia Service and the School Counselling Service.

## How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- There are wide doors for wheelchair access.
- There are lifts in the building to make the learning spaces accessible to all students.
- The Academy has disabled toilets.
- Medical room that is staffed at all times.
- The Learning Support Department has a small but well-equipped sensory room.

## What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

- All pupils are offered opportunities to attend trips, after school clubs and school journeys.
- A separate risk assessment may need to be written for some individuals to ensure that they access school trips safely.
- Some pupils require additional support for school journeys and trips and an additional member of staff will go along with students where necessary.

## How will the school prepare and support pupils who are transferring to a new school?

- Student profiles are updated and given to the new school to ease transition.
- The SENCo will contact the new school and ensure that any relevant files or information is passed on.

## How does the School support pupil's overall well-being?

- Brampton Manor Academy sees the overall well-being of students as being of paramount importance and provides pastoral, medical and social support in school.
- The academy has a team of fully trained first aiders.
- The learning support department has two members of staff who have undergone the Epilepsy training course.
- All members of staff in the Learning Support Department have had epi-pen training.
- Brampton Manor Academy is a multicultural school. There are a number of bi-lingual staff who are able to communicate with staff and parents or carers whose first language is not English. Staff will act as translators for parents in meetings if needed.
- The Student Protection Team (SPT) consists of the SENCo, the School Counsellor, the Educational Welfare and Child Protection officer and the designated lead for Safeguarding (Assistant Principal). SPT meet weekly where the difficulties of individual students are discussed and appropriate next steps for support explored.

## How does the school prepare their pupils for their next stage of education and for adult life?

- Brampton Manor Academy works closely with post-16 partners to ensure that students make a smooth transition to post-16 education.
- Brampton Manor Academy works closely with feeder primary schools and staff go to the primary schools for teaching sessions and children from the primary school come to the Academy for taster sessions.
- Students with a high level of need have support with transition during Year 11 including information, advice and guidance as well as help with the completion of application forms.
- EHC plans will in future follow students into post-16 provision. They will replace Moving On plans and will set out the provision for students up to the age of 25.

## Who can parents / carers contact to talk to about their child's special educational needs?

Executive Principal:  
Assistant Principal: (SENCO/Inclusion)

Dr. Dayo Olukoshi  
Ms. Lisa Watson