

SEN Information Report

In accordance with section 65(3) of the Children and Families Act



What kind of special educational needs provision is accessible for children at Brantwood Specialist School?

Brantwood Specialist School is a day and residential school for up to 51 boys and girls aged 7-19 years. The students exhibit a variety of needs, including autism spectrum condition and anxiety, many high functioning, which have impeded personal developmental and educational success. Many of the students have a number of diagnoses. Our students have failed in, or have been failed by, a variety of settings before coming to Brantwood Specialist School. They arrive disengaged with education and life after having experienced break downs and trauma.

How do we identify children who may have an SEN need?

A close relationship with the local authority, parents/carers and placing school helps us in the early identification of any child who is transferring to our setting that has additional needs of any kind. The Admissions Team members liaise with the Local Authority, parents/carers and the previous providers and attend any relevant meetings and observe any young person coming to our school setting prior to that child starting school, to ensure that the school has a clear understanding of the child's needs and to ensure a smooth transition is made.

All children entering the school are assessed to form a baseline of their academic abilities using the school's assessment tools. In conjunction with this, all potential students are assessed by a member of the therapy team. The therapist undertakes an assessment of a young person's therapeutic needs based upon paper information, talking to staff at Brantwood who have begun working with the individual, and, if necessary, making visits to a previous provider, parent or carer. We will also analyse the objectives and other information set out on the child's EHCP. Members of senior staff will assess an individual after they have been with the school for three or four weeks, so that we are able to assess their more natural behaviours once they have integrated into school life and initial anxieties have subsided.

Referrals are then made to the school's Senior Leadership Team. Directed by the Senior team, we will consult with the therapists as well.

If a parent or carer has a concern about their child either when they start school or as they are progressing through the school then we listen carefully to their views and monitor the child carefully, before deciding how to proceed forward.

Teachers and other staff make careful observations of the children in their class, quickly identifying any concerns. These causes for concern are written up within 24 hours then may be raised as a concern to a Designated Safeguarding Lead or with the Head Teacher or a particular Therapist depending upon the nature of the concern. All concerns are passed on directly to a parents and carers and again depending upon the nature of the concern, the Local Authorities Social Worker and the Early Help Team.

What provision is made for children with an Education Health Care Plan (EHCP)?

How is the intervention/support monitored as to its effectiveness?

All children coming into our setting have an Educational Health Care Plan. Those children identified as benefiting from intervention/support are monitored against the progress they are making; children identified as requiring further intervention are given extra support in the area identified and a timetable of study is set out to support individuals. Where a child has fallen behind due to other impacts such as social and emotional issues, or difficulties away from the school setting, a therapeutic timetable is arranged between our Senior Leadership Team and a specific Therapist above and beyond their normal therapeutic needs and this is re-evaluated after a given time scale ranging between 3 to 6 weeks. Parents and carers are kept informed of actions taken and timescales and progress are monitored in order for the child to move to next identified point of progress and is working towards expectation again.

What are the school's arrangements for assessing and reviewing progress of children with SEN?

Where a child is deemed to need additional support in order to close the attainment gap a suitable intervention is chosen. An ongoing judgement is made as to the effectiveness of the intervention and progress marked and tracked after the intervention time period has come to an end. A decision is then made, as to whether to try an alternative approach, continue with the current programme or if the child has made sufficient progress that a support plan is no longer necessary.

What is the school's approach to teaching children with SEN?

We are a fully inclusive school and strive to ensure that all students achieve their full potential. All sessions are differentiated to meet the needs of all children in the class. Our class sizes are particularly conducive to providing fully individualised learning programmes. Children are able to benefit from our high staff/student ratio and where required can often be taught in a 1:1 situation, meaning their special needs can be addressed more specifically, either alongside children in their class or through specified withdrawal arrangements with the Therapies Manager and her team, a therapist, or the Class Team, (depending on the need), so that interventions are carefully chosen and matched to the children's needs and the effectiveness of these is monitored through daily feedback and weekly feedback.

How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual child and their different learning styles. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of the children e.g. displaying visual timetables, simplified wall targets, and independent working visual resources. At Brantwood Specialist School we try to create an environment that is immersive, but recognize that some children work better in an environment that is not as visually busy; this is considered based upon the needs of the current cohort of the class.

What additional support for learning is available to students with SEN?

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff and individual plans. The school works closely with a range of therapists that attend the school on set days throughout the week. These include:

- Occupational Therapist - 3 days per week
- Speech and Language Therapist – 7 days per week
- Counsellor – 1 day per week
- Massage Therapist – 2 ½ days per week
- Art Therapist – 1 day per week

The school also works closely with other outside agencies such as CAMHS, the Early Help

Team, Family Support Workers, Social Workers, members of the Children's Disability Team.

How will my child be included in activities outside the school classroom including school trips?

Brantwood Specialist School particularly recognises the needs to include our children in activities outside of school, to help bridge gaps, regarding social development including developing Life Skills. Children can gain Life Skills accreditation through practical working and doing OCN qualifications reflecting the therapeutic education through craft and outdoor classrooms. Children are given the opportunity to gain direct work experience.

All children regardless of needs are included in all school trips, where relevant. Some children can earn extra school trips where they have shown increased uplift in school attendance and positive behaviours throughout the term. Where whole school trips are involved, parents are informed about the nature of the trip. All trips are risk assessed for accessibility and to ensure that all children can participate in the activities as fully as possible.

What support is there for my child's overall well-being?

The emotional and social development of all children is very important to us at Brantwood Specialist School. The children access the Preparation for Adulthood curriculum, which can address well-being topics holistically through the teaching of SEAL, PSHE, RSE, SMSC, E&D, FBV and CEIAG.

When it is thought that a child needs more additional support with their social and/or emotional development then additional expert advice would be sought in order to ensure those needs are met through referral to our Therapy Team, where further intervention would be timetabled to address these needs. (As set out above).

Sometimes our children require us to administer medication from a prescription. Arrangements are made to administer the medicines in school to ensure that children are able to attend school. Staff undergo training in order to gain a qualification that allows them to administer medication to some of our children. All staff follow policy guidance. Year two and five children have access to a yearly flu jab, after parental admission is gained, which is administered by a Nurse that comes onto the school site. Likewise, with the administering of the Tetanus jab in Year 9.

Who can I contact about Special Educational Needs at Brantwood Specialist School?

The Special Needs Co-ordinator is Eric Knutsen (Head Teacher), but you can also talk to Rae Stevenson (Deputy Head Teacher) and any member of staff who will try to help and point you in the right direction.

You can contact Eric, Rae and all staff to discuss your child's SEN requirements via 0114 258 9062, ringing up to make an appointment or emailing: eric.knutsen@brantwood.rmt.org or rae.stevenson@brantwood.rmt.org.

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

When a child with additional needs starts at the school we endeavour to ensure that all staff have up to date training for the specific needs of the child, including medication requirements. As well as the visual resources identified in classroom earlier in the report. Staff can research a subject or area of concern they have identified with their young people, for example finding strategies for helping children who have ADHD. They can then watch a visual presentation of tips and strategies to help that young person. All staff have had up to date Safeguarding training including Keeping Children Safe in Education and Early Help Training and know exactly what to do if they have any concerns about the welfare of a child.

The school also has access to support and guidance from the aforementioned therapy team, LADO, LA's MASH Team, CAHM's team, Social Workers and Children's Disability Teams.

How accessible is the school both inside and outside?

The school is accessible through a pedestrian gate across the yard from the school building on Kenwood Bank. The garden is accessible to the left of the gate. The disabled toilet / visitor's toilet is located on the ground floor. There are five specific classrooms accessible on the first floor in the building, not including a science room found on the ground floor. The community room is accessible on the first floor. On the second floor, there is a wool craft room, the 'loft' for movement and the Therapy Suites Block.

How are parents involved in the school?

Parents are actively encouraged to be partners in their children's education through; informal/formal discussions with their class teacher or any member of staff, daily telephone contact, email contact, home/school diaries, SEN support meetings, progress reviews, student targets, parent consultations and yearly written reports.

Parents of children receiving extra specialist support through therapy are encouraged to meet with them and Therapists will make home visits to support parents and children jointly in the home environment.

What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of their SEN, are aware of their next steps to their learning. Children have targets that are shared, discussed and worked through with members of staff providing the additional support. All children are invited to give their feelings about their progress in the review meetings which are held throughout the school year. Student target discussions are monitored through comments made in books via work scrutiny. Children also have the opportunity via the teacher's hexagonal approach to comment through student voice on aspects of their learning, for example. Do they find work challenging? Do they have targets? Are they given the opportunity to learn independently?

Parents are very welcome to come in to school by prior arrangement.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint relates to the Head Teacher then the parent would be directed to the Regional Director, Schools and the school's Complaints Policy.

How does the school / board of trustees involve health, social services, LA support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from the Therapy and Early Help Support. Where necessary, we will involve the LA's MASH Team, and where necessary refer to the LADO to support the child's academic and social progress.

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32.

The school has support from many different authorities due to our children's geographical diversity. Each child has a specific information sheet accessible to all staff on the Shared Drive, which includes relevant information for the needs of each individual child. For example, the child's Social Worker, the CAHM's team, the Early Help Worker.

What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers and the team around the child on how we can best meet the emotional needs of the child
- Consultation with the teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
- Consultation with the next placement of education (whether it be new class, new college (16+ arrangements) and liaison and familiarisation of personnel
- A transition timetable to be drawn up and shared between parents/carers and child to include: Opportunities for the parents/carers to meet with the staff at the school that the child is moving to, opportunities for the child and parents/carers to have several supported visits to the new placement and a transition booklet which is shared with the child if that child is transitioning to us.