Our Local Offer for Special Educational Needs and/or Disability

Teaching, Learning and Support

How do we teach, and support SEND children?

As a school, we strive to ensure that all students are given the opportunity to access appropriate learning and life opportunities in an inclusive manner. The core purpose of our school is to ensure that we enable every young person to achieve their full potential.

- This is reflected in the provision of high-quality teaching, which is differentiated to meet the needs of all our students. In-class approaches might include alternative forms of recording work, small group or individual teaching.
- Subject teachers and support staff are supported in appropriately differentiating learning opportunities for the all students in their class by the SENCO.
- The school has intervention programmes available to support students who could benefit from it. Interventions are subject specific or literacy/numeracy based. Some interventions are commercially available programmes, for example, Accelerated Reading. Many of our intervention programmes are bespoke, personalised approaches based on best practice guidance, for example social skills and anger management. For those with complex needs, the school seeks the advice of external specialist agencies. In some cases, these specialists might work in school with the student, or may provide programmes of work for school staff to complete with the student.
- Where additional levels of support are required, a school specific support plan is created, which will outline the provision available to the student and will be available to parents. Parents and students will be fully involved in the planning of support. Regular meetings will be held to discuss the student’s progress.
How the curriculum and learning environment is matched to your child’s needs

• More vulnerable students are invited to attend lunch and break time clubs in learning support, which is fully supervised. Students can practice social skills and engage with others in a safe and supported environment.

• Subject teachers take responsibility for meeting the needs of all students in their class by differentiating the learning. Where students have SEND, subject teachers will be made aware of the student’s strengths and difficulties via their individual profile, and will endeavour to meet individual needs, by following the strategies suggested. For example, for students with literacy difficulties, the subject teacher may provide specific word banks.

• We aim to encourage independence in all students, and this is promoted by ensuring that independent work tasks are matched, as far as possible, to build on the strengths of students.

• All additional provision for students with SEND is overseen by the school SENCO and monitoring of these students’ progress takes place at regular meetings held between teaching staff and the SENCO.

• Strategies to support teachers in differentiating are shared weekly through the differentiation strategy of the week, by the SENCO.

• For students with particular needs, adjustments to the curriculum may be deemed necessary. For example, adjustments may include; individual or small group tutorial sessions, speech and language therapy. For some students it may be appropriate to provide support, in the form of access arrangements in examinations. For example, use of laptop.

How are resources allocated?
In order to ensure that high quality teaching approaches, are used fully in each classroom, a proportion of the SEND budget is used towards in-class provision. This may take the form of additional physical resources in classrooms e.g. additional laptops. It might also be used to provide additional human resource e.g. teaching assistants.

- Funding is matched to the support and intervention required to enable students to achieve specified outcomes identified in discussion with teachers and parents or on EHCPs.
- The SEND budget is the responsibility of the Head of School, Deputy Head teacher and SENCO. Regular discussions are held to ensure that resources are allocated appropriately and are cost effective.
- At review, if evidence highlights the need for additional funding to secure further support and enable the students to make expected progress an application will be made to the relevant Local Authority for guidance or further financial support.

**How is the decision made about what type and how much support your child receives? Who will make the decision and on what basis?**

- When a student’s needs are initially identified a discussion takes place between the SENCO, parents and the student. At this meeting desired outcomes for the student will be discussed and the provision or support the student needs to meet those outcomes will be agreed.
- School staff are usually best placed to advise on the nature of the support and provision needed, but occasionally the school may seek the support of other agencies on this.
- Any decisions to implement provision which is different from or additional to that received by the majority of children are agreed jointly between school, parents and the student. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.
- Student profiles are drawn up in collaboration with students, parents, carers, staff and any other linked professionals, to provide teachers with an easily accessible one-page plan to support progress.
### How will equipment and facilities to support children with SEND be secured?

- The school possesses a range of equipment (e.g. differentiated reading material, coloured overlays etc.) to support students with SEND. The school SENCO makes strategic decisions about the allocation of these resources based on the needs of students.
- Additional resources are purchased as and when required.
- Where more specialist personalised equipment is required (e.g. large print books, etc.) the school SENCO liaises with the relevant external advisory service to seek advice on the best options for the procurement of these. Parents and students will be involved, wherever possible, in these discussions.

### Student progress and how we help parents to support

- All school staff have high expectations for all students. Monitoring of progress takes place continuously by subject teachers to identify rates of progress and any areas of concern.
- All students are set targets for progress based on their prior attainment data. However, we recognise that for students with SEND, progress may look different in many ways and we seek to encourage ambition that leads to success for all.
- Formal monitoring of progress for all students takes place termly in the form of a data drop and student progress meetings held between senior leaders. Information about student progress is shared with parents at progress evenings and via the interim and annual school report to parents. For students with the most significant needs, daily contact with families may take place. For students with SEND, school specific support plans will be discussed with parents via meetings with the SENCO, and for those with EHCPs an annual review will also be held.

### Keeping students safe and supporting their wellbeing

**How we ensure that students stay safe outside of the classroom**
• Student safety is paramount. Where risks are identified, as part of the individual student profile, measures are taken to limit these. For some students this may involve a TA supervising them during the transition between lessons. In addition, students may be met in the morning by a TA and taken where necessary. Time out cards may also be issued to some students to aid their independence.

• The play areas are supervised by teaching staff at break and lunchtime and TAs will closely monitor vulnerable students, whilst allowing them a level of independence. Where necessary alternative arrangements for break and lunchtime are made, for example the Learning Support room is used by students at break and lunchtimes. For some students, a detailed individual risk assessment is undertaken which is shared with parents, and reviewed by the Inclusion Team.

• Where necessary additional support is made available on school trips and visits to enable SEND students to attend. The level of support required is decided jointly by the SENCO and visit organiser.

Pastoral support that is available to support overall well-being

• We recognise that all students, can experience a range of social and emotional issues which impact on their health and well-being. These may present in the form of challenging or different behaviours.

• We have a very strong pastoral support team and students are actively encouraged to speak to their form tutor or Head of Year about any concerns or worries they may have. As well as a whole school focus on social and emotional wellbeing we offer a range of interventions delivered by our highly skilled Wellbeing Team, based at The Personal Learning Zone (known as the House). The team is able to offer students a variety of support programmes, to address specific issues as they arise. We recognise that for some students, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with students and their families.

• The school holds a clear position on bullying, and all students are taught to distinguish bullying from isolated acts of unkindness or teasing. Our Anti-bullying policy can be found on the school website. In addition, there are a range of assemblies and whole school events linked to anti bullying. External services may also be invited to speak on a variety of topics to groups of students.

• All staff are vigilant in monitoring the student’s behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the students involved. Students are encouraged to talk to staff about any bullying issues. Success leaders at the school offer specific social skills sessions, where appropriate, for those students who may struggle to form and maintain positive relationships.

Support for behaviour, avoiding exclusions and increasing attendance
• The school has a behaviour policy (available on our website) which we strive to implement consistently. Where students require additional support with behaviour a range of measures are used to support them in adhering to the school rules.
• A key focus of the school in supporting students whose behaviour challenges, is to firstly understand this behaviour. Behaviour incidents are recorded and analysed, in order to try to find patterns in behaviours.
• When these are identified we then seek to implement strategies to support students in avoiding the repetition of these behaviours. Our focus is on proactively avoiding unwanted behaviours, deescalating emotional incidents, and supporting students to change their own negative behaviours and focus on their positive behaviours.
• We work flexibly in response to student behaviour and aim to find creative strategies to support students. For some students this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling students to find a designated “safe space” at times of stress.
• Good attendance is vital in order for students to make good progress in school.
• Parents are asked to contact school if their child is to be absent from school. Students whose attendance falls below our target will be closely monitored by our attendance officer Mrs Clarke, who will work with students and their families to address the issues causing issues with attendance. School will also refer cases of persistent absenteeism to the Education Welfare Officer.

Working Together & Roles

The role of the class teacher

• Form tutors have the responsibility for the day to day well-being of all students in their tutor groups. They should be the first port of call for students and parents, and act as a hub for information about the student unless an alternative key worker has been assigned.
• The subject teachers have the overall responsibility for students’ learning and are expected to plan and deliver appropriate learning opportunities for all students, and to ensure that any resources in place to support student learning are used efficiently (e.g. additional adults, physical prompts, interventions).

Other teachers who have a role in students’ education
• The Head of School oversees the running of the school, ensuring that all elements of a student’s education are in place.
• The Deputy Head teachers for, Behaviour, Safety and Inclusion have strategic oversight of the provision and inclusion for all students.
• Directors of Learning and Faculty Leaders monitor the progress of all students in school.
• Heads of Year support the holistic development of students.
• The SENCO has overall responsibility for the strategic provision planning and monitoring of progress for students with SEND. The SENCO may work individually with students, or carry out assessments where required, and will usually host formal meeting such as Annual Reviews.
• In addition, students may also come into contact with the following:
  • Intervention TAs who support students with reading and might work with them on an individual basis.
  • The school nurse (parental consent required for any contact).

We have a number of support staff (Teaching Assistants) working in school. Many of them are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting students in small groups or on a 1:1 basis. For students with the highest levels of need, an additional adult might be assigned to work with the student on a 1:1 basis. Some of these students will be assigned a key worker.

Working together and roles

• Occasionally external agencies, or specialists, such as the Speech and Language Therapist might be brought in to work with students, or offer advice to the school and/or parents. Their involvement will always be with the consent of the parent.

How we ensure that information about a student’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that student?

• We use a secure system for all electronic data in school which highlights students with SEND and medical needs to all staff. Information about any student’s needs is visible to staff alongside academic data.
• Information about SEND needs of students are noted on the student’s 1-page individual profile, and this document will signpost staff to the more detailed documents where required.
• All staff involved with the student will be made aware of the EHCP and there are regular opportunities to discuss the content of these.
**Expertise available in relation to SEND?**

- All school staff have a good awareness of SEND through regular staff meetings and training. Meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. A comprehensive range of in-house training sessions are delivered routinely to all staff in school.
- The school SENCO is a specialist member of staff and has the NAfSENC qualification for SEND coordination.

**Working together and roles**

**Which other services do you access to provide for and support students with SEND (including health, therapy and social care services)?**

- The school works with a wide range of services. We have close links with health professionals, for example, Speech and Language Therapist, Psychologist. There are close links with all agencies within our Local Authority and with neighbouring Authorities.

**Who do I contact if I want to discuss something?**

In the first instance parents should contact their child’s Form Tutor.

**Who is the SEN Coordinator and how can I contact them?**

Lorraine Hatton
Is our school SENCO. She can be contacted via the school telephone number or via e-mail.
What roles do your governors have? What does the SEND governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND. Meetings between the SEND governor and SENCO take place to ensure that all students with SEND are making relevant, aspirational progress.

Working together and roles

There is a student voice group, made up of students who meet regularly to share the views of their peers and help make whole school decisions.

What help and support is available for the family?

Parents of SEND students may have a large amount of paperwork to negotiate, the SENCO is happy to provide support to parents as required. This might include, completing forms with parents, or signposting them to agencies who can help further.
Some of our students who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport on a regular basis.

Transition

Parents wishing to visit the school should contact Lorraine Hatton, via the school telephone number or via e-mail
We hold an annual Open Evening and a series of Open Mornings in September of each year. These are advertised on the school website and in the local press.
Parents are also welcome to visit the school by prior arrangement. Parents of students with SEND should contact the SENCO to make arrangements.

Additional Information

What other support services are there who might help me and my family?

The school SENCO, Lorraine Hatton, can provide details of further support for families.
<table>
<thead>
<tr>
<th>What can I do if I am not happy with a decision or what is happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a school we encourage parents to address any worries or concerns promptly initially with the Form Tutor, and then if they are unable to help, with a senior member of staff such as the SENCO, Deputy Head teacher, or the Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns, you are still unhappy with any aspect of the school’s performance our complaints procedure can be found on our website.</td>
</tr>
</tbody>
</table>
Our Vision and Values  
Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

At Brentwood County High School, all teachers are teachers of Special Education Needs/Disabilities (SEND). We are an inclusive school that aims to provide high quality teaching that meets the needs of and provides appropriate challenge for all students at all levels of ability. In line with the school’s vision statement, we seek to enable all individuals to feel highly valued and realise their potential, thus developing skills and ensuring good or accelerated progress is made by all.
**SEND Provision and Intervention What is the approach to teaching children with SEND?**

- High Quality teaching is the entitlement of every student. The delivery of the provision for students with learning difficulties is located wherever is best suited to the student. This may be in the classroom, Personal Learning Zone, Library or SEND/Learning Support Room. Provision and planning for student with SEND is the responsibility of the teacher.
- Planning includes differentiated work for students with SEND. All students are ability grouped for Maths and English within their own classroom setting.
- Teaching Assistants are used to support identified groups across the ability ranges. This ensures that students with SEND have opportunities to work independently as well as in adult guided groups.
- Any student who is facing specific challenges is given additional support individual support in the area of their need, for example, numeracy, literacy, spellings and phonics. Interventions that support 1 to 1 learning in these areas are:
  - Early morning reading
  - Social Skills
  - Catch up classes

Depending on the nature of the child’s difficulties, he or she may also be taken out for specialised, in-school programmes.

- Speech and Language Therapy
- We also work alongside many outside agencies to support the needs of individual children including NHS services such as Speech and Language, Occupational or Physiotherapists, the specialist teaching team, Educational Psychologists and counsellors.
- We also support families when required by introducing them to services such as Home Start or Family Support who are able to guide a family from their home setting.
| Identification and Early Intervention | • We aim to identify children with SEND using a graduated approach. This will be done using a range of assessments and observations and gathering evidence from teachers, parents, SENCO, support staff and other relevant professionals.  
• The school offers a range of additional interventions to support children’s learning and development. This could be done through focused group work, specific programs, one to one support or therapeutic support. Other professionals may become involved where appropriate. This only happens after permission and discussion with parents. Where a student is identified as having additional needs or is attaining significantly below age appropriate expectations, then further support will be put in place and recorded on an individualised plan and targets are set at the beginning of an academic year. This is then reviewed, and new ones set on a termly basis. |
| SEND Provision and Progress | • We closely monitor the progress and attainment of all our vulnerable children through our tracking system. This is updated on a termly basis where students are discussed, and their needs reassessed. This is a key document and ensures that children are regularly tracked, and problems are identified at any stage through the school year.  
• Progress review meetings happen termly between the class teacher and SENCO which allows opportunity to discuss progress of all children, including those with SEND and the effectiveness of current provision is evaluated and adapted where necessary.  
• The provision of support for all children is documented. Targets created may be academic or social targets or may be directly linked to recommendations made by outside agencies. Progress is monitored in a number of ways:  
• Termly review meetings with parents  
• Student progress meetings  
• Informal discussions between teachers/ TA and SENCO when concerns arise  
• Target/Flightpaths and data tracking  
• Termly parent reports  
• End of year report |
|  | • The ‘One Plan’ is part of our student-centred approach. We ensure that the student and their parents are able to express their views and any provision made is centred on these views as much as possible. We tailor our support to the needs of the individual. |
| **Our Staff - Who is responsible for SEND Provision in school?** | • All teaching and support staff are responsible for all children in their care, including those with SEND. They are responsible for ensuring the needs of each child is met (education, health and social) and ongoing staff training, and development is planned to meet this requirement.
• Additional support for children is timetabled by the school as is deemed appropriate, to meet the needs of each individual child. The SENCO, Lorraine Hatton, has regular meetings with senior staff, teachers, teaching assistants, families and outside professionals about the provision in school.
• The SENCO attends cluster meetings and conferences to be kept informed about latest policies and practices.
• Teaching Assistants (TAs) are employed and trained to support students with SEND in all classes and trained to run intervention programmes according to the needs of the class and individuals.
• The SENCO has an over sight of the interventions and monitors their quality and impact. Annual performance management of TAs ensures that targets are linked to the progress of SEND children in the class within which they work. |
| **Our Governors** | • We have a named governor, Philomena Cozens, who oversees the provision of SEND within the school. All school policies are shared and agreed by governors and staff. The Deputy Head teacher who oversees the whole of the SEND area reports to governors and SEND is a standing item on the governors’ meeting agenda. |
| **Our School Facilities** | • The school makes every effort to ensure all students have full access to the curriculum and, where possible, specific equipment and facilities are provided.
• We work in partnership with our Trust schools to share best practice. Every teacher plans and differentiates to ensure every child is successful in their learning and adaptations are made where necessary, whether this is to the physical environment or the resources given to support children in accessing their learning.
• Educational psychologists and specialist teachers are used to offer support to the school with strategies and interventions to further support children with SEND when necessary. |
| Partnerships with Families | • For parents of students with special educational needs, meetings happen each term to discuss progress and review targets.  
• Less formal meetings are also encouraged with the SENCO, class teacher and Head of School, all who are readily available to meet parents should needs arise.  
• For children who have an Educational Healthcare Plan, annual review meetings are held for students to evaluate progress towards current targets, to set new targets and to determine strategies to improve attainment. |
|---|---|
| Working with children | • The pupil voice is strong at Brentwood County High School. Students feel a sense of belonging and are involved in their education. They are included in the setting and reviewing of targets in their personalised provision plan. Provision is made to ensure all students have access to both the school and wider curriculum. Ways in which students are encouraged to voice their opinions at Brentwood County High School are:  
• Through Student Voice meetings  
• One Planning meetings – the child attends and offers their voice prior to the meeting students who receive support for special educational needs and have Student Support Plans are made aware of their targets and are consulted about their progress on a regular basis. Students may be part of the discussions where appropriate and the child-friendly plans are discussed with the child, so he/she is aware of targets set and any interventions involved to help them achieve them. |
## Transition Arrangements

What arrangements are there for supporting children in moving between phases of education?

- When children leave Year 6 to move to secondary school, the SENCO will meet with Year 6 teachers to discuss any necessary information regarding children with special educational needs.
- Information such as teaching strategies for specific learning difficulties and up to date reports on children are collated and shared. We have close links with all our primary providers and all children are visited in their primary setting before starting school as well as inducted through a series of taster days.
- Vulnerable children or those with special educational needs are invited to the secondary school for an extra transition day to allow for smooth transition between phases of education.
- To support transition, students spend a full day with their new teacher and teaching assistant before the end of each academic year.
- Teachers meet together to discuss the handover of children and the SENCO liaises with all teachers to discuss those students who have received support and personalised interventions. ‘Student Support Plans’ are collated by the SENCO and she ensures these are passed to all new teachers ready for September. As well as this, all teachers receive a ‘transition pack’ from the SENCO. This pack contains information on any student with SEND that they will have in their class at the start of the new academic year.

## Complaints Procedures

- We endeavour to work closely with our parents, and we hope that parents feel that they speak with a member of staff to discuss any issues they have. We hope that our school procedures and ethos of working openly with parents would prevent a complaint being made formally by parents.

## How can parents/carers find out about our ethos?

Visit our school and experience it first-hand.
- Visit our website
- New parents are invited to an evening for the new intake
- Book a meeting with the SENCO, Head of School or Deputy Head.

- Speak to governors