

SEN Information Report

Brackenfield Special School

The Special Education Needs Code of Practice gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- Taking into account the view of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood
- What are our Special Educational Needs?

Brackenfield school currently has 72 pupils on role, age ranging from 5 – 16 years old. All pupils attending the school have an statement of special educational needs or an Educational Health and Care Plan (EHC). Those with educational statements will transfer to EHCPs in line with local authority timelines.

Profile Percentage (based on students primary need)

- Severe Learning Difficulties - 23.6%
- Moderate Learning Difficulties - 18.0%
- Communication needs - 43%
- Emotional Behavioural Difficulties - 5.6%
- Hearing /Visual Impairment - 0%
- Physically impaired - 1.4%
- Social Emotional Behavioural Difficulties – 8.3%

The current trend for intake at the school has shown an increase in pupils with communication needs and a decrease in pupils with moderate learning difficulties.

Support in School

Brackenfield provides a caring and supportive environment giving students the opportunity to succeed, gain in confidence and improve their self-esteem. Our classes are small and created mostly around key stage groups, pupils are grouped by stage and need. Our caring ethos and innovative curriculum enables our students to thrive, make excellent progress and enjoy their education.

Students in the Primary department are taught in small groups with 1 full time teacher and 2 Full time Teaching Assistants. For the majority of their curriculum they are taught in the same room by the same staff ensuring consistency and the opportunity to develop essential relationships.

In KS3 students are placed in pastoral groups which are set mainly by the students' educational needs. For the majority of their curriculum they are taught in their pastoral base by their pastoral staff. For specialist subjects such as PE and Science students are taught by subject specialist staff in specialist areas. The reduction in transition around the school helps to support pupils anxiety and ensures consistency and the opportunity to develop essential relationships.

The KS4 set up is the same as in KS3, though curriculum design is specific to KS4 learners. Pupils are entered for the Skills for Employment and Further Learning (SEFL) and Functional Skills in Maths, English and ICT (AIM Awards) appropriate to their ability, ranging from Entry 1 to Level 2 qualifications.

All of our students are encouraged to enjoy, achieve and exceed their individual potential- academically, socially and personally. We want them to become successful, confident and caring adults able to play an active part in society. Our strong commitment to equality of opportunity is intended to ensure that all students, regardless of ability, aptitude or background are provided with a broad and balanced curriculum to meet their individual needs and become successful functionally literate adults.

Brackenfield's curriculum offer is responsive to the New National Curriculum. Each subject has been examined and a tailor made route has been created specifically for our students.

Staff deliver activities which encompass life skills across the strands and specialist staff deliver specific workshops to the class groups to broaden the range and experience further for our pupils.

We have four sessions per week dedicated to Life Skills activities in addition to embedding across the whole curriculum and have whole school days throughout the year.

Pupils are able to develop their skills and build their confidence in a supportive environment which can then lead to a Prince's Trust qualification at Entry 3 to Level 2.

Teaching & Learning Policy and Curriculum Statement

Curriculum Statement

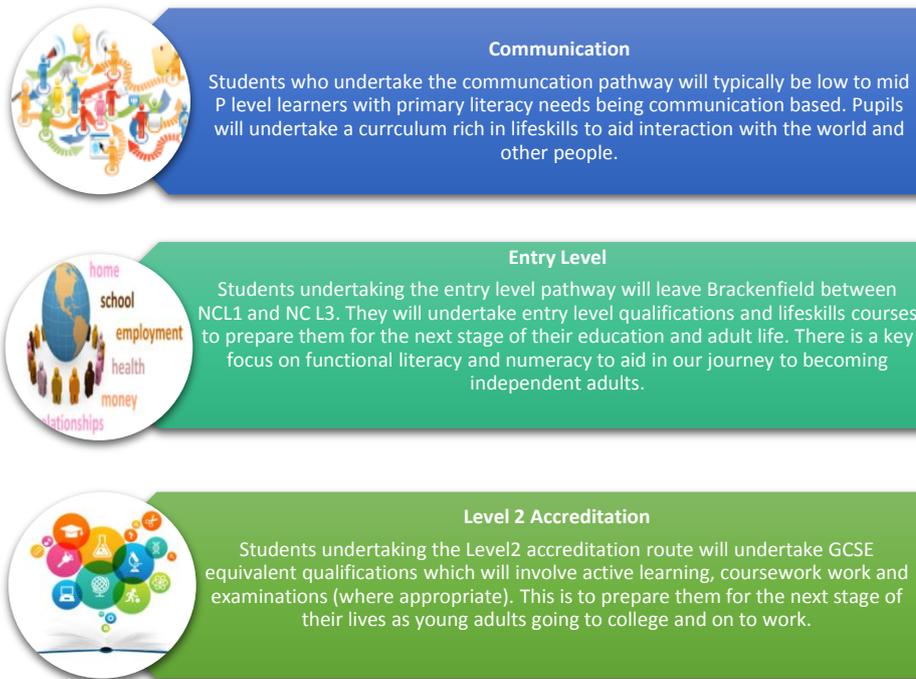
Brackenfield School is a school which is flexible to the needs of our learners. Pupils can undertake 3 pathways of learning (or a combination of these in different subject areas depending on their strengths and areas for development). These pathways are designed to support pupils from an early age into their preparation for adulthood.

Pupils are set in class groups dependant on their learning pathway, their social emotional needs and their SEN. Pupils can move between class groups (and learning pathways) within an academic year to meet their changing needs.

Our core purpose at Brackenfield School is to develop functionally literate and numerate individuals who are able to navigate the world. Therefore all learning pathways are built on a platform of Functional life skills. Our whole school approach to embedded life skills is categorised into 3 strands:

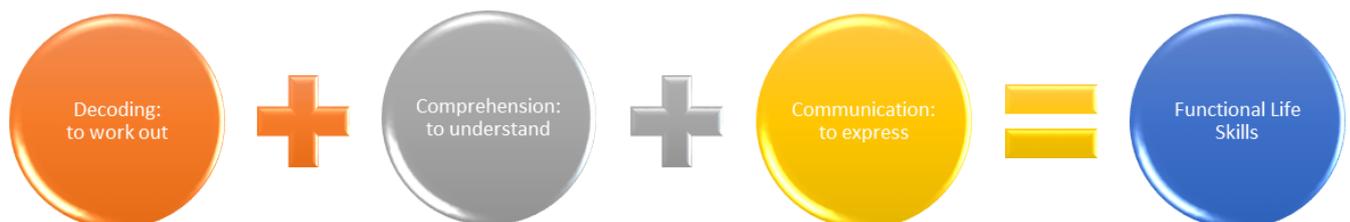
- Decoding; working out
- Comprehension; understanding and contextualising
- Communication; to express and communicate ideas and information

Learning Pathways



All pupils are provided with a broad and balanced curriculum and are able to experience all subject areas through their individual learning styles. We operate a 6 period a day timetable which is tailored to the needs of groups and individuals. Pupils are referred into enhanced learning programmes to meet individual academic, social emotional, physical and therapeutic needs which cannot be met in a full class environment. As functional life skills are our core purpose, enhanced learning provision incorporates Literacy and Numeracy sessions.

Embedding Life Skills across the Curriculum



Functional life skills aid navigation and understanding of the wider world with the ability to problem solve. To successfully embed life skills, we need to ask ourselves:

- What is being worked out?
- Is this learning understood?
- How can we communicate and express new learning?

English and Functional Life skills

		Functional Life Skills Terminology; Literacy		
		Decoding	Comprehension	Communication
Traditional English Skills	Reading	Ability to access written text or visual representations	To contextualise and understand words, phrases or text	To read and obtain information from different sources
	Writing	Ability to write through sounds, words and punctuation	To contextualise and understand how to write through sounds, words and punctuation	To communicate information to an intended audience
	Speaking and listening	Ability to access information through verbalised or signed communication	To contextualise and understand information through verbalised or signed communication	To communicate information, opinions and ideas in the appropriate context and form

Maths and Functional skills

Functional Life Skills Terminology; Numeracy			
	Decoding	Comprehension	Communication
Number	Find, read and understand information given by quantities, numbers, symbols and diagrams	Specify, solve and describe a practical problem or task using quantities, numbers, symbols and diagrams	Present and explain results and mathematical information to show an understanding of the intended purpose using quantities, numbers, symbols and diagrams
Measure, shape, space	Find, read and understand information given by time, measure, temperature and direction	Specify, solve and describe a practical problem or task using measure, shape and space	Present and explain results and mathematical information to show an understanding of the intended purpose using measure, shape and space
Data Handling	Find, read and understand information given by charts, graphs and recorded relevant information	Specify, solve and describe a practical problem or task using data from diagrams, charts and recorded relevant information	Present and explain results and mathematical information to show an understanding of the intended purpose using diagrams, charts and recorded relevant information

The Ultimate Goal: Transferrable literacy skills across the curriculum and lifelong learning; using embedded and partially embedded strategies

Embedding Communication across the Curriculum



Communication is taught and used in a variety of ways at Brackenfield School. Communication lessons aim to:

- Support functional skills and enhance communication at every opportunity
- Encourage and help pupils become independent and sociable young adults at every given opportunity
- Help each pupil to be vocal and express their own individual needs and wants through a variety of different approaches, ie Makaton signing, Communicate in Print and PECS symbols

Functional Life Skills and Communication Overview

This allows us to map, track and plan progression for our pupils throughout their learning journey. It identifies next steps, highlights area of development and the strategies and delivery we provide in school to reach the final goal; we can also see teaching and learning methods which will not be appropriate for certain language learning styles. Each pupil within school can be mapped on our overview, allow effective quality assurance of all aspects of teaching and learning delivery.

LiAC Enhanced Learning Provision

Supporting Functional Life Skills; stage 1 (literacy)				
Red & green words	Dots and dashes	Sound fingers	Signing & symbols	Word Walls
Supporting Functional Life Skills; stage 2 (numeracy)				
Read numbers	Estimating	Scaffold tasks	Navigating time	
Supporting Functional Life Skills; stage 3 (CoMAC)				
Processing time	Word banks	Role play/ mirroring expectations	Appropriate visual aids	Use of appropriate language

Our enhanced life skills provision is delivered to individual students and is tailored to their individual development needs in both functional literacy and functional numeracy. Targets are set against our LiAC strands of decoding, comprehension and communication. These targets are reviewed each half term, with the expectation pupil progress improves and developed life skills is evident across the curriculum. We select pupils from all key stages for individual intervention; to ensure all our pupils leave Brackenfield with independent functional life skills and the ability to navigate the world around them.

Whole School Curriculum Offer 2016-2017

Listed below are the subjects covered across our curriculum for all pupils and how we quality assure our teaching and learning delivery.

Subject	Strand Breakdown	Details of subject
English	<ul style="list-style-type: none">• Reading• Writing• SLC	English delivery will cover phonics; reading for meaning; reading for pleasure; spelling; writing for purpose; life skills writing; speaking in a range of context; listening in a range of contexts and communicating in a range of contexts.
Maths	<ul style="list-style-type: none">• Number• Measure, shape and space• Data handling	Maths delivery will cover the three identified strands, including embedded using and applying.
Humanities	<ul style="list-style-type: none">• History• Geography	Humanities will be delivered across the two subjects identified, in a topic format to allow contextualisation of new learning.
PSHE and RE	<ul style="list-style-type: none">• PSHE• RE	PSHE, RE and British Values will be delivered with age appropriate content, focussing on SMSC values.
Life skills	<ul style="list-style-type: none">• Decoding (working out)• Comprehension (contextualise)• Communication	Life skills will be delivered in a topic format with identified development areas of working out, contextualisation and communicating for purpose.

- ICT
- PE
- Music
- Art
- Design and Technology
- Enrichment

Key Stage 4 qualification options 2016-2017

New to this academic year, we are working towards accredited qualifications through Aim Awards.

Subject	Mandatory/ optional	Teaching and Learning	Qualification outcome	Awarding organisation
English	Mandatory	<ul style="list-style-type: none"> Functional skills Entry level functional skills 	English Functional skill E1, E2, E3, L1, L2	AIM Awards
Maths	Mandatory	<ul style="list-style-type: none"> Functional skills Entry level functional skills 	Maths Functional skill E1, E2, E3, L1, L2	AIM Awards
Science	Mandatory	<ul style="list-style-type: none"> SEFL units Science 	SEFL Award (, Certificate, Extended Certificate, Diploma E3, L1, L2	AIM Awards
ICT	Mandatory	<ul style="list-style-type: none"> Functional skills Entry level functional skills 	ICT Functional skill E1, E2, E3, L1, L2	AIM Awards
PE	Mandatory	<ul style="list-style-type: none"> SEFL units Sport, fitness and leisure 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	AIM Awards
Study skills	Mandatory	<ul style="list-style-type: none"> SEFL units Employability and Personal development 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	AIM Awards
Life skills	Mandatory	<ul style="list-style-type: none"> SEFL units Employability and Personal development 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	Aim Awards
PSHE and RE	Mandatory	<ul style="list-style-type: none"> SEFL units Employability and Personal development 	SEFL Award, Certificate, Extended	AIM Awards

			Certificate, Diploma E3, L1, L2	
Construction / Employability YEAR 11 ONLY	Mandatory (offsite college delivery)	<ul style="list-style-type: none"> City and Guilds 6219 Certificate in Construction E3/ L1 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	City and Guilds
Vocational options YEAR 10s ONLY	Options offered	<ul style="list-style-type: none"> SEFL units Art and Design (D+T/ Art) 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	AIM Awards
Academic options	Options offered	<ul style="list-style-type: none"> SEFL units Politics History and Philosophy Environmental studies 	SEFL Award, Certificate, Extended Certificate, Diploma E3, L1, L2	AIM Awards
Enrichment	Options offered			

Homework

Due to the cognitive abilities of our population, homework can become a stressful task at home. Therefore, when homework is given it is based upon individual pupils' abilities to complete school work away from the school environment. Homework is usually given in core subjects only. There are no sanctions if homework is not completed, only positive praise if it is.

Behaviour Support

All teaching and support staff undertake a 2 day Team Teach training event and a 1 day refresher takes places every other year. Currently we have outside providers come and deliver the training to staff, however a five day training course has been booked for 1 members of Brackenfield staff so they can then deliver the training in house on a more frequent basis. There is a rigorous reporting procedure in place (PI forms) and Positive Handling Plans (Anxiety Curves and Risk Assessments) are in place for all pupils who require them and staff work closely with the Senior Leadership Team in order to develop/implement Positive Handling Plans when necessary.

Anti-Bullying

We are working towards the Derbyshire "STOP" anti-bullying award and hope to achieve the award by the end of the academic year. At Brackenfield we ensure we always participated in Anti-bullying

week. It is featured annually within PSHE sessions. We have child friendly Anti-bullying policy and also are training several anti-bullying advocates/ peer mentors that will be there to be the student voice if necessary. Annually we complete a questionnaire in regards to bullying to ensure we are providing a safe environment for all our students.

Inclusion

Whenever appropriate we provide opportunities for inclusion in order for our pupils to achieve successful inclusion within Brackenfield School and into mainstream colleges or Further Education and enable students to practice the skills needed in order to experience successful inclusion within their community. All key stage 4 students attend courses once a week at Derby College on their Ilkeston campus.

Pupil Involvement

We encourage our pupils to have and express their views in a variety of ways. Pupils are encouraged to develop their choice making skills as a priority. This is evident through the school council, contributions to annual reviews, target setting and pupil self-assessment within lessons.

Assessment:

The school will aim to:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for External Verification as required by the awarding body.
- Monitor External Verification reports and undertake any remedial action required.
- Share good assessment practice between all AIM Awards programme teams.
- Ensure that AIM Awards assessment methodology and the role of the assessor are understood by all AIM Awards staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Tracking for all students other than those in Key Stage 4 is via Assessing Pupil Progress grids (APP): The APP grids are a combination of EYFS criteria, old national curriculum descriptors, new national curriculum descriptors, the adult core curriculum and accredited entry level further education qualifications. We have use the functional, foundation and life skill based criteria from these curriculums to form our assessment grids. We have removed the abstract and prescriptive criteria limiting our population to make progression. Tracking for Key Stage 4 students is via an electronic tracking system bespoke to the SEFL and Functional Skills courses.

Our data set is mapped to National Progression guidance, with targets set through end of key stage data and planned for the next key stage. This allows us to set medium (expected progress) and upper (more than expected progress) quartile targets, therefore having a measurable progression tool.

For more information see the Life After Levels Policy.

Parent/Carers

Establishing robust links with our parents/carers is vital as for most we do not have daily face-to-face contact. At Brackenfield we offer a designated Family Liaison Worker. Their role is to develop close working relationships with parents and carers to ensure our young people have access to the opportunities and services they are entitled.

Our Family Liaison Worker will also work with individual families more intensively and attend meetings such as Annual Reviews, PEP's and Child in Need meetings.

This role also allows closer working relationships between the school and other agencies such as local Multi Agency Teams, CAMHs and Social Care.

The Family Liaison Worker works with young people identified by the school as requiring more support. Parents and carers are also welcome to contact the school and speak with the Family Liaison Worker directly.

Effective communication between home and school is crucial. There is a communication protocol in place to ensure all parents receive communication in the correct manner by the right person. Home/School diaries are in operation across the school for ensuring a daily line of communication as necessary. All staff will contact parent/carers by phone if there is an immediate need to do so and vice versa. The school has a texting service which enables us to communicate quickly and directly to parent/carers. We provide parent/carers with: An Annual Report on their child's progress, an Annual Review meeting (soon to be EHC Plan meetings), 2 parent/carers' evenings focusing on reviewing and setting personal skills targets. Parents can also communicate via text, email and contacts form on the school website.

What to do if you have concerns/worries: In the first instance please contact the school and ask to speak to the relevant member of staff if your concerns cannot be resolved please see Complaints Procedure.

Admissions

We welcome visits to the school from prospective parent/carers. If you want a place at this school for your child you need to inform Derbyshire County Council SEN (01629 580000). The school will receive consultation papers and will decide whether they can meet the needs of your child. If your child is offered a place with us a member of staff will visit either their current school or home or both. Appropriate transition will be organised.

Involving Specialists

As some of our students have additional medical/health needs many external professionals come into Brackenfield School to work with and support our pupils, staff and parent/carers. This includes Speech and Language Therapist, Occupational Therapist, Children and Adolescent Mental Health services (LD-CAMHs), Community Children's Nurses, Visual and Hearing Impaired.

These professionals often provide support, advice and training .We also work closely with Social Care and The Virtual School (children in care).

Our Staff

We have a wide variety of staff to meet the needs of our pupils; A Leadership Team, Teachers, Family Liaison Worker, Teaching Assistants and Midday Supervisors. Relevant continual professional development is provided for all staff to meet the needs of our pupils.

Equipment and Facilities

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting/ acoustic treatment, colour schemes and more accessible facilities and fittings.

For further information see the school's Accessibility Plan.

EXTRACTS

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The school plans for Looked after Pupils and individual Pupils Education Plan are reviewed to meet the statutory framework for this.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

<http://www.derbyshiresendlocaloffer.org/>

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. The data will be required to inform local strategic planning of SEN support and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.