

# SEND INFORMATION REPORT

BRACKENFIELD SEND SCHOOL 2022-2023

1. The kinds of special educational needs for which provision is made at the school.

All pupils at Brackenfield SEND School are significantly cognitively impaired, meaning they are working significantly below the age-related equivalencies. Pupils top out at neurotypical end of Key Stage 2 expectations. Pupils at Brackenfield SEND School will either have Significant Learning Difficulties (SLD), Complex Learning Difficulties (CLD) or Significant Physical and Medical Impairments (Profound and Multiple Disabilities (PMLD)

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Pupils can be placed at Brackenfield SEND School as per the SEND Code of Practice if a child has an EHCP (Education, Health and Care Plan), there is a peer group and a curriculum offer to meet a child's Preparation to Adulthood Needs

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils; The school adopts rigorous quality assurance systems to ensure provision for all pupils is effective.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs; Pupils are assessed at frequent intervals in all aspects of their needs:

- **Age equivalencies** (system used B-Levels based on the descriptors from EYFS and National Curriculum; Reading, Writing, Communication/ Language, Personal/ Social and Emotional Development, Physical Development and Expressive Arts)

- **Engagement ability** (Engagement Model- for those pupils working at the engagement stage)

- **Independence ability** (system used B-Skills based on life skills descriptors from the Equals Curricula)

- **Communication style and level** (preferred communication style and stage (use of augmentative communication), receptive and expressive language ability, blank level questioning)

- **Social and Emotional Needs** (system used J2L- Journey to Learn). Which measures level of need against the model of:

- Stabilisation- feeling safe, feeling emotionally supported and feeling understood
- Integration- self regulation, emotional literacy and accurate coherent narrative
- Adaption- Social responsiveness, joy in living, self esteem

- **Behaviour** (system used Iris Adapt)

- **Attendance** (system used Integris)

Based on this each child has a number of Personalised Learning Intentions (PLIs) which are informed by ongoing assessment but also lead in to the short- and long-term outcomes of the EHCP. These PLIs are reviewed every 10 weeks to measure pupil progress against these. Data is ipsative to the child. PLIs are targeted through a personalised curriculum for each child depending on their needs of their expected outcomes.

(c) The school's approach to teaching pupils with special educational needs;

We have 2 predominant different approaches – **Informal** and **Semi-Formal**. The formal approach is used for pupils who are developmentally able to access this and employs approaches such as phonics; maths mastery and reading for comprehension, pupils at KS4 undertake qualification based on their destination and PFA needs. The curriculum content is drawn from many different sources including the EYFS; National Curriculum and Equals SoW.

Informal pupils **are learning to be**. The informal approach enables informal pupils to **engage** and make **choices**. Staff use the **engagement model** to assess and recognise what pupils enjoy and structure the environment to **extend engagement** and **widen preferences**.

Semi-formal pupils **are doing to learn**. The semi-formal approach enables pupils to develop **independence** and **functional** life skills. Pupils who are in the semi-formal pathways can engage in **adult led learning** and have the **attention** skills to attend to an activity.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs

Each child's curriculum offer is based around their individual needs. Learning environments are flexible spaces and are adapted for the learners in them. All classrooms have:

- access to technology (interactive whiteboard and iPads)
- both carpeted and vinyl flooring for a range of activities
- a focus wall (which is a darker grey to the other walls) where the key information for the day is displayed on the left of the interactive white board (visual timetable, now and next or objects of reference)
- Access to toilets
- A kitchenette
- Storage for learning resources and pegs for pupil items

Beyond this the environments are adapted for the needs of the learners there in, this influences the furniture and the resources (such as sensory integration equipment) dependant on the needs of the children.

The school also has a number of specialist spaces to support and extend the learning and regulation of the pupils:

- A sensory park, including sensory swing
- The Brack Track, to support gross motor skills
- Forest School
- Horticulture Area
- 3 sensory rooms

- A soft-play room
- An Immersive Learning Environment
- Indoor sensory swing
- 2 x Teaching Kitchen (set up like domestic kitchens)
- Hall- used for many purposes including sensory circuits

(e) Additional support for learning that is available to pupils with special educational needs;

Brackenfield SEND Schools operates a total communication approach with a range of strategies to support both the receptive and expressive communication needs of all our pupils. Our pupils feel the passage of time but can't navigate time, we have a song of the day, a smell of the day and a colour of the day to support our pupils with this.

(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

All pupils take part in a broad and balanced curriculum, personalised to each individual to meet their Preparation to Adulthood Needs. All spaces in school are accessible for all children to ensure that pupils can take part in all aspects of the curriculum.

(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Pupils are proactively supported through an embedded approach to the 6 ways to Wellbeing; body, mind, spirit, people, place, planet. All pupils have a Journey to Learn assessment. This provides the narrative around their social, emotional needs and suggests appropriate strategies to support each individual. The mental health offer for pupils, families and staff has been mapped to the Thrive framework.

The Thrive framework is an essential framework for communities who are supporting the mental health and wellbeing of children, young people and their families.

It aims to talk about mental health and mental health support in a common language that everyone understands. This has been proven to improve the support offered to children, young people and their families by different professionals as communication and efficiency is improved.

The framework is needs-led. This means mental health needs are defined by children, young people and families alongside professionals through shared decision making. Needs are not based on severity, diagnosis or health pathways.



Additional information can be found in the [Wellbeing and Pastoral Policy](#).

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator. N/A

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Skill set of teachers and support staff is identified at interview. A rigorous 6-week induction programme is undertaken by all new starters to the school. Skills set, knowledge and understanding is then monitored by performance management and appraisal. Training for specific people or groups of staff is identified and planned through the schools CPD offer. The East Midlands SEND Training Hub at the school provides further opportunities to upskill staff. Brackenfield SEND school has a relationship with the charity Equals who work with us to support delivery through an informal and semiformal approach.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Brackenfield SEND School is resourced to meet the learning and physical (including sensory and medical) needs of our pupils. The ICT strategy uses Devolved Formula Capital (DFC) to fund the redundancy and upgrade strategy. Pupil Premium and Sports Premium is used to ensure specialist teaching areas are fit for purpose. The school also bids to

charities for specific projects, for instance one of our sensory rooms was installed following funding from the variety club.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Home school communication happens daily through a system called BOOP which is web- based. At the beginning of each MER (monitoring, evaluation and review) window (10-week period), pupils PLIs (Personalised Learning Intentions) are sent home via BOOP. Throughout the 10 weeks evidence linked to the PLIs is sent home daily with photos and annotation. At the end of 10 weeks a summative video is sent home. There are 4 parental meetings a year (1 per MER window) this includes the annual review of the EHCP which happens in MER 4. Parents have the opportunity to discuss their child's progress on each of these occasions. Subsequent to this, progress reports are sent home twice a year in MER 2 and 4.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Brackenfield aims to **prepare pupils for adulthood**. Succeeding in life for our pupils means living as an **independent life** as possible and having **agency** over their own lives; not just having a **voice** but having the skills to make their own **choices** and have **control** over their lives. Our curriculum equips pupils with the **essential life skills, knowledge** and **cultural capital** that they will need to become the most **independent** and **happy** versions of themselves that they can be.

Regular pupil voice is taken for those who are able to give it. For those who are unable, voice and choice are collected observing the preferences of the children.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. Brackenfield SEND School adopts the Derbyshire County Council policy for the management of complaints.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

All professionals and agencies are invited to annual review and also asked to give an up-to-date report regarding children open to their service. Our leadership, safeguarding, family support, health care and transitions teams work activity with other external professional to ensure the needs of the child and their family are met.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Derby City: [SENDadmin@derby.gov.uk](mailto:SENDadmin@derby.gov.uk)

Derbyshire: [SENDenquiries.Erewash@derbyshire.gov.uk](mailto:SENDenquiries.Erewash@derbyshire.gov.uk)

Nottinghamshire: [click here to contact the Local authority](#)

**12.** The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

The curriculum for all our pupils is preparing them for adulthood. Pupils automatically phase transfer through KS1-2 and 2-3 if already placed at the school. Pupils access accreditation with prepares them for their post 16 placements. The transitions team, led by The Employment Coordinator, actively transitions pupils out at Post 16, this includes college visits and interviews.

**13.** Information on where the local authority's local offer is published. [Home - Derbyshire Local Offer](#)