



Special Educational Needs (SEN) information report 2025/2026

Policy Owner	Trish Turner
Role	Executive Headteacher
Date issued	March 2023
Chair of Governors Signature	
Date and Minute Number	27 th March 2023 Minute number 945

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
March 2024	November 2024	M Coleman Jones		27/11/2023 - 991	
May 2025	May 2024	T Turner		17/06/2023 - 1023	
May 2025	July 2024	T Turner	Change to the Year	17/06/2024 - 1031	

June 2026	June 2025	T Turner	Change of year, change of job title for T Turner	06/10/2025 - 1095	<i>ElWatts</i>
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Profound and multiple learning difficulties
	Complex learning difficulties
	Severe learning difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Complex learning difficulties
	Severe learning difficulties
	Complex medical and mobility needs

2. Which staff will support my child?

The Leadership team: Executive Headteacher Mrs Trish Turner, Heads of Sites Mr Tim Barker and Mrs Sophie Evitts Deputy Head Teachers Ms Sophie Power, Mrs Josie Jefferies, Assistant Head Teachers Mrs Maxine Ursell, Mrs Janine Rivers and Mrs Victoria Chandler, Ms Chloe Lawrence and Associate Assistant Head Teacher Mrs Martha Gerrington-Smith

Middle Leaders: Lead Practitioner for Semi Formal Marie Faulkner, Lead Practitioner for Informal Chris Evitts and Lead Practitioner for Communication Mrs Christina Wright

Head of Pastoral Care- Mick Gayle

Family Support Workers- Lyton Francis, Jane Hutchby, Adele Winfield Hunt and Laura Parker

Attendance Officer- Sally Yates

Health care team.

Class Team- comprising of a class teacher, 2 Specialist Teaching and Learning Assistants and Learning Support Assistants (ratioed by class size)

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

- Voluntary sector organisations
- Complex Behaviour Support Service

3. How will the school measure my child's progress?

All pupils will have a PCP (Pupil Centred Plan) which runs alongside their EHCP. This will detail their needs across all areas. Pupils PCPs are accessible on the schools BOOP app.

Within their PCP school staff in collaboration with other professionals who work with your child and yourself will have short (yearly), medium (end of key stage) and long (adulthood) term targets for your child against our curriculum subjects:

Good Health Friends Relationships and Community Independent Living Employment	Areas of the preparation for adulthood framework
Maths Literacy	Core subjects

All pupils will also have targets set in Communication.

The short-term targets will be broken down into smaller sequential targets of 12 week. These targets are called PLIs (Personal Learning Intentions). These will be reviewed every 12 weeks and your child's PCP will be updated on BOOP.

Throughout the 12-week period photos and videos will be uploaded to BOOP annotated and tagged against their PLIs. You will have full access to this via the BOOP app.

4. How will I be involved in decisions made about my child's education?

We will provide a 12-weekly report on your child's progress via BOOP.

Your child's class/form teacher will meet you every 12 weeks to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher, via the class email box or using parents@brackenfield.derbyshire.sch.uk

5. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6. How will the school adapt its teaching for my child?

All pupils receive a highly personalised curriculum aimed to towards achieving their PLIs. Depending on how your child accesses the world and communicates with others, they will be taught with a Semiformal or Informal Approach.

All staff are trained in specialist approaches to support, deliver and scaffold the learning for your child. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Your child's PCP will detail the additional interventions/approaches that they require to access learning. This is highly personalised to each individual.

7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals every 12 weeks.
- Using pupil questionnaires
- Monitoring by Senior Leaders
- Holding an annual review

8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Your child will be funded by their home local authority with an SEN profile to cover their needs as set out in their EHCP.

9. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips where available.

All pupils are encouraged to take part in wider aspects of school life including Sports Day, community visits, enrichment sessions, SMSC (Social Moral, Spiritual and Cultural) events such as World Book Day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

10. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions to Brackenfield School are through the placement Local Authority under the legislation set out in the SEND Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/SEND_Code_of_Practice_0_to_25_years.pdf)

11. How does the school support pupils with disabilities?

Please see our Accessibility Policy on our Website

12. How will the school support my child's mental health and emotional and social development?

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. Need are not based on severity, diagnosis or health pathways.

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

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Into the school:

Pupil transition packages look different for the individual needs of the child. All contain the same main elements:

- The school creates a transition profile for all new starters to be shared with relevant staff
- Senior leader visit to current setting to complete assessment to ensure a full picture of need is obtained and set up the child's PCP (Pupil Centred Plan)
- Family Support Worker visit to the home to obtain parental views and gain information on routines and preferences to support smooth transition into school
- A number of transition visits to the school, where appropriate supported by professionals from their current setting

Class move or phase transfers In school:

No transitions take place after a holiday or weekend to support the needs of the children. The school year runs June to June. All pupils are transitioned to new classes the second week after June half term. This includes a number of transition visits and get to know you sessions with staff. Staff have a two week hand over period to ensure all up to date information is shared and handed over. Current class staff set up the Plis for the following year and hand these over to new staff so that there is no break in provision.

On to adulthood:

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

14. What support is in place for looked-after and previously looked-after children with SEN?

Victoria Chandler Assistant Head and Designated Teacher will work with all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Please follow our complaints policy which can be found on the schools website.

Complaints about SEN provision in our school should be made to the Executive Headteacher or a Senior Leader in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please contact Derbyshire Local Authority SEND team who will sign post you to support with this.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Derbyshire's Local Offer. Derbyshire publishes information about the local offer on their website:

[Home - Derbyshire Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Home - Derbyshire County Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages