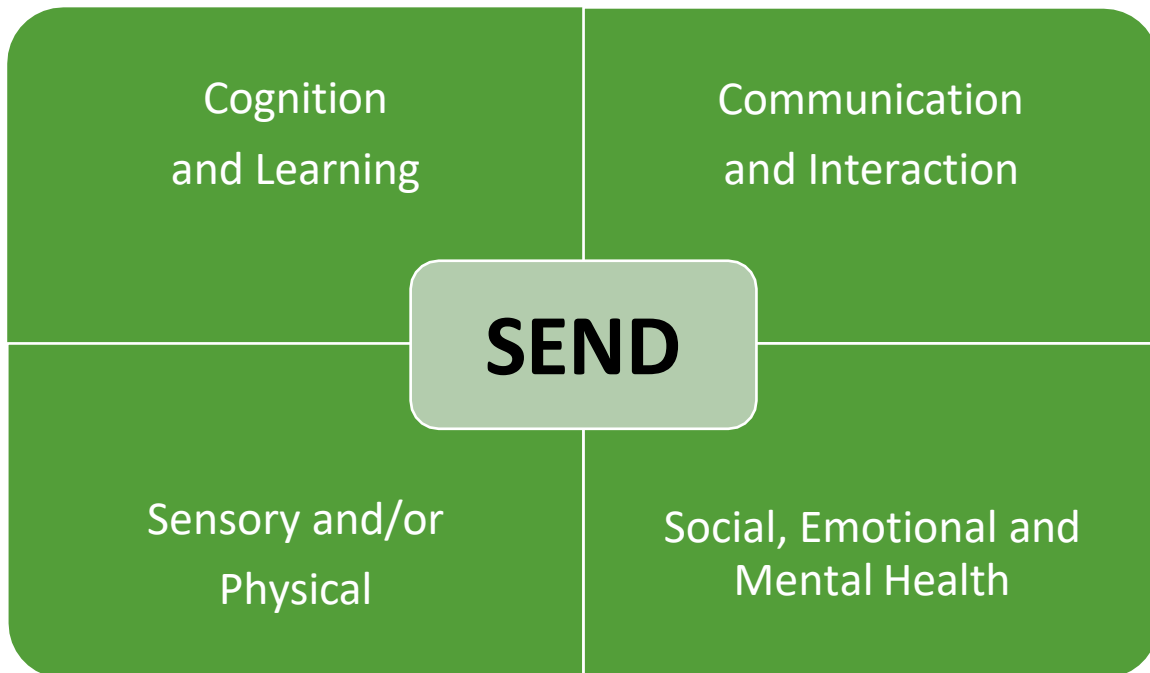


Brook Mead Academy is a mainstream school taking pupils from the ages of 11-16.

**SEND is generally thought of in four Broad Areas of Need:**



## **How Does Brook Mead Academy know if students need extra help and what should I do if I think my child may have Special Educational Needs or a Disability?**

At Brook Mead Academy, all teaching staff assess scholars continuously through a combination of formal and informal methods. The progress of our scholars is tracked carefully, and we hold regular discussions regarding their individual progress. When a concern about a scholar's progress is raised, it is discussed with all staff who work with them.

We will then decide about what support we will offer the scholar to enable them to meet age related expectations. Some may require extra support through a specific intervention. This does not necessarily mean they have a Special Educational Need (SEN). Parents will be informed of this and offered the opportunity to share their thoughts and ideas about their child's progress.

If after this support a scholar's progress continues to be less than expected, the class teacher, Curriculum Leader along with the Special Educational Needs Co-ordinator (SENDCo) will need to investigate further to assess what the barrier to learning could be and whether the student has SEN (slow progress and low attainment do not necessarily mean that a scholar has SEN).

We take a graduated approach to the identification and assessment of needs. When a scholar has been identified as needing SEN support, the SENDCo will involve parents and the scholar to gather information and build a profile of need. At this stage it may be necessary to involve outside agencies for further investigation and support.

If you think your child may have a special educational need then you should firstly speak to the SENDCo who will make an appointment with you at a convenient time.

## **How will Staff support my child?**

If concerns are raised about a young person's progress, we will firstly look at what we can provide in the classroom through Quality First Teaching to identify if there is further provision that can be put in place.

If it is decided that a scholar needs SEN support, then we will work with the parents and the scholar to discuss targets and the interventions that are appropriate, where necessary. When a scholar is taking part in an intervention, we will make it clear who is planning the intervention and who will deliver the content of it. We will review these targets and interventions regularly and discuss progress. Provision will be matched to their individual needs.

## **How will I know how my child is doing?**

Parents can arrange meetings with the SENCo if they wish to discuss provision and progress.

Throughout the year there are opportunities for parents to find out about their child's progress at Parent Evenings and by receiving reports.

If your child is on the SEND register, then there will be opportunities to review targets.

We will consider what is working and what needs to be put in place to support them further. At this meeting all involved will jointly review targets and modify the student's Personal Intervention Passport.

If outside agencies are involved with the scholar, then parents are informed and will be invited into school to discuss any assessments that have taken place.

## **How will the learning and development provision be matched to a scholar needs?**

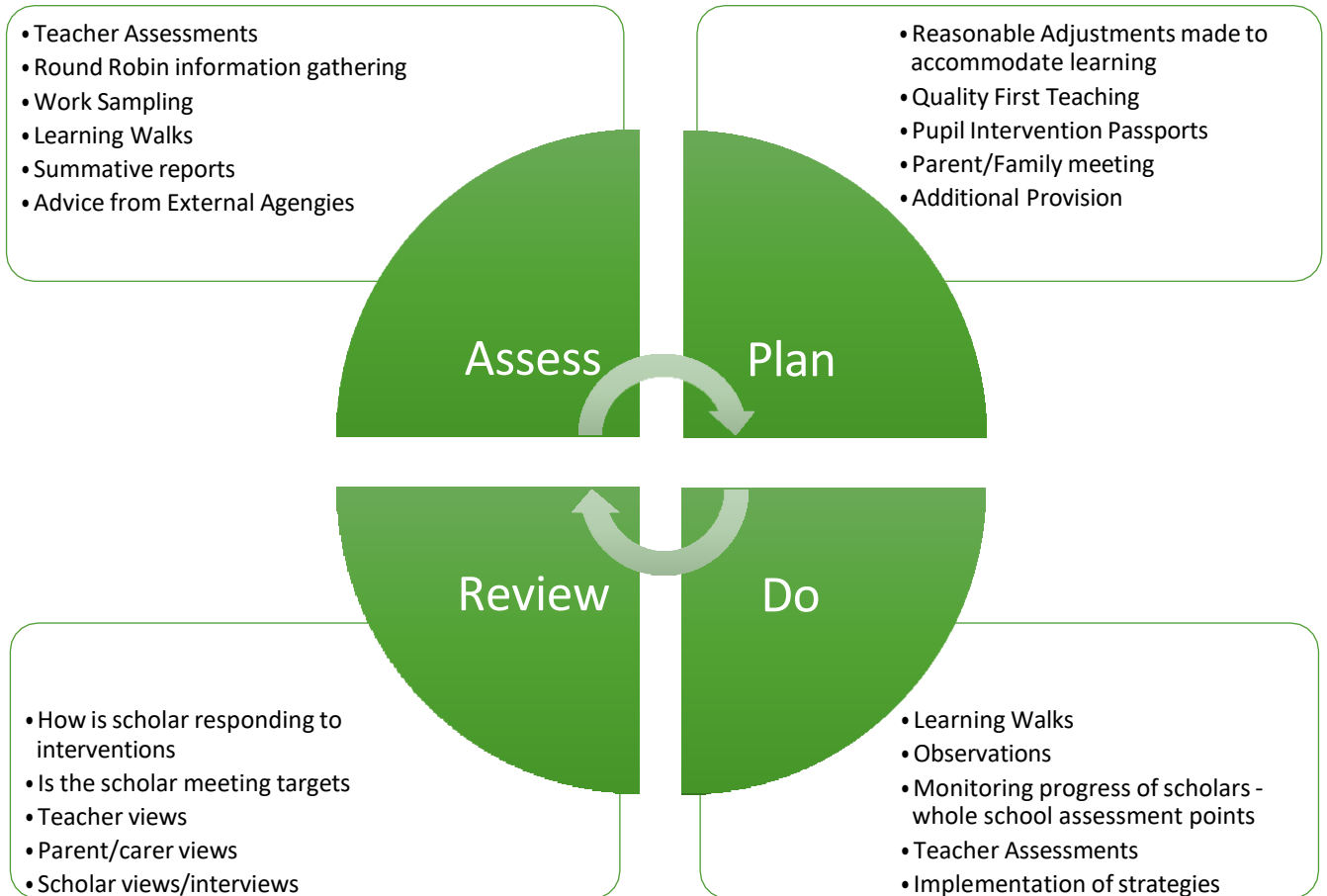
Teachers have high expectations of all scholars and plan considering previous experiences and knowledge. Through good quality teaching the scholar's needs are identified and addressed. When planning, teachers will provide scaffolding matched to their needs.

Teachers review progress regularly through summative and formative assessments and plan and review resourcing and suitable provision.

This is in line with the Code of Practice model of '**Assess, Plan, Do, Review**'. If a scholar needs extra provision this will be discussed with the parents and targets will be set matched to the needs of the student.

## Assess, Plan, Do and Review.

This is a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with growing understanding of the scholar's needs and of what supports the scholar in making good progress and securing good outcomes (SEND Code of Practice 2015).



**Assess** – Information is gathered from the teachers, scholars, parents/carers, teaching assistants and from assessment data. We identify the student's barrier(s) to learning.

**Plan** – This is where we decide what additional support will be provided to overcome these barriers. This will be recorded in the scholar's provision planning and in a centralised system.

**Do** – This is when the work is carried out with the child as detailed on their provision plans.

**Review** – This is when we measure the impact of the support provided and plan next steps.

### What support will there be for my child's overall wellbeing?

Some scholars may have social and emotional needs which may form barriers to learning and affect their confidence. This may also impact on attendance. Individual support sessions with Learning Mentors are used as opportunities to explore these areas and discuss the concerns.

We also use external agencies such as the therapists and Relate Counselling service if necessary.

We may refer scholars to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a scholar's mental health needs.

## **We also work with Social Services, Early Help Services at Leicester City Council.**

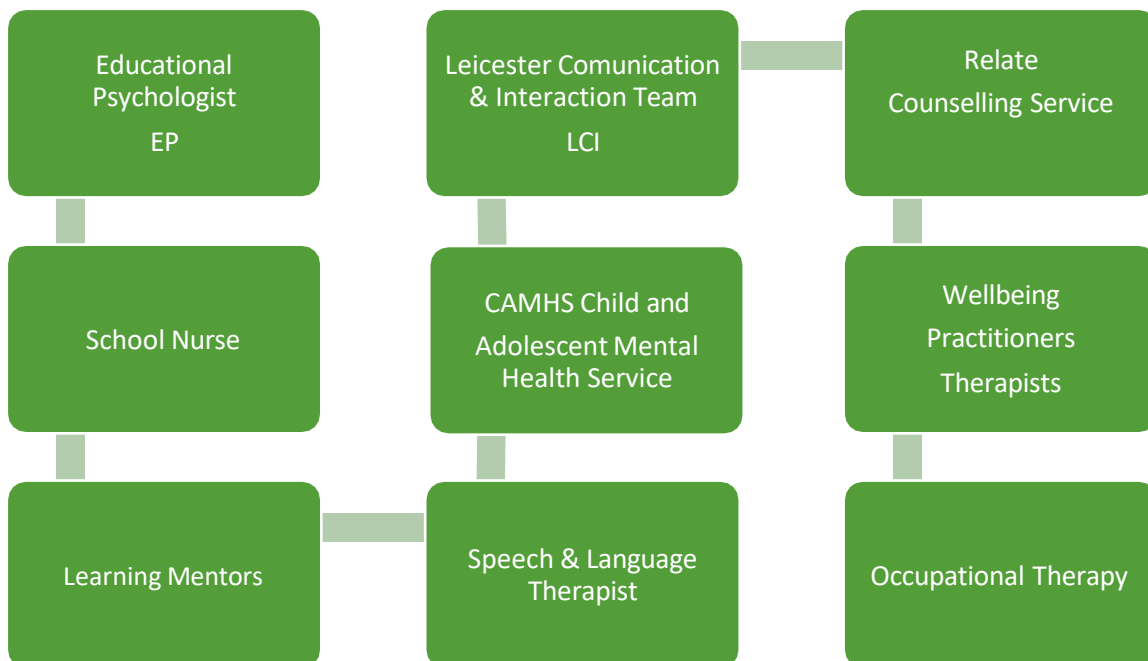
When multiple agencies are involved with a scholar and their family, the use of a Common Assessment Framework (CAF) is set up. It brings together different agencies and services to share information and work together in a coordinated way. It is designed to support the whole family in managing the scholar's needs.

Scholars with medical or physical needs will be supported appropriately, sometimes in conjunction with the School Nurse, to ensure any barriers to learning are minimised. They may have a Health Care Plan put in place after consultation with the scholar and parents.

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

There are several services and a range of expertise available for the school to access if, after school support and interventions, a student is making less than expected progress.

These include:



## **What training have the staff, supporting young people with SEND?**

- As a school we are committed to the ongoing professional development of all staff.
- All staff have access to courses run by the Local Authority. We also provide training in school.
- Relevant staff are First Aid Trained.
- The SENDCo is completing the National Association for SEN Co-ordination Award, this year.

## **How will you help me to support my child's learning?**

If your child has SEN support then you will be invited to meetings to discuss their progress, review the support provided and the impact of this. This will allow parents/carers to discuss their thoughts on how they feel the support is impacting their child.

During these meetings, discussions will take place regarding how parents can support their child at home. If external professionals are working with your child, they will offer ideas for how your child

can be supported. It is sometimes the case that external professionals work alongside the parents and school to develop strategies for joint support.

We are only a phone call or email away.

Parents also attend parent evenings where teachers will give suggestions of how you can support your child at home.

### **How will I be involved in discussions about and planning for my child's education?**

When identifying whether a scholar has SEN, we will involve the parents/carers throughout the process. After our initial discussions on identifying who requires further support, we will work with parents/carers to build a profile of their child's needs and how those needs can be supported. We will discuss the adjustments, interventions and support that will be put into place ensuring that all stakeholders are involved in the process.

We will hold reviews to discuss the impact of these interventions and identify what steps we need to take next.

If outside agencies are involved, parents will be informed about when the professionals are working with their child and any outcomes of their involvement.

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

We ensure that scholars with SEN or a Disability can participate in all aspects of school life. All scholars are included in school trips and after school clubs. Where it is appropriate or necessary, we will make appropriate adjustments to aid scholars in these activities.

### **How accessible is the school environment?**

All schools have duties under the Equality Act 2010. At Brook Mead Academy we meet the needs of all learners.

We are a small temporary site on two floors with ground floor access for wheelchair users. In our permanent site, there will be full accessibility for all needs.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage in education and life?**

The SENDCo conducts visits to all feeder Primary Schools when the pupil is in year six and is known to have SEN. Parents are invited to visit Brook Mead Academy with their child in the Spring and Summer terms. Open Days and Evening Events are an ideal opportunity for this contact to be made also.

Scholars who join us through 'in year' admissions have their records transferred from the previous setting. After reading these records, teachers can contact the previous setting if more information is required.

When students are transitioning post 16+ there are opportunities to meet with specialist advisors.

## **How is the decision made about how much support my child will receive?**

The level of support will vary depending on the needs and the school's resources. If it is felt by the parents and teachers of a young person that they may need further support, outside of what is possible in the classroom, and after discussions, a plan will be put into place and will be reviewed regularly.

Where school is unable to supply the level of support needed by a student, an application for a Statutory Assessment for an Educational Health Care Plan will be made to the local authority. Or a referral to another service to support needs.

## **How can I find information about the local authority's Local Offer or services and provision for children and young people with SEN and/or Disability?**

**You can find out about the local authority's Local Offer at:**

[Family Information | SEND Local Offer \(leicester.gov.uk\)](#)

[Family Information | About SEND \(leicester.gov.uk\)](#)

## **What do I do if I have a complaint?**

Should scholars or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's Tutor.

If you are not satisfied an appointment should be made via the school office to speak to the SENCo.

If you are still not satisfied, then you should arrange an appointment with the Principal.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

## **Who can I contact for further information?**

Monal Pancholi and Grace Sharpe are the joint SENDCos. They can be contacted by telephoning the school office on 0116 24827195 or by emailing [sendco@brook-tmet.uk](mailto:sendco@brook-tmet.uk)

Updated September 2023