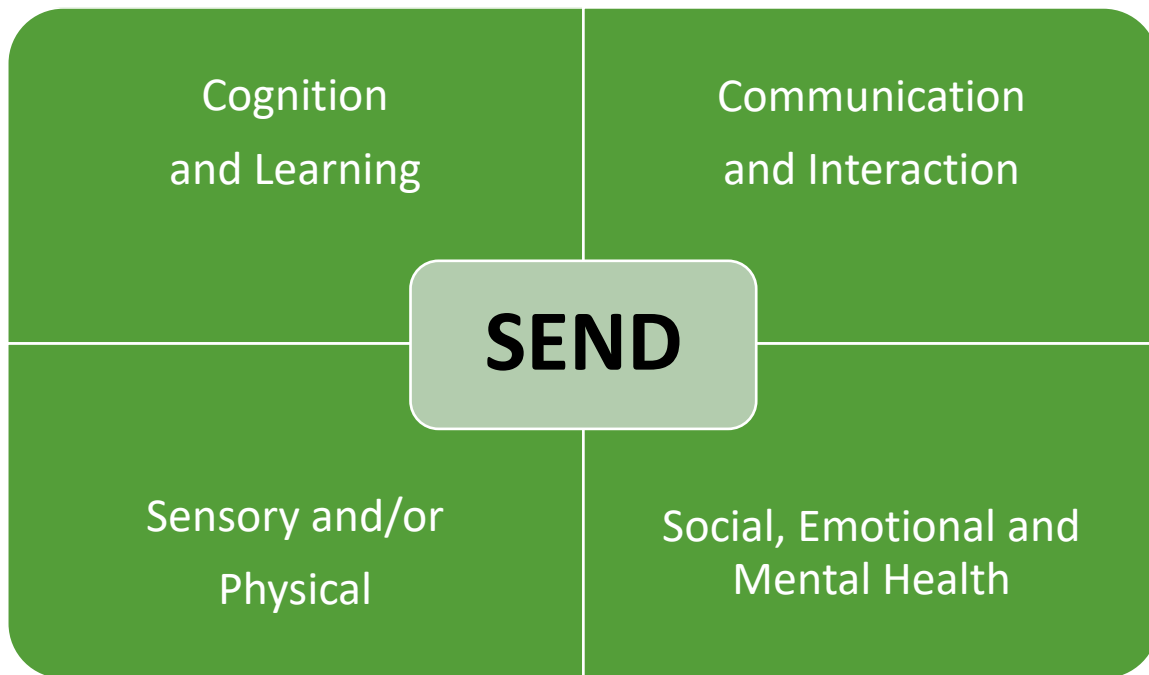


Brook Mead Academy is a mainstream school taking pupils from the ages of 11-16.

What is SEND?

The Code of Practice 2014 states that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four Broad Areas of Need:



How does Brook Mead Academy know if scholars 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 staff who work with them to gain a clearer understanding.

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).

If after this support a scholar's progress continues to be less than expected, we 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). This is part of a graduated response.

We take a graduated approach to the identification and assessment of needs to give time for intervention (universal or specific) to be assessed and reviewed. 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. Following this, 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 High Quality Teaching to identify if there is further universal provision that can be put in place.

If it is decided that a scholar needs SEN support, 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 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?

Throughout the year there are opportunities for parents to find out about their child's progress at parent evenings and through termly tracking reports.

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

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 accordingly. Through high 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.

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 support will be provided to overcome these barriers.

Do – This is when the work is carried out with the scholar as agreed.

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. Staff receive universal training on how to support scholars' wellbeing and implement this in the classroom.

We also use external agencies such as the Mental Health Support Team, School Nurse and Relate Counselling service if necessary.

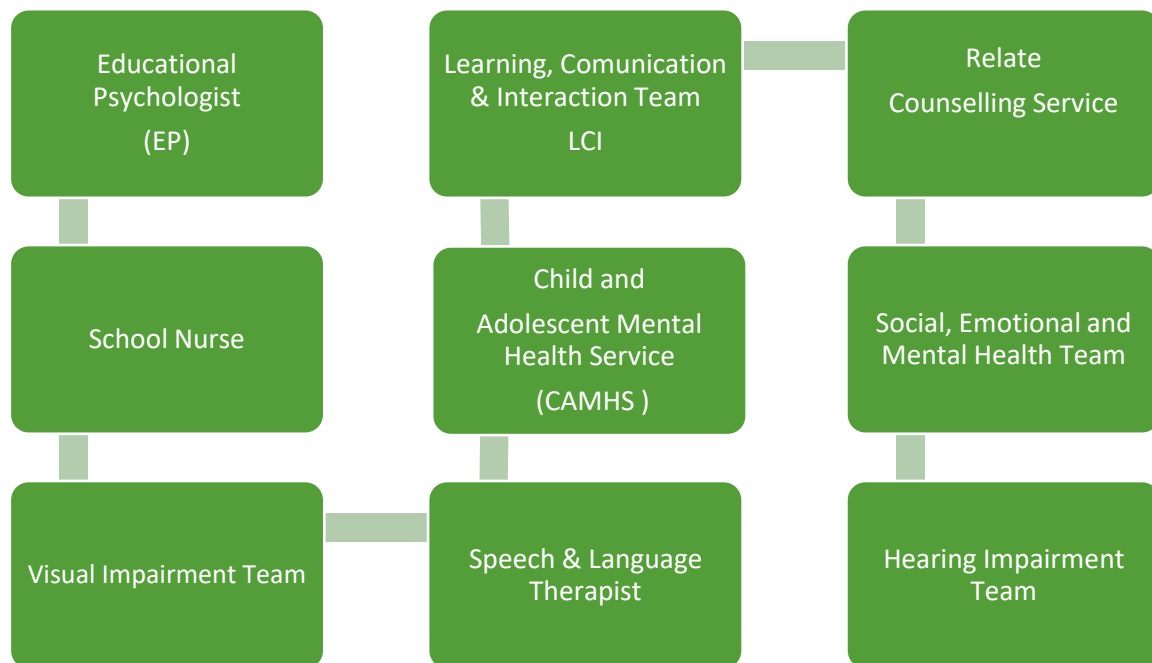
We may work with parents to support with further signposting through the GP if required.

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.

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.

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.

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

Parents can also contact the school to discuss their child's progress.

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.

A copy of the Accessibility plan is available on the school website.

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 SEND team carry out transition work with feeder primary schools to ensure scholars have a successful transition. Open Days and evening events are an ideal opportunity for your child to visit the school. Additional transition packages can also be arranged where there is a need.

When students are transitioning to 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 scholar 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 scholar, a referral to external agencies can be made. Additionally, if required, an application for top up funding could be made or a Statutory Assessment for an Educational Health Care Plan.

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:

[SEND local offer | LCC Family Hub](#)

What do I do if I have a complaint?

A copy of the complaint's procedure is available on the school website. 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 is the SENDCo. She can be contacted by telephoning the school office on 0116 4827195 or by emailing sendco@brook-tmet.uk.

Updated June 2026