



SEN Information Report

Our SEN Information Report is developed in consultation with our staff, Governors, parents/carers. It is regularly reviewed by our Governors.

	Whole school universal approach	Targeted support	Specialist individual support according to need
Support	<ul style="list-style-type: none"> • Small class groups of 1 teacher to 10 students as a maximum. • High level of in class support • Student wellbeing lead works with families and young people. • Occupational therapist support, including training by OT to staff • Weekly key stage team meetings to review student progress, share information etc. • Weekly meetings to share information and train colleagues • Regular staff meetings to discuss student progress. 	<ul style="list-style-type: none"> • Enhanced staff support during lessons and class activities • Increased levels of multi-agency support • Support/guidance from the Educational Psychology team • Programmes and guidance provided by the Speech and Language service and Occupational therapist are delivered by teaching assistants and teachers and are integrated within the class timetable to support and facilitate access to the curriculum as required • Support/advice from senior leadership team • Specialist TLA team to add additional support interventions. E.g <ul style="list-style-type: none"> • Literacy Interventions 	<ul style="list-style-type: none"> • 1:1 support where necessary • Regular multi-agency support and meetings • Liaison with external agencies including CAMHS, Forensic CAMHS, Devon and Somerset Fire Service, the youth service and Plymouth Youth Justice service • Assessment and strategies from Educational Psychology team • Additional advice from medical services, health care teams etc. • Highly trained staff with specific competencies to support individual children. • Specific therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists

		<ul style="list-style-type: none">• Numeracy Interventions• ELSA (Emotional Literacy Support)• Let's talk Girls' group• Let's Talk Boys' group• Healthy Lifestyles• Gross motor skills development• Construction Play• Music therapy• Walk n' talk• Playworx• Life skills	<ul style="list-style-type: none">• Referrals made to 'Go Beyond', who provide referred students with short breaks in the country
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	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Teaching	<p>Small group teaching for all lessons</p> <p>Groups changed to reflect students' learning needs for specific subjects</p> <p>Structured environment within each class</p> <p>Consistent routines and systems across the whole school</p> <p>System of regular monitoring and productive feedback between all practitioners on the quality of learning observed.</p> <p>All lessons must be accessible – every child must have 'a voice' and must be heard.</p>	<p>Additional visual clues and guidance</p> <p>1:1 teaching on a regular basis (e.g. Literacy and Numeracy Catch Up sessions)</p> <p>National Tutor Programme catch up sessions provided by in school academic tutor</p> <p>1:1 support provided to meet personal and social needs</p> <p>Group Support /Intervention sessions from one of the specialist TLA team e.g. literacy, numeracy, emotional literacy etc</p> <p>Individual behaviour systems, rewards and motivators</p>	<p>Specialist TLA skills in class to support individual children</p> <p>Individual Support from one of the specialist TA team (e.g. ELSA trained TLA).</p> <p>Specialist support such as teacher for visual impairment to advise on individualised learning support.</p> <p>Advice from the Educational Psychology team</p>

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Environmental and Physical Resources	<ul style="list-style-type: none"> • Well- lit, eco-friendly and well-resourced environment • Spacious school site, including woodland and our school allotment • Forest school • Visually clear classrooms • Lifts and well-marked stairs • Access to specialist teaching areas such as our Science laboratory; Food Technology, Art, Design and Technology, Music and ICT rooms; amphitheatre, sports hall and fitness suite • Stimulating external play resources e.g MUGA, green gyms, cycle track, Zenary pond space and school playing fields 	<p>Dedicated areas of the school created to meet the needs of students.</p> <p>Unrestricted access to sports/fitness facilities as an aid to behaviour management.</p> <p>Access to therapy room</p>	<ul style="list-style-type: none"> • Dedicated resources matched to students' social and learning needs are carefully managed.

	<ul style="list-style-type: none"> • Use of animals (chickens and therapy dogs) to promote wellbeing 		
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	<p align="center">Whole School Universal Approach</p>	<p align="center">Targeted Support for Individuals or Small Groups According to Need</p>	<p align="center">Specialist Individual Support According to Need</p>
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<p>Emotional Health and Wellbeing</p>	<p>Positive Learning environments with excellent staff role models. Focus on developing confidence and self-esteem.</p> <p>We are a Trauma informed school</p> <p>Key staff roles to promote wellbeing include our Mental Health first aider and our Key Stage pastoral teams</p> <p>PSHEE is a core curriculum subject</p> <p>Stonewall Champion status: promoting equality and inclusion</p> <p>Inclusion Team operate an open-door access policy for all students when emotional support is needed</p> <p>Student Wellbeing Lead and Behaviour Support Lead have an open door policy and liaise closely with parents/agencies to provide support</p>	<p>Additional time allocated to support emotional development and understanding</p> <p>Support for students to understand their needs, emotions, and conditions e.g using Social Stories, the 5 Point Scale</p> <p>ELSA trained Teaching Assistant runs small group work around emotional literacy.</p> <p>Focus on developing interest in learning through activities based around skills and interests (e.g. at bespoke vocational providers)</p>	<p>Emotional development and well-being is our main focus</p> <p>Increased joint working between parents/carers, school and multi agencies/ charities.</p> <p>Individual counselling sessions available with Young Devon</p> <p>Bespoke Art therapy e.g. sandtray therapy to enable students to explore difficult emotions</p> <p>Support from individual staff when making difficult decisions</p> <p>Support from emotionally available adults</p> <p>Liaison between school staff and targeted youth mentors</p>
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	<p>Opportunities to stay away from home overnight during trips e.g sailing trips, expeditions programme</p> <p>Opportunities to compete and be positively challenged through sport e.g. sailing trips and the Jubilee Challenge weekend</p>		
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<p>How will the curriculum be matched to my child's needs?</p>	<p>Brook Green Centre for Learning is committed to developing the academic and life skills of all of our students to enable them to lead safe, happy and purposeful lives, contributing economically, creatively and socially to society. We want students to leave Brook Green Centre for Learning able to fulfil their potential, understand the world around them and contribute to making it a better one.</p> <p>As part of our vision and commitment to enable all young people to believe, thrive and achieve their very best, we understand that character education is crucial to their development. We believe our students will thrive and achieve when they are the centre of their learning in a happy, caring and supportive environment, where the value of all individuals in our school community is celebrated.</p> <p>We value the diverse backgrounds of all students, families and the wider school community. We aim to equip our students with the knowledge, skills and attributes they need for life in modern Britain. This is done through the effective spiritual, moral, social and cultural development of our students and through the inclusion of collective assemblies; PSHEE and Citizenship lessons; extra-curricular and enrichment activities; the pastoral programme and work within our local community.</p> <p>British values permeate our curriculum, ethos, and a wide range of activities, along with our commitment to providing opportunities for our students to develop a strong moral foundation and to make a positive impact in their local community, Britain and beyond.</p> <p>Our curriculum provides our students with a broad and balanced experience which promotes their spiritual, moral, cultural, mental and physical development. It consists of the National Curriculum including Personal, Social, Health and Economic Education and Religious Education as well as cross-curricular themes such as learning in the natural environment.</p> <p>We are committed to preparing our students for the opportunities, responsibilities and experiences of later life so that they may become actively involved in their community, contribute to society and live as independently as possible.</p>
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We actively seek opportunities to develop sustainable partnerships with a broad range of groups in order to best meet the needs of our students and their families.

Our students can access a personalised offer, including access to independent providers such as BEES and NORPRO.

At Key Stage Four our students study for a range of qualifications, including Asdan Cope, Entry Level, BTECs and GCSEs. All study Maths, English, Science and ICT and choose options from a range of subjects including Humanities, Art, Music, MFL, BTEC Sport, Digital Technology and Drama. All students study either Food Technology or Design Technology.

Our students also have the opportunity to access independent training providers in Year 11 to enable them to prepare for the transition to post-16 provision.

How does Brook Green know if children need extra help?

The Local Authority Single Multi-Agency Panel Matching Panel places children at Brook Green following agreement. All children have an Education, Health and Care Plan, which describes their individual areas of special needs and informs his/her individual education plan, unless they are on an assessment placement.

An annual review is held once a year to discuss your child's progress, their current areas of special needs and to agree at least three targets. Any additional needs are discussed as part of the review and if appropriate, alternative or additional resources from within school are agreed. We take a person centred approach to these reviews, putting the young person at the heart of the process and ensuring their voice is heard.

As all classes have high staffing ratios and each teacher is able to quickly identify any requirements for additional support on an on-going basis throughout the year and will discuss these with senior leaders and parents. The tutor and Key Stage Leads are the first point of contact for parents who think their child has developed any additional needs and so may require alternative support.

We track the progress of young people regularly, and any child making less than good progress is monitored carefully and this may result in a bespoke intervention plan. This intervention gives us opportunities for us to consider what is not working and how we can change our approach. We involve parents and carers if we feel we cannot resolve learning issues by ourselves along with other professionals.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each child in their class has achieved and what needs to be further developed. Parents' evenings, annual reviews and 'meet the tutor' evenings give you a chance to meet with tutors and subject teachers.</p> <p>Parents/carers are invited to attend an Annual Review of their child's Statement or Education, Health and Care Plan, after which a written report is sent to attendees. Part of this includes target setting, so that you and your child are clear on next steps for success.</p> <p>Parents/carers will also receive a full end of year report along with planners and certificates, which inform you of successes as they happen. We also use school our home school communication book and teachers, Tutors and Teaching Assistants regularly ring home to let parents/carers know of their child's progress.</p>
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What training have the staff had or are having?

All staff, both teachers and support staff receive comprehensive and on-going training in meeting the needs of children with a range of learning and behavioural difficulties. This is tailored to individual need but includes ELSA training (emotional literacy), Health and Safety training, basic first aid, the nationally accredited SENCO award (NASENCO), child protection training and safeguarding training (for all) and behaviour management strategies.

A detailed induction programme is given to all new staff and volunteers.

Our staff participate in supporting the development of emotional literacy plans and behaviour management strategies for individual students. Staff are trained in how to de-escalate challenging situations and our First Response team are trained in Safety Intervention strategies. We are a trauma informed school.

Training days and evenings are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.

What specialist services and expertise are available at or accessed by Brook Greens?

Senior leaders, teachers and support staff are highly skilled and experienced in meeting the individual learning, physical and sensory, medical and communication/ social needs of children with moderate learning difficulties and/or emotional , social and behavioural difficulties.

The school accesses a range of specialist services including the various Sensory support teams across the region, CAMHS and social care and health services.

A number of therapists visit Brook Green including Speech and Language therapists, and an Occupational Therapist. We are also supported by the Educational Psychologist service. We work with the SEND 0-25 team, the School Nursing service, CAMHS, CSW group and our linked Education Welfare Office.

We actively seek opportunities to work with external agencies to support our students.

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

Your child's wellbeing and happiness is the key aim of everyone at Brook Green. We seek to be a positive, happy community where all staff model accepting and respectful behaviour and attitudes.

We understand that we are instrumental in giving our students the tools to deal with difficult life situations and we promote wellbeing and happiness through the opportunities which our curriculum enables them to have. This includes opportunities to learn in the natural environment, to positively challenge themselves through sport and take part in expeditions, to work with drama groups and take part in Arts projects. Our curriculum focuses on developing confidence and self-esteem and we promote equality and inclusion. PSHEE is an integral part of our curriculum.

Staffing levels in classes enable staff to provide students with additional support when needed. Our Inclusion Team provide emotional support and open access to our students and we support students to understand their needs, emotions and conditions.

Our specially trained Teaching Assistant team provide interventions including Emotional Literacy Support, Let's talk Girls' group, Let's talk Boys' group, Healthy Lifestyles, Construction Play, Walk n' Talk and Life Skills. Music therapy sessions and Art therapy sessions are also offered.

The Student Health and Wellbeing lead and Behaviour Support Lead operate an open-door policy and liaise closely with parents and external agencies to provide support and create bespoke provision and packages for our students.

Staff are trained in a variety of medical competencies, such as the emergency administration of medication and basic first aid. Students with more complex medical needs have an Individual Health Care plan which is reviewed annually with ourselves, parents and health care providers. We work closely with Social Care, the Zone, CAMHS, Forensic CAMHS, the Educational Psychology Team, School Nursing Team,

Speech and Language Service and Occupational Therapy service. Young Devon offer counselling for our young people in school.

We are a trauma informed school.

How will Brook Green prepare and support my child with transitions?

All children are given an enhanced transition between primary school and Brook Green appropriate to their needs. For students who are admitted mid-year this may include opportunities to mix with their new classes and staff. Students joining us from Year 6 attend transition days in the Summer term where they typically take part in lessons and meet their Tutor and class teachers.

Planning for transition to post-16 placements and preparation for adult life is included in all Person Centred Transition Annual Reviews from Year 9, which concentrate on learning and holistic outcomes. Our is that our young people and families are fully satisfied with post-16 planning.

A similar process happens when a child leaves Brook Green. We support visits to the new placement and liaise with new staff to share information. Throughout Year 11 we further build students' independence through attendance at other provisions. CSW group support our students with the post-16 transition process.

How are Brook Green's resources allocated and matched to children's special educational needs?

Children receive support matched to their own level of need. This is through careful assessment of needs which are preset by the local authority.

This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.

Students' EHCP outcomes are regularly monitored and reviewed. If our monitoring shows that a child's SEN circumstances, health requirements, behaviour or complex learning needs indicate that additional support may be required, we undertake additional assessments and hold an interim annual review with the local authority to best determine how to proceed.

Will my child study for qualifications whilst at Brook Green?

All children at Key Stage Four are given the opportunity to study for qualifications according to their ability. These include GCSEs, BTECs and Entry Level qualifications, Asdan Awards and school certificates. Your child may also study for Unit Awards which are small step certificates of progress.

We regularly review our offer to make sure our courses and qualifications are best suited to our students.

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

All children are given the opportunity to participate in whole school, curriculum and off-site activities. The extent to which your child participates and the level of support required is part of a teacher's risk assessment and may vary over time and for differing activities, however we differentiate all activities to enable all children to participate.

All visits are risk assessed prior to access. Further permission will be sought from yourself for visits that last for a whole day or more, or are further afield, such as the sailing trips and the Ten Tors Jubilee Challenge.

Brook Green has a minibus which our trained staff drive to a variety of destinations, usually in connection with the schools' curriculum or a sporting activity. Brook Green endeavours to undertake some residential trips, such as our sailing week or camping as part of Jubilee Challenge. All trips are carefully considered in advance and the students' abilities, needs and benefits are carefully weighed up. Parents and carers are fully briefed about our trips and involved in aspects of preparation.

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?

We aim to meet every child's needs and want to get it right for your child!
Parents/carers who believe their child's needs are not being met within school are firstly asked to contact us to talk through their concerns.

Where appropriate an early Annual Review can also be arranged, with representation from the SEND 0-25 team to formally review your child's progress, current special needs and provision.

Who can I contact for further information?

The first point of contact for anything relating to your child's education is your child's tutor. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an on-going basis. Staff are available to talk outside of teaching hours or an appointment can be made with our Key Stage Leads to meet at a mutually convenient time.

For matters not directly relating to your child's progress parents/carers are invited to contact our Student Health and Wellbeing lead. She is available to provide targeted support to parents/carers on a range of issues such as parental/carer's support, transport, transition, attendance etc. Families are also welcome to contact a member of the Leadership Team:

Mrs Jordan – Headteacher

Mrs Holt – Deputy Headteacher

Mrs Eglinton – Assistant Headteacher

Mrs Marchand-Smith – Key Stage Three Lead

Mr Stephenson – Key Stage Four Lead

Mrs Krac – Behaviour Support Manager

For questions around behaviour support and behaviour strategies, please contact our Key Stage Leads and Behaviour Support Manager.

Our website is regularly updated. Our policies and other information, such as term dates and newsletters, are there too.