



SEND Information Report

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Introduction:

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in our PRU.

The new approach begins in September 2014 and places learners at the centre of planning.

The key principles of the new legislation are:

1. Young people and their families/carers should be involved in discussion about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education Health Care Plan (EHCP) will replace Statements of Special Education Needs. New assessments for additional educational needs will follow from September 2014.

At Brent River College we believe we are well placed to adopt these changes and look forward to working with our parents/carers to bring about the reforms.

Brent River College is a KS1 - KS4 Pupil Referral Unit with an age range of 5 – 16 years old. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to; social, emotional or behavioural difficulties or a medical condition.

We admit children from across the Brent Borough and wider London.

Brent River College upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school values are '*Belief, Respect, Integrity, Vision, Excellence, Responsibility, Courage*'.

We welcome engagement from our parents/carers and wider support agencies to bring about protection, provision and progression for pupils of Brent River College so that they are well prepared for the future both as learners and as citizens.

At BRC we welcome and value contact with parents/carers.

We consult with pupils and their families on our provision through:

- The initial meeting at BRC for new parents/carers, the pupil and any other supporting adults. This is the first opportunity to meet with the Head of Centre. At this time, information is shared and plans are made.
- Ongoing meetings with families when the needs arises. This could be meetings with Head of Centre, Inclusion Team or tutor team;
- Regular target setting and pupil progress meetings where parents/carers are invited to meet tutor teams;
- SEN Reviews as needed;
- Statutory Annual Reviews of EHCP;
- Contact by text, phone or face to face as and when needed, usually with the named Tutor in the first instance

Identifying students with SEN:

Many of our students have already been identified as having SEN by their referring schools. Other needs are diagnosed whilst pupils are at BRC.

Our protocol for identifying SEN is that all pupils are given Baseline tests on arrival. Some difficulties (such as Reading ability) are identified during these tests. Other needs (such as processing difficulties) may be highlighted by our staff. Any member of staff can submit an SEN "cause for concern" through the Key Stage coordinators. THE SENCO and SEN team will then take the necessary steps to address the identified needs.

Assessment and Review:

We hold an assessment week every 6-weeks where all students are tested across all subjects. Teachers enter all data on to each Key Stage's tracking system, SIMS and Doodle. Senior staff analyse all data to identify gaps in progress for different groups of children, including those with SEN.

Individual SEN targets are set at the beginning of the year in their Educational Support Plans (ESP's) and are reviewed on a termly basis and new objectives are set where necessary. These are in addition to the behavioural and Literacy/ Numeracy targets all pupils have.

Monitoring procedures are in place to measure progress in:

- Reading age
- Behaviour
- Personal development
- Emotional literacy
- Skills for learning
- Attitudes to school

Supporting Pupils with Special Educational Needs/Disabilities and their Families:

We will let families know about any concerns about the pupil's learning through texts/phone calls and meetings as needed. Meetings are arranged by appointment. We also liaise closely with pupils' previous or future schools where they are dual-registered.

We have a "SEN" register, which identifies all students who receive additional intervention (anything other than normal classroom differentiation). Some students may be identified as needing an EHCP (Education, Health and Care Plan). Staff work hard to prepare a comprehensive referral and collect information from other services such as CAMHS. The process is very student-centred - we work in partnership with the Local Authority and parents / carers and pupils are involved at every stage.

Transition to post-16 education:

All pupils in Year 9 and above have a Career Plan which is prepared after they have had support through Connexions. We work hard to ensure all pupils have a realistic and aspirational post-16 placement (education, employment or training). All pupils transferred successfully to an appropriate destination in Summer 2019. SEN pupils are offered additional transition visits to FE providers, accompanied by familiar staff.

We encourage all our students to have high aspirations for their future and set appropriate learning goals.

Inclusion and Pupil Voice:

All students at BRC are taught in mixed ability groups and in mixed year groups at KS3. The size of these groups may vary according to the needs of children; for example, pupils with anxiety issues may work in smaller groups. Reasonable adjustments are made to curricular and extra-curricular activities to allow all pupils with SEN to play a full part in all aspects of school life. We are extremely committed to equality of all kinds, therefore all school trips/ activities and extra-curricular activities are open to all eligible pupils unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other students or staff.

Pupils with SEN have regular opportunities to formulate their own targets and, with support from staff, contribute their own views at reviews. Pupils with SEN are representatives on School Council.

There are a number of external agencies who come to Brent River College to work with pupils. They include:

- Educational Psychologists
- Targeted Mental Health Services (TAMHS) with links to Child and Family Mental Health Services (CAMHS)
- Health Services
- Drama Therapist
- Children's Social Care
- Safer Schools Officer
- PRU based Family Solutions Worker
- Staff from pupils' dual registered school will come to BRC to visit pupils and work with them in our setting.
- Childrens' Services & Family Solutions – a number of pupils and their families need support from professional social workers or family solutions. These people visit BRC to meet with the pupils they are involved with.
- Connexions (who provide support with Post-16 education and training)
- Substance misuse support workers.
- School counsellor
- YOS
- External mentors
- Motivational speakers
- WPD mentors for substance mis-use

Referrals are made, where appropriate, by the SENCO and SEN team for specialist SEN support services.

We work in partnership with other education providers to make sure pupils make a successful transition to the next stages of their learning, through careful and co-ordinated planning. For the pupils at BRC this may not be at the end of a school year or Key Stage as pupils move to other provisions or back to school depending on individual needs. Parents/carers are fully involved in decisions about transition. At BRC we provide Progress Reports for the pupil's school to show progress and specific areas to work on. We also support the re-integration of pupils back to school. This is carefully planned and the Head of Centre alongside tutors will support a return to school by attending meetings and supporting in class or in social time depending on the need. Transitions are bespoke to the needs of the child and can be gradual.

At BRC we have a number of support staff who work alongside teachers and instructors in the classrooms to ensure pupil progress and independence. There are two members of staff in each classroom at all times as a number of our pupils display challenging behaviours; all pupils are supervised by adults for the whole time they are in the building in order to keep everyone safe.

Staff Training

All staff complete and continue to receive ongoing training in special needs and disabilities.

Our Special Needs Co-ordinators provide advice and guidance to staff and pupils. They are: Nicola Stephens (Head of KS₄) / Meera Shah (Head of KS₃) / Zena Jones (Teacher in Charge of Primary) / Carlington Claire and Andy Connick (SEN Co-ordinators KS₄ and KS₃). Staff attend the SEN Forum and SENCO Induction through Brent Council.

In BRC, ALL teachers are teachers of SEN. Our provision starts with the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated to their own needs. As well as special provision for SEN, we realise that all children learn in different ways. Therefore teachers try to incorporate different learning styles into their lessons. Many of our children are kinaesthetic learners (students who prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks.

During Autumn 2018, all staff received training on completing and reviewing the Education Support Plan (ESP's) process. All staff contribute to the review of ESP's by taking part in meetings to gather information and share strategies.

Two member of staff are trained in Trauma, and three members of staff are ELSA trained (Emotional Literacy Support Assistant).

All staff were involved in MAPA training in September 2019. The MAPA strategies are enforced in class to focus on de-escalation and early intervention.

Supporting Families

BRC works in partnership with families to help them support their children's learning outside school. Families are also signposted to services/organisations through the Brent Local Offer. Alongside the Senior Leadership Team we have dedicated tutors with specific responsibility for groups of pupils and they are in close contact with families to assist them in finding appropriate support.

Emotional Health and Well-being

We recognise that students with SEN often experience difficulties with Mental Health. We have a team of staff members of who support the Emotional Health and Wellbeing of both pupils through ELSA. Additionally we work closely with Drama Therapy and School Councillor for pupils who require support with emotional health and mental well-being. Referrals can be made by staff, parents/ carers or by self-referral from a pupil.

Behaviour

At BRC, some of our pupils may demonstrate challenging behaviours on occasions and staff are prepared for this. We work very hard to keep everyone safe and BRC is a calm and purposeful environment in which to work. All pupils at BRC have behaviour targets which are reviewed regularly.

Behaviour and anti-bullying policies are regularly reviewed. Our student council have worked hard on producing a young person friendly version of our bullying policy which is accessible to all students.

Behaviour and Learning Logs are completed daily by teachers and support staff. Staff are de-briefed so patterns of behaviour and difficulties can be identified and responded to.

All pupils at BRC have risk assessments in place to help staff and pupils respond appropriately to specific behaviours which may be exhibited.

Evaluating effectiveness

Monitoring cycle for;

- Teaching and Learning,
- Marking, feedback and assessment,
- Quality of planning,
- Educational Support Plans and One Page Profiles,
- Annual staff and parent audits and surveys.

Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at BRC should, in the first instance, make an appointment to meet with the Head of Centres. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should approach the Head teacher and/ or the SEN Governor Jean Cooper.

We are happy to provide copies of the school's SEN policy and Complaints Policy on request.

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

Provision

Brent River College is an inclusive school and may offer the following range of provisions to support children with SEND:

Needs or Disability	Support Available Within Whole School (KS1 – 4)
<p>Communication and Interaction Needs Eg:</p> <ul style="list-style-type: none"> ▪ Autistic Spectrum Conditions ▪ Speech, Language and Communication Needs ▪ Social Communication difficulties 	<ul style="list-style-type: none"> ▪ Visual Timetables ▪ Areas of low distraction/ calming rooms. ▪ Constant support/supervision (2 adults in every class) ▪ Social skills programmes ▪ Specialist support including strategies for anger management and improvement of self esteem ▪ Small group work to improve skills ▪ ICT to support learning where appropriate ▪ Strategies/programmes to support speech and language development (as directed by Language and Communication Team. ▪ Strategies to reduce anxiety and promote emotional well-being ▪ Planning, assessment and review ▪ Work with pupils, parents, carers and staff to develop and review plans based on the need(s) of the pupil ▪ Teaching resources are routinely evaluated to ensure they are accessible to all pupils ▪ Differentiated curriculum and resources ▪ Use of social stories/ narratives ▪ Very clear expectations and boundaries/ preparation for change.
<p>Cognition and Learning Needs Eg:</p> <ul style="list-style-type: none"> ▪ Moderate Learning Difficulties ▪ Specific Learning Difficulties 	<ul style="list-style-type: none"> ▪ 1:1 interventions to promote/develop literacy and numeracy ▪ Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas: reading/numeracy skills, comprehension skills and exam technique. ▪ ICT is used to reduce barriers in learning. ▪ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to ▪ Planning, assessment and review ▪ Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. ▪ Data is rigorously analysed to identify pupils who are not making expected progress.

	<ul style="list-style-type: none"> ▪ Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ▪ Work with pupils, parents/carers and staff to develop and review plans based on the need of the pupil. ▪ Differentiated curriculum and resources. ▪ Readers and scribes are used routinely in lessons for students with identified need.
<p>Social, Mental and Emotional Health Eg:</p> <ul style="list-style-type: none"> ▪ Behavioural issues ▪ Social needs ▪ Mental health needs ▪ Emotional Health and Wellbeing 	<ul style="list-style-type: none"> ▪ The school ethos values all pupils ▪ Behavioural management systems encourage pupils to make positive decisions about behavioural choices. This is adapted to meet the needs of individuals so all children can succeed. ▪ The school's behaviour policy identifies where reasonable adjustments can be made to minimise the need for exclusions. ▪ Risk assessments are used and action is taken to increase the safety and inclusion of all pupils. ▪ The school provides effective pastoral care for all pupils. ▪ Nurturing model within classrooms. ▪ Tutors are allocated to all pupils. ▪ Some students have greeters who escort them into the building and settle them. ▪ Support and advice is sought from outside agencies to support pupils where appropriate. ▪ Pupils are placed in small groups at BRC with two key members of staff. ▪ Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations. ▪ Special arrangements are put in place for exams to minimise anxiety for pupils. ▪ Information and support is available within school for behavioural, emotional and social needs. ▪ Close liaison with CAMHS to share strategies for Mental Health.
<p>Sensory and Physical Needs Eg:</p> <ul style="list-style-type: none"> ▪ Hearing/Visual impairment ▪ Multi-sensory impairment ▪ Physical and Medical Needs 	<ul style="list-style-type: none"> ▪ Support and advice is sought from outside agencies to support pupils where appropriate ▪ ICT is used to increase access to the curriculum ▪ Support to access the curriculum and develop independent learning ▪ Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs ▪ Access to Medical interventions ▪ Referral to Occupational Therapy as needed ▪ Access to to programmes to support Occupational Therapy/Physiotherapy ▪ Adapted materials/ exam papers for students with visual impairment.

	<ul style="list-style-type: none"> ▪ Support with personal care if and when needed. ▪ Staff receive training to ensure they understand the impact of sensory need upon teaching and learning. ▪ Specific staff administer medicines in school ▪ All staff understand the medicine administration policy ▪ The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils ▪ Entrances to school allow wheelchair access ▪ The school has disabled toilets which are also gender neutral.
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	Whole School (KS1 – KS4)
Provision to facilitate/support access to the curriculum/independent learning	<ul style="list-style-type: none"> • Class sizes are small across the PRU, up to 6 in a class, with at least two adults in the class: A teacher and 1 Teaching Assistant. Where young people have an Education Health Care Plan or are on a 1:1 programme, there may be additional support according to need • Robust baseline assessments so that clear targets are identified that match individual pupil need • Regular progress meetings • Teaching and Learning Policy with regular monitoring and review. 2018/2019 focus on challenge and independent learning • Accurate data analysis to support early identification of additional need • Robust risk assessments • A stimulating learning environment • High levels of adult support and intervention • Well-resourced classrooms and specialist equipment • Access to a range of therapeutic interventions to support the development of self-esteem, confidence and emotional well-being • A highly committed staff team who know our children well • Pupils will develop literacy and numeracy skills to access public examinations at an appropriate level • Vocational courses are offered at KS4 as well as Connexions and work experience
Identifying if a pupil has special educational needs	<ul style="list-style-type: none"> • Progress significantly below National Expectations and/or has slowed or stopped – tailored interventions and resources do not enable improvement • Regular communication between teachers and parents

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	<ul style="list-style-type: none"> • Interactive whiteboards in every classroom. • 1:1 access to computers/laptops for all pupils. • Tutors for every child • Access to therapeutic interventions • Pearson / Doodle online learning resources
Strategies to support/develop literacy	<ul style="list-style-type: none"> • Phonics based reading schemes • Tracked reading progress • Literacy focus areas across curriculum • Active Learn Literacy Activities
Strategies to support/develop numeracy	<ul style="list-style-type: none"> • Differentiated learning built within the curriculum. • Timetabled numeracy sessions • Online numeracy resources • Numeracy focus areas across the curriculum
Strategies to support/modify behaviour	<ul style="list-style-type: none"> • All staff receive a range of training including safeguarding and MAPA • School behaviour policy and handbook • Twilight sessions for teachers are all based on teaching and learning and SEMH • All staff are involved in developing educational and behavioural targets for young people through their ESP's • One page profiles for each student • Outline strengths, areas for development, triggers and strategies • Induction programme for staff and students • All provisions have regular debrief sessions so that the needs of the learners are always monitored, reviewed and adapted as needed • MAPA de-escalation and early intervention. • Weekly behaviour targets and 1:1 target setting and mentoring sessions • Access to tutors • Reward and recognition systems • Focus on students participating and engaging in their learning and through a range of activities • Working closely with families and external agencies – Police, YOT, CAMHS, Social Care, Educational Psychologists, School nurse and PRU based Family Solutions Worker • Restorative justice approaches
Staff expertise and training	<ul style="list-style-type: none"> • Staff liase with Brent SENAS and Brent Inclusion Team • Staff work closely with PRU based family solutions worker • Staff attend Termly SENCo Network meetings. • Staff attend ELSA Training (Emotional Literacy), Trauma Training • In school weekly training

Strategies to enhance self-esteem/promote emotional wellbeing	<ul style="list-style-type: none"> • Rewards and achievement schemes • PSHE curriculum • Enrichment curriculum offered in Options, community events, art, music and sport. • Counselling / TAMHS • Drama Therapy • Girls Group • After school clubs • Solution focused approaches • Motivational speakers • Students take part in LIFE course • Work Experience • Offer of vocational courses • Development of individualised student health programmes 	
Support/supervision at unstructured times of the day	<ul style="list-style-type: none"> • High staff supervision ratio • Break time activities with continuous supervision by teaching and support staff • Breakfast club / after school clubs • Staff escort students to bus stop • Detentions are planned with regard to student individual need • Lunch involves staff and students eating together 	
Social Skills programmes	<ul style="list-style-type: none"> • Targeted PSHE. • Targeted intervention according to need. • Adventure learning opportunities through learning, expeditions and adventurous activity – wall climbing, Hillingdon Outdoor Activity Centre, gym, boxing and football. • Structured play. • Games during breakfast and after-school club • Circle Time • Debating • Charity fundraising events • Whole school events e.g assemblies, in-house and external presentations • Events involving group discussions • Working in groups 	
Planning and assessment	The New Curriculum KS3 (Y7-9) with two year cycle plans .	GCSE English Language, English Literature, Maths, Science, Geography, ICT, BTEC Art, Business, Sport, Hospitality and Catering, Vocational courses; Music, Construction and Hair and Beauty.
	<ul style="list-style-type: none"> • Detailed academic schemes of work • Online tracking system e.g Doodle 	

	<ul style="list-style-type: none"> • Online planning resources: Kerboodle, Doodle, Pearson • 6-weekly assessments per subject • Homework opportunities • GCSE revision sessions term time and holidays • EHCP Annual Reviews • Personal development tutor reports and progress reviews • Academic reports • Fair Access Panel for re-integration reports • Transition plans and reviews • Placement reviews
Engagement with parents/carers	<ul style="list-style-type: none"> • Letters home • Weekly phone calls • Key support worker • Website • Annual parents' evenings • Termly target setting meetings at the beginning of each term • Annual review process for EHCP pupils • Termly Achievement celebration events • Termly academic progress and tutor reports • Parents surveys • Home visits
Pupil Contributions	<ul style="list-style-type: none"> • BRC Pledge • School Council • Suggestions box • Circle Time • Educational support plans (ESP's) – pupils discuss and set their targets with their tutor and parents • One Page Profiles • Pixl • Involvement in Charity events • Community events
Liaison/Communication with Professionals	<ul style="list-style-type: none"> • CAMHS • Social Care Services • School counsellor • Drama Therapy • Educational Psychologist • WDP Mentors – substance abuse • Multi Agency Meetings • PRU based Family Solutions Worker • SENAS • Brent Inclusion Team • Police and police based work in schools with the school safety officer • Youth Offending Team • PREVENT training

Arrangements for specialist expertise in school	<ul style="list-style-type: none"> • ELSA support staff • MAPA Trained staff • P.E specialists • Pogo Pulse intervention • Inclusion Team • Vocational provision – Music, Construction and Hair and Beauty.
Arrangements for specialist expertise from outside school	<ul style="list-style-type: none"> • Educational Psychologist • Drama Therapist • School counsellor • Motivational speakers • PRU based Family Solutions Worker • WDP - Substance misuse mentor • Sexual Health workshops • Connexions. • School Nurse • SENAS • Brent Inclusion Team • Teaching and Learning Mentor • External providers for extremism, gangs, CSE / Grooming and knife crime e.g. St. Giles, THE Police • PSHE sessions with the safety schools officer on Sexting, Drugs, Cyber bullying, Knife crime, Stop and Search, robbery and theft.
Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN	<ul style="list-style-type: none"> • Trackers and data analysis. • Pupil Premium analysis and report • Attendance • Teaching and learning / marking, feedback and assessment and annual monitoring cycle e,g student interviews, book checks, lesson observations • Parent – teacher meetings, • Professionals meetings • ESP reviews
Transitions: Mainstream/further education	<ul style="list-style-type: none"> • Vocational offer • Work experience • Fair Access Panel – re-integration into mainstream • Detailed transition plans • Network with mainstream SENCOs to provide smooth transition • Supported transition - Re-integration / Review meetings • Phased re-integration • Weekly visits by tutors to mainstream schools • Primary placements which includes a structured transition plan • CV writing / practice interviews • Careers days • College open days