SEND Information Report

December 2025

SEND Team:

Ashley Anderson - KS4
Gemma Lewis - KS3
Leah Mwaniki – SEND Primary
Moheeni Patel - EHCPs

DOCUMENT CONTROL

Document Title:	Special Educational Needs Information Report	
Version:	5	
Status:	Approved	
Publication date:	December 2025	
Review date:	December 2026	
Review frequency:	Annually	
Approved/Ratified by:	Management Committee	
Available on the website:	Yes	
Document Path & Filename :	R:\o POLICIES\SEND	
Distribution:	To all staff	
Please note that the version of this document contained within the Policy Folder on Staff Drives is the only version that is maintained. Any printed copies should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.		

Version	Date	Comments	Author
4	11/10/2019	For approval by Management Committee	Zena Jones
5	30/06/21	For approval by Management Committee	Meera Shah
6	01/12/22	For approval by Management Committee	Meera Shah
7	10.07.2025	For approval by Management Committee	Leah Mwaniki

Review Process prior to Ratification	
Name of Group/Department/Committee	Date

Related Policies:	• Teaching, Learning and Assessment • Safeguarding • Equality Information and Objectives • Brent Local Offer • SEND Policy • Accessibility Plan • Supporting students at school with medical needs • Administering Medicine Policy • GDPR Policy

Contents

1. Introduction

2. Identifying students with SEND

3. Supporting Pupils with Special Educational Needs/Disabilities and their Families

4. Inclusion and Pupil Voice

5. Our approach and provision including the main SEND types, including:

- Emotional Health and Well-being

- Behaviour

6. Working with External Agencies

7. Support for Transition

8. Assessment and Review

9. Staff Training

10. Evaluating effectiveness

11. Complaints

12. Contacts

13. Monitoring Arrangements

14. Brent Local Offer

Appendix 1. Provision

1 Introduction

The changes in the Children and Families Bill affect the way children with special educational needs (SEND) are supported at Brent River College.

The new approach began in September 2014 and placed 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 were implemented.

Brent River College is a KS3 - KS4 Pupil Referral Unit with an age range of 11– 16 years old. We also have a Short Stay Primary Unit for KS1-2. We specialise in supporting either young people who have not been able to maintain a placement in their local school 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.

2. Identifying students with SEND

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

Our protocol for identifying SEND is that all pupils are given Baseline tests on arrival. Some difficulties (such as Reading ability) and gaps in their learning are identified during these tests. Other needs (such as processing difficulties) may be highlighted by our staff. Any member of staff can submit an SEND "cause for concern" through the Heads of Centre. THE SENDCO and Heads of Centre will then take the necessary steps to address the identified needs.

We have a "SEND" register which identifies all students who receive additional intervention (anything other than normal classroom differentiation).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional intervention is needed.

Some students may be identified as needing an EHCP (Education, Health and Care Plan). The SENDCO works with staff to prepare a comprehensive referral and collects information from other services such as CAMHS, Educational Psychologist. The process is very student-centred - we work in partnership with the Local Authority and parents / carers and pupils are involved at every stage.

3. Supporting Pupils with Special Educational Needs/Disabilities and their Families

Consulting and involving pupils and parents

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 arise. 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;
- SEND 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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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.

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.

4. Inclusion and Pupil Voice

All students at BRC are taught in mixed ability groups and in mixed year groups at Primary and 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 SEND to play a full part in all aspects of school life. Curricular adjustments include 1:1 support in class, differentiated materials to address specific learning needs, literacy/numeracy intervention sessions and reading recovery sessions. 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 SEND have regular opportunities to formulate their own targets and, with support from staff, contribute their own views at reviews. Pupils with SEND are representatives on School Council.

5. Our approach and provision including the main SEND types

The kinds of SEND that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

See Appendix 1

Securing equipment and facilities

In the identification of special educational need provision; we consider the need for specific equipment and facilities. We consult families, relevant external agencies including the pupil's previous school if this is necessary.

Currently we have interactive whiteboards in every classroom, a range of online learning resources, laptops for each pupil, access to therapeutic interventions to build self-esteem and confidence, tutors for every pupil.

Our approach to teaching pupils with SEND

- Teachers are 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 pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following strategies/interventions:

- Broad and balanced curriculum with a vocational offer at GCSE
- Support and guidance from our Connexions advisor
- Work experience
- Small class sizes with in class support
- Baseline and end of module assessments to track progress
- Accurate data analysis to support early identification of additional need
- Differentiated materials
- Strategies and activities to promote independence and challenge
- 1:1 and small group intervention sessions
- Progress meetings with pupils and their families

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Buildings are wheelchair accessible and there are disabled toilets
- Clear, visual signage in all areas of the building on both sites
- Safe and welcoming environments on both sites
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, using different teaching methods and styles
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Reading and numeracy catch up sessions
- Ensure that trips and visits organised take into account the needs of all pupils. This extends to the use of accessible transport

Additional support for learning

We have nine teaching assistants who are trained to deliver interventions such as literacy, numeracy, developing social skills, mentoring to develop self-esteem and confidence as well as address emotional issues, closing the gap in reading, deliver enrichment activities, for example health and fitness, catering, arts and crafts

Teaching assistants will support pupils on a 1:1 basis and in small groups where they require more individualised support and more time to complete activities and tasks.

Emotional Health and Well-being

We recognise that students with SEND often experience difficulties with Mental Health. We have a team of mentors, Brent educational psychologists, the school counsellor and a Child Therapist and Psychotherapist who support the Emotional Health and Wellbeing of students. Referrals can be made by staff, parents/ carers or by self-referral from a pupil.

Since November 2021 we have a DfE two year funded Taskforce team of specialists – therapists, speech and language Therapist, youth engagement officers and our family support worker. It is in this weekly forum where students are discussed and strategies agreed, including referral to appropriate interventions.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be participate in after school and holiday clubs and activities, to promote teamwork, build friendships and develop self confidence
- Gender based groups where all pupils can talk about issues which affect them in a safe and supportive environment
- Weekly mentoring sessions

We have a zero tolerance approach to bullying.

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 attend anti bullying conferences and support school initiatives to address bullying.

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.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day/delivering assemblies/workshops and events
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school accessibility Plan can be located on the Brent River College website: http://www.brentrivercollege.london/

6. Working with External Agencies

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

- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Child and Family Mental Health Services (CAMHS)
- Health Services
- Child Therapist
- Children's Social Care
- Safer Schools Officer
- School based Family Solutions Worker
- Staff from pupils' dual registered school will come to BRC to visit pupils, work with them and have progress review meetings in our setting.
- Children's 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)
- School counsellor
- YOS
- External mentors

- Motivational speakers
- WPD mentors for substance mis-use

Referrals are made, where appropriate, by the SENDCO and Heads of Centre for specialist SEND support services.

At BRC, we have a number of support staff who work alongside teachers and instructors in the classrooms to ensure pupil progress and independence. Where possible, 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.

7. Support for Transition

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 comprehensive student reports for the pupil's school to show academic and personal progress and specific areas to work on. We also support the re-integration of pupils back to mainstream school. This is carefully planned support during a transition period and afterwards if necessary, to ensure that pupils settle well into the school they have moved to. This support involves attending regular review meetings and supporting in class or in social time depending on the need. Transitions are bespoke to the needs of the pupil and can be gradual.

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 transfer successfully to an appropriate destination in summer 2025. SEND 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.

8. Assessment and Review

Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The SEND Handbook sets out the school procedures practice as well useful teaching strategies and approaches.

The subject teacher will work with the SENDCO and Heads of Centre to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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 tracking system. Senior staff analyse all data to identify gaps in progress for different groups of children, including those with SEND. Results from this analysis are shared with teachers and appropriate strategies are implemented

Individual SEND long term objectives focused on Achievement, Behavioural, Literacy/Numeracy and shorter term targets (to achieve the objectives) 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/targets are set where necessary.

Monitoring procedures are in place to measure progress in:

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

9. Staff Training

Expertise and training of staff

There is a SEND team comprising the SENDCO and Heads of Centre for primary, KS3 and KS4.

We have a team of 6 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for counselling, therapeutic interventions including support for mental health and substance misuse.

All staff complete and continue to receive ongoing training in special needs and disabilities. Staff attend the SEND Forum and SENCO Induction through Brent Council.

Our SEND team provide advice and guidance to staff and pupils.

~~In~~ At BRC, ALL teachers are teachers of SEND. 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 SEND, 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 who prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks.

Heads of Centre are responsible for the review of Educational Support Plans. They work with all staff to gather information about pupils through round robins and organise review meetings with teachers to discuss needs identified and share strategies to address them.

Two members of staff are trained in Trauma and three more will receive training in November 2022. Three more members of staff will be ELSA trained (Emotional Literacy Support Assistant) in January 2023.

All staff receive the one-day MAPA training with regular refresher training sessions. Selected members of staff have received the full two day MAPA training . The MAPA strategies are enforced in class to focus on de-escalation and early intervention. ..

10. Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets set out in their Educational Support Plans on a termly basis
- Reviewing pupil One Page profiles termly
- Reviewing the impact of interventions and strategies termly
- Annual staff, parent and student audits and surveys.
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

BRC also has a monitoring cycle for;

- Teaching and Learning
- Marking, feedback and assessment
- Quality of planning

11. Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEND provision at BRC should, in the first instance, make an appointment to meet with the Heads 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/ SENDCO and/ or the SEND Governor Jean Cooper.

We are happy to provide copies of the school's SEND 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

12. Contacts

Contact details for raising concerns at BRC:

Ashley Anderson –Head of Centre KS4 – aanderson@brc.brent.sch.uk

Gemma Lewis –Head of Centre KS3 – gelewis@brc.brent.sch.uk

Leah Mwaniki – SEND Primary – lmwaniki@brc.brent.sch.uk

Moheeni Patel – EHCPs – mpatel@brc.brent.sch.uk

13. Brent Local Offer

Our contribution to the local offer is contained in this SEND Information Report and is published on the school website: http://www.brentrivercollege.london/

There is a link on our school website to the Brent local Offer.

14. Monitoring arrangements

This policy and information report will be reviewed by Leah Mwaniki **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

Appendix 1. The main types of SEND and our provision

The SEND Handbook outlines SEND Procedures, Practice and suggested strategies to address need or disability.

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)
Communication and Interaction Needs Eg: ▪ Autistic Spectrum Conditions ▪ Speech, Language and Communication Needs ▪ Social Communication difficulties	▪ 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.
Cognition and Learning Needs Eg: ▪ Moderate Learning Difficulties ▪ Specific Learning Difficulties	▪ 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.

	▪ 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.
Social, Mental and Emotional Health Eg: ▪ Behavioural issues ▪ Social needs ▪ Mental health needs ▪ Emotional Health and Wellbeing	▪ 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. ▪ Zones of regulation ▪ 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 and mentors 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. ▪ Referrals are made for identified pupils to the school Child Therapist. ▪ 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. ▪ Emotional Health assessments and family consultations with the educational psychologist
Sensory and Physical Needs Eg: ▪ Hearing/Visual impairment ▪ Multi-sensory impairment ▪ Physical and Medical Needs	▪ 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.

	This includes training for staff on specific medical needs ▪ Access to Medical interventions ▪ Referral to Occupational Therapy as needed ▪ Access to programmes to support Occupational Therapy/Physiotherapy ▪ Adapted materials/ exam papers for students with visual impairment. ▪ 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 SENDCO 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.

	Whole School (KS1 – KS4)
Provision to facilitate/support access to the curriculum/independent learning	• Class sizes are small across Brent River College, up to 10 in a class, with at least two adults in the class: A teacher and one 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. There is a continued focus on challenge and independent learning • Accurate data analysis to support early identification of additional need • Robust risk assessments • A stimulating learning environment with engaging learning activities • 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 develop literacy and numeracy skills through weekly lessons as well as a reading recovery and

	numeracy catch up programme 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	• 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 • Referral of pupils causing concern through the SEND referral process. This process involves the gathering of information about pupils referred, discussion and sharing of teaching strategies to address needs
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	• Interactive whiteboards in every classroom. • 1:1 access to computers/laptops for all pupils. • Tutors for every child • Access to therapeutic interventions • Pearson / Doddle online learning resources
Strategies to support/develop literacy	• Phonics based reading schemes • Tracked reading progress • Literacy focus areas across curriculum and opportunities for writing • ~~Active Learn Literacy Activities~~
Strategies to support/develop numeracy	• Differentiated learning built within the curriculum. • Timetabled numeracy sessions • Online numeracy resources • Numeracy focus areas across the curriculum • Whole school numeracy programme • Numeracy catch up sessions
Strategies to support/modify behaviour	• All staff receive a range of training including safeguarding and MAPA • School behaviour policy and handbook • Anti-bullying policy • Training 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 tutor team and mentoring sessions • Access to tutors

	• Reward and recognition systems • Extra-curricular programme of activities • 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 school based Family Solutions Worker • Restorative Justice approaches
Staff expertise and training	• Staff liaise with Brent SENAS and Brent Inclusion Team • Staff work closely with school based family solutions worker • Staff attend Termly SENCo Network meetings. • In school weekly training • Team of mentors • SENDCo works closely with the EP service
Strategies to enhance self-esteem/promote emotional wellbeing	• Rewards and achievement schemes • PSHE curriculum • Enrichment curriculum offered in Options, community events, art, music and sport. • Counselling • 1:1 mentoring sessions for all pupils • Child Therapy • Girls and Boys Groups • After school clubs • Solution focused approaches • Motivational speakers • Work Experience • Offer of vocational courses • Development of individualised student health programmes
Support/supervision at unstructured times of the day	• 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/reflection are planned with regard to student individual need • Lunch involves staff and students eating together
Social Skills programmes	• Targeted PSHE. • Targeted intervention according to need. • Adventure learning opportunities through learning, expeditions and adventurous activity – wall climbing, gym, boxing and football. • Structured play. • Games during breakfast and after-school club • Circle Time • Debates • Charity fundraising events

<table>
<tr><td></td><td colspan="2">Whole school events e.g assemblies, in-house and external presentations
SALT group sessions
Events involving group discussions
Working in groups
Team sports as part of the PE curriculum
Trips and events</td></tr>
<tr><td rowspan="2">Planning and assessment</td><td>The New Curriculum KS3 (Y7-9) with two year cycle plans .

Primary long, medium and short term plans.</td><td>GCSE English Language, English Literature, Maths, Science, Geography, Citizenship, EDCL, BTEC Art, Health and SocialCare, Sport, Hospitality and Catering, Vocational courses; Music, Construction and Hair and Beauty.</td></tr>
<tr><td colspan="2">Detailed academic Long Term Curriculum plans and lesson plans
Baseline and end of half term assessments
Online Google Classroom learning
Online tracking system
Online planning resources: Kerboodle, Pearson
6-weekly assessments per subject
Homework opportunities
GCSE revision sessions term time and holidays
EHCP Referrals and Annual Reviews
Personal Development - Student Personal Record reports
Academic reports
Fair Access Panel for re-integration reports
Transition plans and reviews
Placement reviews</td></tr>
<tr><td>Engagement with parents/carers</td><td colspan="2">Letters home
Weekly phone calls
Meetings in school
Key support worker
Website
Annual parents' evenings
Termly target setting meetings at the beginning of each term
Annual review process for EHCP pupils
EHCP Referrals
Referrals to external agencies
Termly Achievement celebration events
Termly academic and personal development progress reports
Parents surveys
Home visits</td></tr>
<tr><td>Pupil Contributions</td><td colspan="2">BRC Pledge</td></tr>
</table>

	• 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 • Pixel • Involvement in Charity events • Community events • Teaching and Learning interviews • Pupil surveys
Liaison/Communication with Professionals	• CAMHS • Social Care Services • School counsellor • Child Therapist • Drama Therapy • Educational Psychologist • WDP Mentors – substance abuse • Multi Agency Meetings • School 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 • St Giles Trust • Brook Sexual Health
Arrangements for specialist expertise in school	• MAPA Trained staff • P.E specialists • Inclusion Team • Youth Engagement officers/mentors • Vocational provision – Music, Construction and Hair and Beauty.
Arrangements for specialist expertise from outside school	• Educational Psychologist • Child Therapist • Speech and Language therapist • School counsellor • Motivational speakers • School based Family Solutions Worker • WDP - Substance misuse mentor • Sexual Health workshops • School Nurse • Prospects (Careers advice and guidance) • School Nurse • SENAS • Brent Inclusion Team

	• External providers for extremism, gangs, CSE / Grooming and knife crime e.g. Youth Offending Service, St. Giles, the Police • PSHE sessions with the safety schools officer on use of social media, sexualised behaviour including 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 SEND	• Trackers and data analysis. • Pupil Premium analysis and report • Reading recovery and numeracy catch up reports • 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 • EHCP annual reviews
Transitions: Mainstream/further education	• Vocational offer • Work experience • Fair Access Panel – re-integration into mainstream • Detailed transition plans • Network with mainstream SENDCOs 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 • Career plans • CV writing / practice interviews • Careers advice • Careers days • College open days