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Our approach to teaching students with SEND

Brentside High School aims to challenge all to achieve excellence as lifelong learners with the highest expectations of themselves and others. This aim includes all the students in our school with SEND.

We aspire to provide an environment and promote an ethos which supports all students to reach their potential and engage with opportunities both within and outside school.

1. What kinds of needs can be supported at our school?

Students with every type of need are supported at our school and we make our best efforts to ensure that every student in our school makes good progress and is well prepared for adulthood.

Sometimes we will commission other professionals to help us meet an individual student’s needs in school or we may need to recruit staff or buy specialist equipment in order to support a student with SEND.

Sometimes a student who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the student or young person with SEND, with advice from the professionals involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan.

2. Who can I talk to about my child’s Special Educational Needs?

- Class teacher (subject)
- Form tutor
- Key worker (where assigned)
- Student and Family Education (SAFE) worker
3. How are students’ needs identified?

All students are different so at Brentside High School we spend time identifying the needs of all students, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a student might have a Special Educational Need then we will discuss with parents and the student to investigate any needs.

**How are students’ needs identified before they start at our school?**

**Induction Day for Year 6**
Year 6 students attend an Induction Day at Brentside during the summer term prior to them starting Year 7. The day is carefully structured to give the students an experience of Brentside whilst allowing us to assess their needs.

**Work with previous schools or educational settings**
The Assistant Headteacher with oversight of transition and the Student and Family Education (SAFE) worker visit our primary feeder schools and liaise with relevant primary staff. The SENCo attends Year 6 Annual Reviews for students with Statements or Education, Health and Care Plans (EHCs). All school records are passed on to us.

**Testing**
We test students’ levels in reading, spelling and numeracy early on in the school year and use the results to assign appropriate interventions to students.

**How are students’ needs identified whilst students are at our school?**

**If students are concerned:**
It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. Students can talk to their form tutor, SAFE worker, key worker or class teacher about any concerns. We also have a School Counsellor, to whom students can self-refer.

**If a parent has concerns:**

**Talking to the teacher - Open door policy**
We feel that working in partnership with all parents leads to the happiest students and the best education. If at any time you are concerned about your child please contact your child’s form tutor as soon as possible. You can call, email or arrange an appointment. There are opportunities to meet teachers and form tutors throughout the year. The Year Leader, SAFE worker and SENCo are also available – especially if you have more general concerns.

**Parents’ meetings**
There are three formal opportunities to discuss your child’s progress: Target Setting Day, Target Review Day, and Year 7 Parents Consultation Evening. Parents of
students with SEND are sometimes invited to an additional meeting or a member of the Learning Support department may join the meeting with either the tutor or subject teacher. For students with Statements or EHC plans there is an annual review and additional meetings are called for any student causing concern.

Teacher assessments

All students’ progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected continuously for each student in order to ensure that all students are making good or outstanding progress and will achieve or exceed their targets. If a student is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

Other information that may be used to identify student needs
We also use other sources of information to ensure that students are happy and making good progress and do not need any other support, these include:

- the student’s own opinion
- behaviour and reward logs
- welfare and attendance records
- feedback from teachers or form tutors
- feedback in books

4. How do we work in partnership with parents of students with SEND?

We try and work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of students with SEND is even more important so we do the following things:

- communicate regularly and informally through home school books and/ or phone calls, emails and letters
- have an open door policy so that parents can make appointments to see the class teachers and SENCo when they are concerned and would like a longer discussion
- extend the termly parents’ meetings so that a more thorough identification of a student’s needs can take place and the desired outcomes identified
- include the progress a student with SEND has made towards their desired outcomes in their annual report
- for any student with an EHC plan or a Statement and for some students with more complex SEND, the school will work with students to draw up a “one page profile” that describes a student’s needs and how they like to be supported so that it can be communicated quickly and easily to members of staff
- review the progress of all students towards their targets termly
- if students are not making progress then strategies are considered to address this – and if no progress continues to be made, discussions and plans involving parents and the student are held
- evaluate the progress a student with SEND has made towards their desired outcomes in review meetings with parents as well as in Inclusion Panel meetings within school
- hold an Annual Review for any student with an EHC plan or Statement of
SEND

5. How do we enable students with SEND to make decisions about their education?

We encourage all students, including those with SEND, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through encouraging students to ask questions and discuss their learning both in class and in scheduled meetings.

Please see our Teaching and Learning policy for further details: STAFF-Teaching Learning Policy March_2016.pdf

For students in Year 9 and above with EHC plans or Statements, the Annual Review process will include discussion and agreement of a transition plan, supported by the careers advice service. This plan will help the student to progress onto the next stage of learning. The plan will be agreed by school, student and parents and will be attached to the Annual Review.

Students with SEN support

The progress of students identified as having SEND will be monitored termly by the SENCo and Learning Support team. Where the data shows that learners with SEND are not making progress towards their targets, the SENCo will work with relevant colleagues to improve provision. Targets are decided by school staff based on current need and interim reports. The outcomes and the additional support needed to help the students achieve their targets are recorded as part of school intervention records, which include our school provision map. Subject teachers, form tutors, Year Leader or other relevant staff will inform parents and students of the provision and it will be reviewed with progress shown on interim reports. This can be further discussed at parents’ evening or on target setting / review days.

Students with an EHC plan or Statement

In addition to termly review meetings, we also hold an Annual Review meeting. We work with the parents and student to invite all the people needed in order to review the progress made against the outcomes in the EHC plan / Statement. We aim to include the student's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop an “All about me” presentation or an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the student wishes to share with the adults involved and important information about their happiness and aims in life. Students can attend the whole of the Annual Review meeting if they wish – or just state their views.

6. How do we help students when they move to our school?

Before any student moves to our school we try and find out as much about them as possible to help them settle in quickly. All the Year 6 students coming to Brentside have the opportunity to come and visit the school on the common induction day and spend time familiarising themselves with our school and the rules and routines.

Once we know that a student has significant SEND we will liaise with the primary school (and through them the parents) to decide on the desired outcomes we are all working towards and develop a plan to support each student. If needed, some plans
may detail a ‘transition plan’ to help a student settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting. If your child has an EHC plan a profile will be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

7. How do we help students when they move to another school?

Whenever a student moves to another school we pass on school records to the new school.

If a student has SEND we also:

- pass on SEND records to the new school including SEN support and targets, or EHC plans and "one page profiles"
- liaise with the SENCo/ Year Leader of the new school to clarify any information necessary
- we may organise some extra visits to the school or do some work to help prepare them for the transition – eg drawing maps of the new school and/or working on a new one page profile for the new school
- if possible we invite the new school to the last annual review of a student with an EHC plan / Statement and a transition plan can be set up as part of this meeting

8. How do we help students who move between classes or phases of education?

When moving classes in school:

- extensive academic and pastoral information is available to all teachers via the school network. New tutors are briefed by the Year Leader and the SENCo
- social stories may be used to support some students with the transition

9. How are adaptations made to the school to help students with SEND?

Subject teachers plan lessons according to the specific needs of all students in their class, and will ensure that your child’s needs are met.

Specific resources and strategies will be used where appropriate to support your child individually and in groups. The school's curriculum takes into account a wide range of learners' needs. Planning and teaching will be adapted on a daily basis if needed to meet your student’s learning needs.

We run the following interventions to support learning: literacy groups, Catch Up reading, Catch Up numeracy, speech and learning groups, spelling groups, small maths groups, support for GCSE in options support lessons (withdrawal from MFL), touchtyping / handwriting support, GCSE booster mathematics, GCSE booster English, GCSE booster science, study skills, lunchtime activities, homework club, friendship club, cooking club, social skills, social stories, Toe by Toe, Stareway to Spelling, reading buddies, pre-teaching of vocabulary.

Please see the school provision map for more details:
Brentside High School Provision 2017.pdf
We apply for examination access arrangements where it is appropriate.

**Equipment**

**Students in wheelchairs**
The school has two lifts and all the rooms are accessible. We have a specially converted large toilet area with a hoist and a mobile hoist.

**Writing support**
Laptops or computers are commonly used in lessons but, in addition, students may be issued with a mobile word processor.

**Adaptations for visual impairment**
The school has a large magnifier and a growing collection of large-print books.

### 10. What skills and training do our staff have?

<table>
<thead>
<tr>
<th>Staff members</th>
<th>Training completed</th>
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<tbody>
<tr>
<td>All staff</td>
<td>Teaching and learning policies</td>
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<td></td>
<td>The SEND code of practice</td>
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<td>Supporting students with SEND &amp; differentiation</td>
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<td></td>
<td>Attachment theory</td>
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<td></td>
<td>All general school policies on teaching and learning and behaviour management include information on how to include students with SEND</td>
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<tr>
<td>SEND teaching assistants</td>
<td>Our teaching assistants have a variety of skills depending on their job.</td>
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<td></td>
<td>Different staff have had training in the following areas:</td>
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<td>ASD</td>
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<td></td>
<td>Speech and Language programmes</td>
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<tr>
<td></td>
<td>Reading support</td>
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<td>Writing support</td>
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<td></td>
<td>Mathematics support</td>
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<td></td>
<td>Dyslexia training</td>
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<td>HLTA course in supporting students</td>
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<td>Hearing Impairment support</td>
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<td>Social stories</td>
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<td>SEND teaching staff</td>
<td>NASENCo accreditation</td>
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<td>Examination Access Arrangements</td>
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<td>Dyslexia</td>
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<td>Metacognition</td>
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<tr>
<td>Governors</td>
<td>SEND code of practice</td>
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<tr>
<td></td>
<td>Named governor visits school and meets SENCO</td>
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</tbody>
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All staff (including learning Support) attend five Bitesize training sessions which cover a range of strategies to improve the attainment of SEN students.
What specialist services are available at or accessed by the school?

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Visual and Hearing Impairment Specialist Teachers; Connexions; Speech and Language Service; Occupational Therapy Service; Behaviour Support Team; Clinical Psychology; Counselling. These services are contacted when necessary and appropriate, according to your child’s needs. The school works closely with Ealing Borough Council to ensure appropriate provision is available.

11. How effective is our SEND provision?

Last year we provided a comprehensive set of provisions to students with a wide variety of needs. Students with SEND leaving Brentside have exceeded National value-added progress measure scores for the past three years, achieving ‘significantly above’ in the past two years.

Year 7 students supported in our Catch Up reading program made an average of 15 months progress over the course of the year. (There are students who have not made age appropriate progress in the past.)

12. What do I do if I am concerned about the quality or effectiveness of support my child is receiving?

If at any time you are worried about your student then it is important to contact the school and discuss this so that any issues can be resolved. We take your concerns very seriously and will do everything we can to address them.

The first person to contact is your child’s form tutor.

If you still feel concerned then please contact the Year Leader, SAFE worker or SENCo to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact a member of the Senior Leadership Team. An appointment can be made via the school office, or a message can be left asking them to call you. If it is easier, an email or letter can also be sent to the school info@brentsidehigh.ealing.sch.uk

If you are still unhappy despite all these discussions then you can follow the school’s complaints procedure: GEN_Complaints_or_Compliments_Procedure.pdf

Staff:

Deputy Headteacher
Ms Gent – oversees the Learning Support and Inclusion Services

SENCO
Mr Sandelson – responsible for implementation of the school’s SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, examination access arrangements, providing support and training for all

school staff on SEND needs

**SEND teacher**
Ms Dutton – works with SEND students on intervention programmes

**SEND Governor**
Ms Dodwell

**Learning Support Assistants** – work with SEND students both in class and on intervention programmes

**Contact details of support services:**

*Ealing Borough Council and any associated support can be contacted via:*
Ealing Service for Children with Additional Needs:
21-22 Carmelita House. The Mall. Ealing. W5 2PJ
Tel: 020 8825 5533

*Ealing Council’s local offer can be found here:*

*Family Action – Ealing - ‘ISAID’ offers free, practical and impartial advice, information and support to parents of children with special educational needs.*
*I SAID!*
Lido Centre
63 Mattock Lane, London W13 9LA
Email: isaidealing@family-action.org.uk
Helpline telephone number: 020 8280 2251