



SEND Information Report and Policy

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Part of the Nottinghamshire Local Offer for Learners with SEND & Esteem Multi-Academy Trust

At Bracken Hill School we are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our aim is that all pupils achieve their best, become confident individuals living fulfilling lives as independently as possible and make a successful transition into adulthood.

What types of SEN do we provide for?

Bracken Hill School is a generic Special School catering for young people from FS2 to Year 13 (ages 4–18 years).

Our pupils have a wide range of needs including:

- Sensory and/or physical needs
- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction

How do we identify SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream nurseries, mainstream schools or mainstream post-16 institutions.

All pupils attending Bracken Hill School have an Education, Health and Care Plan (EHCP) which identifies their special educational needs and the provision required to support them.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

Bracken Hill School Assistant Headteacher/SENCo is Kate Austin. She can be contacted via the main school office on 01623 477268 or by email at kaustin@brackenhill.notts.sch.uk.

What is our approach to teaching pupils with SEN?

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We organise our classes by Key Stage and Pathway. Pupils are grouped according to ability, learning style and support needs, enabling appropriate staffing levels and personalised approaches to learning.

Teachers use a wide range of strategies to support access to the curriculum, including:

- Personalised Literacy and Numeracy Interventions – Mastering Number, Switch-On, Twinkl phonics
- Social and Emotional Learning Interventions – Lego therapy, Forest School
- Student Support and Wellbeing Offer – ELSA, Drawing and Talking, Play therapy, CASY counselling.
- Visual timetables and workstations
- iPads, laptops and alternative technological devices
- Positive behaviour rewards systems
- Makaton
- Alternative communication systems (AAC) and objects of reference
- Sensory integration programmes and sensory diets
- Structured and Precision Teaching
- Intensive Interaction
- Educational visits and Duke of Edinburgh Award
- Community-based learning, including college placements, enterprise projects, travel training and student enterprise.
- Self-regulation approaches such as Zones of Regulation
- Attention Autism

How do we adapt the curriculum and learning environment?

Our curriculum is designed to promote learning and prepare pupils for the next stages of their lives. At all ages there is an emphasis on developing independence. Personal, Social and Health Education, including careers education, is considered a core subject alongside English, Maths and Science.

The school is purpose-built to meet the needs of pupils with SEND. Facilities include hygiene rooms, two sensory

rooms, adaptive IT equipment, outdoor recreation areas, Multi-Use Games Area and a sensory garden.

Inclusive learning is central to our ethos through promoting success and belonging. Opportunities include:

- Duke of Edinburgh Award Scheme
- Residential visits, volunteering and camping experiences
- Forest schools and sensory swimming
- Educational visits and residential opportunities
- A fully accessible sports hall

Work experience opportunities include Rumbles café, Lashes and Sam's Place as well as placements within the school-based Café.

Pupils aged 14–18 follow nationally recognised courses and qualifications including Entry Level Certificates, Level 1 and 2 qualifications. Pupils within the Explorer pathway follow ASDAN Transition Challenge and Towards Independence. Students in Adventurers and Pioneers follow ASDAN Personal Development Plan. AQA unit awards credit learning in science and RE.

All Year 10 and 11 students attend ATTFE and The Acre for vocational learning in childcare, catering and construction. Year 12 and 13 students engage in Young Enterprise. Qualifications in transferable skills such as leadership and first aid are delivered in school. All subjects are aligned with local LMI.

How do we consult parents of pupils with SEN and involve them in their child's education?

The success of our pupils relies on strong links between school staff, governors, trustees, pupils, parents/carers and other professionals.

Parents and carers can be involved through:

- Daily home-school communication via seesaw app
- Telephone contact and appointments with staff
- Progress Evenings twice each year
- Annual EHCP reviews

The school also provides parent information events through the Designated Safeguarding Lead and Community Liaison, enabling families to access information about local SEND services.

How do we consult pupils with SEN and involve them in their education?

Pupils are involved in their education through:

- Progress Evenings
- Daily focused learning lessons
- Individual careers meetings during transition years and Post-16
- Contributing views to EHCP Annual Reviews and attending where appropriate
- Personal Learning Plans and Transition Plans

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How do we assess and review pupils' progress towards their outcomes?

Pupil progress is monitored in a variety of ways.

Short-term targets and outcomes from Annual Reviews are monitored by teachers through Individual Education Plans (IEPs) and recorded each term. These outcomes are reviewed annually through the EHCP process.

The SENCo and Senior Leadership Team oversee this process. Standards are maintained through moderation activities within school and with other local special schools and Esteem Multi-Academy Trust schools. Pupil work is regularly reviewed to ensure learning is challenging, relevant and accessible.

How do we support pupils with transitions and preparation for adulthood?

Preparing pupils for future stages of life is a key priority. This includes transitions between classes, teachers, Post-16 provision, colleges, training providers and employment.

The school works closely with pupils, families and external providers to ensure successful transitions. During the summer term, pupils participate in a range of transition activities to support movement between classes and year groups.

Preparation for adulthood begins in Year 9 through discussions during EHCP reviews about future aspirations. From Year 10 onwards pupils explore future settings and opportunities with support from Staffordshire Careers Service.

How do we support pupils with SEN to improve their emotional and social development?

Pupil wellbeing is an important part of learning and development.

The school has trained ELSA practitioners and access to the Esteem Family and Student Support Team. Additional support may be accessed through the Mental Health Support Team or CAMHS where required.

Support includes:

- Personal, Social and Health Education lessons and assemblies
- Structured support during break and lunchtime activities
- Emotion Coaching and positive reinforcement
- Small class sizes
- Community-based learning opportunities
- Assessments of social and emotional needs
- Zones of Regulation resources in classrooms
- PSHE-themed assemblies
- Lego Therapy and social skills groups
- Residential opportunities to develop independence and social skills

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The school works with a range of professionals to meet pupils' needs. These include:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- Community Paediatrician
- Children's Disability Social Work Team
- Educational Psychologist
- Visual and Hearing Impairment Support Services
- Mental Health Support Team in Schools
- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy and Diabetes Nursing Teams
- Community Learning Disability Team
- Esteem Family and Student Support Team (FASST)

Additional specialist support can be accessed where required.

Who can young people and parents contact if they have a query or concern?

The success of our pupils relies on strong partnerships between staff, governors, trustees, pupils, parents/carers and other professionals. We continually review and develop our practice and welcome feedback to improve our provision.

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For questions regarding the Nottinghamshire Local Offer or Esteem Multi-Academy Trust offer, please contact:

- Gareth Allen, Executive Headteacher
- Kate Austin, Assistant Headteacher / SENCo

Further information about the Nottinghamshire Local Offer is available on the Nottinghamshire Local Offer website.

This SEND Information Report is reviewed and updated annually.