



# London South East Academies Trust

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

### SEN INFORMATION REPORT (Bramley Oak Academy)

<b>Responsible post holder</b>	Executive Headteacher
<b>Approved by / on</b>	September 2020
<b>Reviewed</b>	September 2023
<b>Next Review</b>	September 2024

<p>The kinds of SEN that are provided for</p>	<p>Bramley Oak Academy is an SEMH special school (5-11) located in Bramley, Near Guildford in Surrey. We cater for children with Social, Emotional and Mental Health as their primary need, this can present as Attention deficit hyperactivity disorder (ADHD) and Autistic Spectrum Disorder (ASD). All of our students have an Educational Health Care Plan (EHCP). Students are admitted after consideration of professional reports, assessments and observations. In cases where the school feels the student does not meet the criteria, or they cannot meet their needs appropriately, the school may not offer a place. The school is commissioned to provide 61 places.</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<ul style="list-style-type: none"> <li>• The school meets with parents (and a representative from the child's current school) before the child starts at Bramley Oak Academy where parents (and representatives from the child's current school) can view Bramley Oak Academy to obtain an understanding of the support and learning approaches delivered. The visit includes meeting staff informally and a Bramley Oak Academy student tour guide will assist in the visit.</li> <li>• Annual Reviews – these meetings happen annually. Annual Reviews are a chance to discuss progress towards EHCP outcomes, review and update the student's profile of need and discuss next year's targets</li> <li>• Academic Review days– these take place 3 times a year and provide an opportunity for teachers to share Learning and Behaviour Plans, discuss the student's academic progress and how they access their learning. It is also an opportunity for parents and teachers to discuss any worries or concerns</li> </ul>
<p>Arrangements for consulting children with SEN and involving them in their education</p>	<p>Students are involved in their EHCP/ Annual Review process by completing a one page profile about themselves with support from parents/carers and/or class team where appropriate.</p>

	<p>Student view questionnaires. These forms are child/ SEN friendly and cover a range of different topics.</p> <p>School council meet regularly to provide a voice for the students</p> <p>Children and young people are involved in understanding personal targets with support from their teacher as appropriate.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p>	<p>Every student is baselined academically using the school's assessment system through class and our intervention leads.</p> <p>End of year progress is tracked and targets are set for each student. Progress is monitored termly and informs next steps and teacher planning.</p> <p>SALT targets are assessed and reviewed regularly by our onsite Specialist Speech and Language Therapists.</p> <p>PBS plans also incorporates EHCP outcomes and annual review short term targets which are broken down into smarter targets and are reviewed termly.</p> <p>Termly pupil progress meetings provide the opportunity for professional dialogue around progress made. Possible adaptations are discussed to address progress should it be below expected or accelerated. The use of formative assessment, work samples and attendance data feed into these discussions</p> <p>Further information can be found in the Bramley Way document and associated policies.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>The school carefully plans for transitions between Key stages – Transition and familiarisation sessions are arranged towards the end of the academic year.</p> <p>Key Transition points are the end of each key stage: Year 2 and Year 6 at Bramley Oak Academy and then Year 9, Year 11 and Year 13 within a students' Secondary School setting.</p> <p>The learning of life skills and development of independence run through our curriculum. At the end of each academic year information-</p>

	<p>sharing sessions are held where the current class teacher meets with the succeeding class teacher to share key information about students' learning needs and strategies for working.</p> <p>When students transfer to Bramley Oak Academy from other settings, a transition programme is available to them. Transition visuals are prepared and shared with new students before their start dates. Meetings with the feeder setting and parents are also arranged with the primary purpose of sharing key information with regard to identifying need, achievements to date and successful interventions/strategies to ensure that little time is lost through the transition process.</p> <p>When moving to a different setting – the school provides information through the Annual Review or Emergency Annual Review meetings. For all leavers, Bramley Oak Academy will liaise with the new placement and hand over hard and electronic copies of student information. This will include PBS plans.</p> <p>Transition days are planned and implemented.</p>
<p>The approach to teaching pupils with SEN</p>	<p>At Bramley Oak Academy the needs of the learner are identified through the EHC Plan and the provision at Bramley Oak Academy is highly personalised.</p> <p>All school staff use a range of approaches to teaching and learning to ensure that students make the best progress they can.</p> <p>Our aim is to ensure the whole need of each student is met through addressing three fundamental areas: their special educational need; their personal development and their academic learning.</p> <p>Class sizes are small with a high staff to student ratio providing an essential high level of support. Small groups for learning are varied depending on individual student's need and level of development.</p> <p>Bramley Oak Academy uses the Emotion Coaching approach within a total</p>

	<p>communication environment. Other approaches include:</p> <ul style="list-style-type: none"> <li>• Zones of Regulation – part of CPD plan for this term</li> <li>• Sensory tools</li> <li>• Inclusion Support Team</li> <li>• Movement Breaks</li> <li>• Sensory Circuits</li> <li>• Trauma informed – part of Price training and CPD plan for this term</li> </ul>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The learning environment is adapted to reflect the needs of the learner within the class. Our students have clear visuals /concrete support for their learning. There is access to specialised communication aids and equipment to facilitate learning and engagement. The learning is taught in manageable chunks and is adjusted, adapted and reinforced.</p> <p><u>The Classroom environment:</u>  An SEMH friendly classroom should be engaging but not overstimulating. It must be visually understandable to students.  At Bramley Oak Academy we address the following when setting out our learning areas:</p> <ul style="list-style-type: none"> <li>• Limited distractions and tailored according to the needs of each class cohort</li> <li>• Space to learn comfortably</li> <li>• Defined areas to support a variety of learning</li> <li>• Break out spaces</li> <li>• Structured teaching</li> <li>• Communication supports</li> <li>• Promoting Independence</li> </ul>
<p>Additional support for learning that is available for pupils with SEN</p>	<p>Bramley Oak Academy has a part time SALT and Occupational Therapy team. The school also has a Therapy Team currently consisting of 2 play therapists and 1 creative therapist who work on a part time basis. Alongside this, Bramley Oak Academy has an onsite Inclusion Support Team to help students develop self-management and self-regulation skills so that they can better manage their behaviour and emotional wellbeing and needs in order to engage with the curriculum successfully. Bramley Oak Academy have a trained mental health first aider in school. We also deal with crises via the CAMHS/MINDWORKS team. We regularly review the needs of the children as</p>

	<p>they progress through the school and available resources to increase access to the curriculum.</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>Through our staff development, all staff at Bramley Oak Academy have regular CPD opportunities which may be generic, or bespoke.</p> <p>There is an ongoing programme of CPD linked to the School Development Plan.</p> <p>Bramley Oak Academy commissions support – e.g. SALT, Educational Psychologists, Occupational Therapy, Dyslexia specialists to liaise with staff to further improve their specialist knowledge.</p>
<p>How equipment and facilities to support children and young people with SEN will be secured</p>	<p>Bramley Oak Academy uses some of their budget to buy specialist equipment for communication and sensory needs and development.</p> <p>Bramley Oak Academy also applies for additional funding from Surrey LA where necessary on a case by case basis according to individual need.</p> <p>Recent developments include facilities which are geared toward children working in the moderate learning difficulty range to provide outdoor learning space to meet the statutory requirements of the Early Years and Key Stage 1 curriculum.</p>
<p>How the effectiveness of the provision made for pupils with SEN is evaluated</p>	<p>Bramley Oak Academy holds termly quality assurance meetings with the Deputy CEO and the Director of School Improvement prior to Governors meetings with the Specialist provision board whereby the effectiveness of the provision is evaluated and leader's evaluation judgements are tested.</p> <p>In addition, we have termly visits by an External Advisor, provided by LSEAT.</p> <p>Further information is available in the SEN Policy which is on the school website.</p>
<p>Support for improving emotional and social development</p>	<p>A member of the senior leadership team leads on pastoral care and has completed the Senior Leader Mental Health award.</p> <p>We have a Mental Health first aider and have some adult Mental Health first aiders in training.</p>

	<p>All students have SEMH targets set through the tracking of SEMH needs. This is facilitated through the school therapy team.</p> <p>Bramley Oak Academy employs an inclusion support team who support students with their emotional and physical regulation. Zones of Regulation is used across the school to teach and empower our students to recognise their own emotions and how to self-regulate.</p> <p>Bramley Academy also employs and utilises the expertise of a therapy team who support students and families. The SENCO has termly meetings with this team to consult around specific issues faced by students and families. These meetings result in advice around next steps, discussion of management of issues and discussions about possible referrals into CAMHS/MINDWORKS.</p>
<p>How the schools involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>Bramley Oak Academy liaise regularly with the following external professionals: -</p> <ul style="list-style-type: none"> <li>• SEN Case officers from Surrey SEN</li> <li>• Social workers</li> <li>• CAMHS</li> <li>• Health services</li> <li>• Educational Psychologists</li> <li>• Family Support Workers</li> <li>• Education Welfare Officers</li> <li>• Voluntary agencies (BRAAIN)</li> </ul>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>Please see our Complaints Policy and Procedure on the school website</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<p>Surrey SEN Local Offer  <a href="https://www.surreylocaloffer.org.uk/">https://www.surreylocaloffer.org.uk/</a></p>
<p>Names contacts within the schools for when children or parents have concerns</p>	<p>If concerns arise, parents should contact staff members in the following order: -</p> <ul style="list-style-type: none"> <li>• The class teacher in the first instance</li> <li>• Assistant Head Teachers</li> <li>• Deputy Head of School</li> <li>• Head of School</li>   <li>• The SENCo is available to discuss matters regarding EHCPs and Annual Reviews</li> </ul>

	<ul style="list-style-type: none"> <li>The DSL team can be contacted with any safeguarding issues – A list of DSLs is displayed around school and in the reception area.</li> </ul>
<p>The arrangements for the admissions of disabled pupils</p>	<p>Bramley Academy reviews consultations from the Local Authority.</p> <p>Bramley Oak Academy aims to include all students and no student will be denied a placement purely on the basis of their disability or disabilities. As a special school we have agreed admissions criteria and the student will need to meet those. All students must have an EHCP with a diagnosis of Social, Emotional and Mental Health (SEMH). Where students with accompanying disabilities e.g. physical/ medical we prepare a specified plan. We also meet with parents/carers and health representatives to draw up a Healthcare Plan prior to admission. All prospective students where possible and appropriate, will have familiarisation sessions to know the building prior to entry and a risk assessment drawn up by the appropriate health agency. For further information please see the school's Accessibility Plan and Supporting Pupils with Medical Needs in School Policy.</p>
<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p>	<p>At Bramley Oak Academy, all of our students are treated equally and fairly. We encourage our students to be kind to one another at all times.</p> <p>Equality and respect are aspects which are taught across the curriculum to enable our students to treat one another with the respect, dignity and kindness they deserve.</p> <p>The school is committed to providing quality PSHE teaching throughout the school.</p> <p>All staff have contextual safeguarding training and know how to respond to and report on concerns.</p>
<p>The facilities you provide to help disabled pupils access your school</p>	<p>Bramley Oak Academy worked closely with our Occupational Therapy colleagues in the planning of our new classrooms, lighting, sound and grounds.</p> <p>Outdoor spaces including the playground are monitored and reviewed for accessibility and opportunities for inclusion. Adults outside at break times are available to ensure that</p>



	<p>individual students feel emotionally safe and able to access the playground or designated areas more suited to their needs.</p> <p>Bramley Oak Academy will have a lift to enable access to our first floor. The rest of the school is on one level access. Doors are fobbed at an appropriate height for wheelchair users.</p>
How to find your school's accessibility plan	The Accessibility Plan can be found on the school website