

# Brockington College

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SEND Information Report / School Offer  
updated November 2019

Regulation 3 Special Educational Needs  
and Disability (Information) Regulations  
(2014)



Welcome to the Brockington College SEND Information Report.

Brockington College is a Church of England Academy, with a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person. We are part of the EMBRACE multi academy trust.

We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness, respect and compassion.



**Key INFORMATION**

<b>College Name</b>	<b>Brockington College</b>
<b>Address</b>	<b>Blaby Road Enderby Leicestershire LE19 4AQ</b>
<b>Telephone Number</b>	<b>0116 2863722</b>
<b>Fax</b>	<b>0116 2849365</b>
<b>Principal</b>	<b>Mrs Sadie Batstone <a href="mailto:admin@brockington.leics.sch.uk">admin@brockington.leics.sch.uk</a></b>
<b>Website address</b>	<b>www.Brockington.leics.sch.uk</b>
<b>Facebook account</b>	<b>facebook.com/BrockingtonCollege</b>
<b>Twitter account</b>	<b>Twitter.com/brockingtoncoll</b>
<b>Age Range</b>	<b>11 to 16</b>
<b>Date of Last Inspection</b>	<b>November 2017</b>
<b>Outcome of Last Inspection</b>	<b>Good</b>
<b>SIAMS Report date: December 2015</b>	<b>Outstanding</b>
<b>Does school/college have a specialist designated unit / additional learning support department?</b>	<b>No. We have a SEND suite of rooms.</b>
<b>Students with SEND</b>	<b>SEND Support 12.96%</b>

Perse



S

Tudor

Stuart

Voice it

Brockington

Plantagenet

Compassion

Pit stop

Wisdom

Colliege

Justice

**Brockington College is a successful Church of England mainstream 11-16 academy that is dedicated to an inclusive education that maximises the potential of all students.**



**Brockington College**  
A Church of England Academy  
LEARNING TO LIVE LIFE TO THE FULL



# 1. What types of Special Needs do we cater for?

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We have a commitment to inclusion within the framework of an entitlement for all students to have access to a broad, balanced comprehensive curriculum.

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We are also committed to maximum integration, commensurate with meeting individual needs.

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We recognise that in order to meet those individual needs it is, at times, necessary to provide alternative arrangements for some students.

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Students at Brockington College have a range of difficulties, including communication and interaction difficulties; cognition and learning difficulties; social, emotional and mental health difficulties, and sensory and physical difficulties.

## 2.1 How do we identify and assess students with special educational needs – before entry?

- We work closely with all feeder schools to ensure student needs are known on entry and that these needs are shared with subject staff
- Transfer information is overseen by our dedicated SEND transition coordinator
- Transition arrangements are needs-led and may include Enhanced Transition programmes, Multi Agency meetings, preparation of Individual Health Care Plans, attendance at year 6 Annual Reviews for those with EHCPs and a programme of visits to familiarise students with Brockington College pre-transfer
- Our Admissions Policy and SEND Policy is available on the school website

## 2.2 How do we identify and assess students with special educational needs once students are at Brockington College?

- All students are constantly monitored by their subject teachers, pastoral managers and SEND support staff.
- Concerns relating to the progress of a student will be passed to the SENCo and the SEND team.
- Further assessment will then take place in order to identify SEND issues. These may include:

Diagnostic testing (e.g. dyslexia screening)

Parent Voice (information from parents about their child's needs)

Student Voice (information from the student about their difficulties and needs)

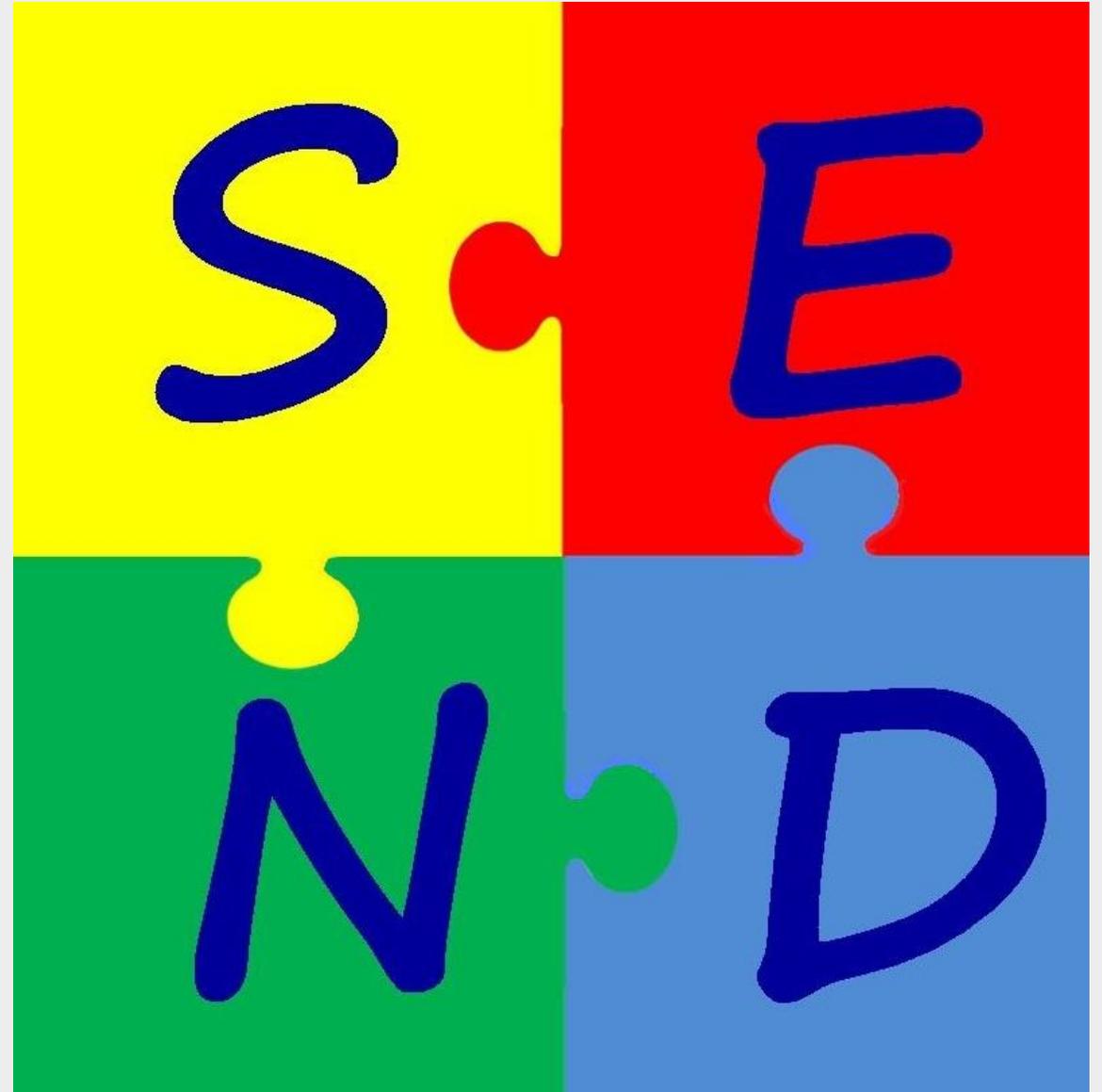
Lesson Observations (to see how the student engages with learning in the classroom).

## 2.3

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools.

Once a student is identified as having SEND then the plan of action will be discussed with parents and we will begin the cycle of support:

**Assess – Plan – Do – Review.**



## 3.1 What is our approach to teaching students with SEND?

- The SEND team will use all the information available to ensure staff are aware of students needs and that they are provided with recommendations about how best to support them in the classroom.
- Student produced One Page Profiles will indicate to staff how students want to be supported.
- Teachers are responsible and accountable for the progress and development of all the students in their classes.
- High quality teaching is our first step in responding to students who have SEND. Where needed, teachers will differentiate tasks and plans for individuals and groups of students.
- Some students will benefit from in-class support from our team of SEND teaching assistants.
- Teaching assistants will support students in a variety of ways including in small groups, in whole class situations and for a few students, 1:1 support for some or all of the time.

## 3.2 The SEND team can provide the following needs-led interventions:

- Brockington Book Scheme transition project
- Lexia PowerUP reading project
- Numeracy Ninjas
- ASDAN Courses including New Horizons, Bronze and Silver Awards and for KS4 students a Level 1 CoPE course
- Learning Support Sessions (LSS) delivered by SEND keyworkers
- Learn to Learn (L2L) Keystage 4 programme to boost GCSE results
- Small Group Interventions (SGI) for Catch up groups in Literacy and Numeracy in year 7
- SGI for students with Dyslexia in all years
- ASD Friendships groups
- Nurture groups including Food 'N' Fun and A Place to Grow
- Mentoring groups and targeted groups including sports groups





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

Sue Lawrence, B.Ed. / Dip SEN  
is the Assistant Principal for Inclusion and SENCO

She can be contacted on: [sl@brockington.leics.sch.uk](mailto:sl@brockington.leics.sch.uk) or by calling  
01162863722

## 5. How do we adapt the curriculum and learning environment?

Brockington College is a multi-storey building with lifts in the main building.

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Providing bespoke intervention courses for students with specific needs
- 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.



## 6. How do we enable students with SEND to engage in activities with other students who do not have SEND?

- Students are encouraged to 'Live Life to the Full' in school and out. We run a wide range of daily and residential visits.
- Our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs and interventions.
- All students are encouraged to take part in activities of their choice
- No student is ever excluded from taking part in these activities because of their SEN or disability.
- Where needed, we will work with our School Health Coordinator, SEN keyworkers and Visits Coordinator to develop individual risk assessments to support students on visits outside school.



## 7.1 How do we consult parents of students with SEND and involve them in their child's education?

- We will have discussions with parents when identifying whether a student needs special educational provision.
- These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty

We consider the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the plan to support a student is.

## 7.2 How do we consult parents of students with SEND and involve them in their child's education?

- SEND Staff will review students needs on a regular basis and alert parents to any changes of provision by letter, in review meetings and at Consultation Evenings.
- On entry to Brockington College all parents of students on the Additional Needs Record will be invited to a SEND Coffee Morning.
- The SEND team are working to establish Parent SEND drop in afternoons to establish a less formal opportunity to discuss issues and share concerns.





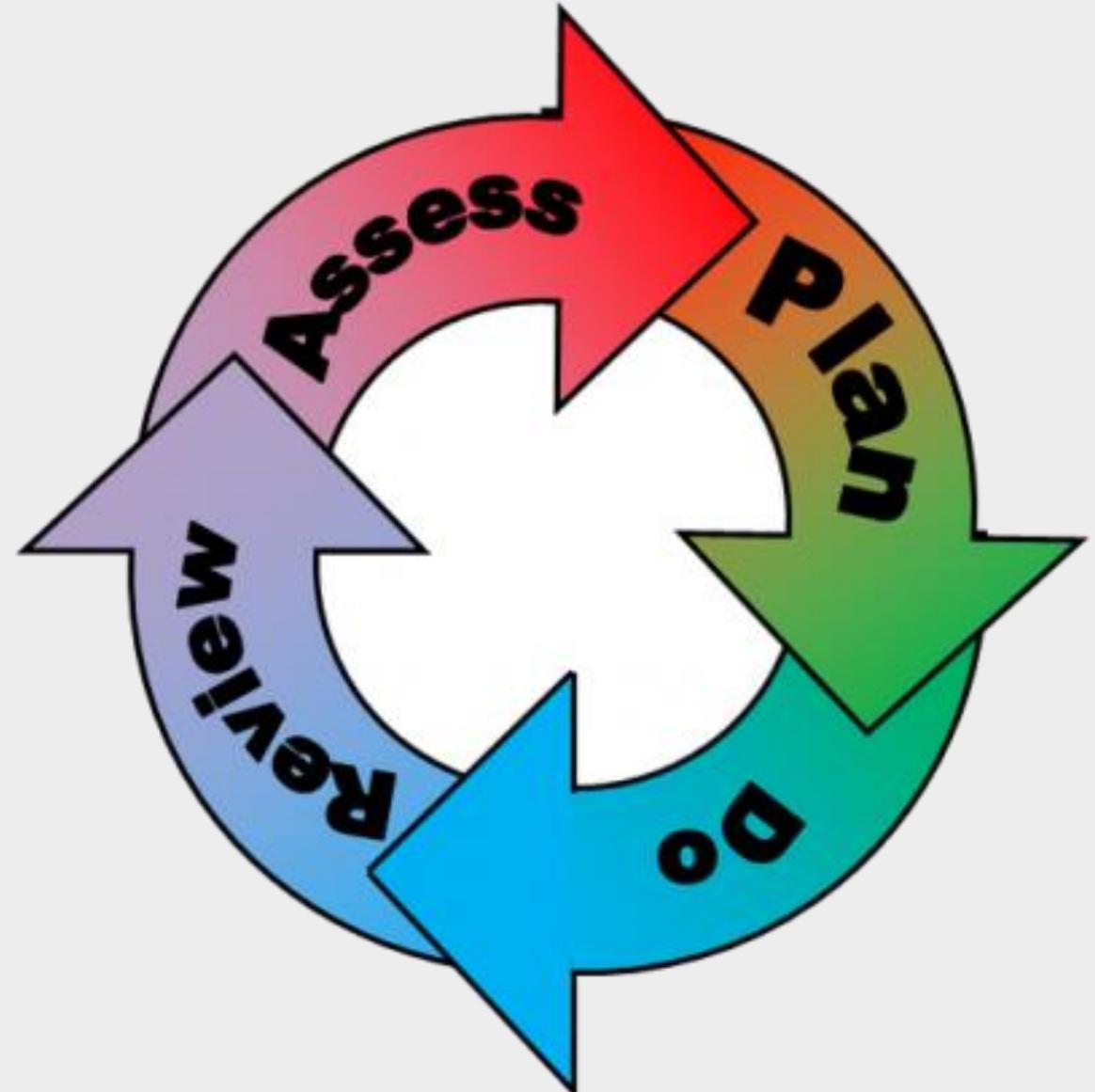
## 8. How do we consult students with SEND and involve them in their education?

- All students identified as having special educational needs will be allocated a SEN keyworker who will work with them and act as their advocate.
- Keyworkers will work alongside students with special needs to help them to create their own One Page Profile that will be used to inform staff about their needs and how they want to be supported.
- Students are involved in the access, plan, do, review process.
- Students with EHCPs are encouraged to attend Annual Reviews or make sure their views are considered at these meetings.
- As part of our monitoring process we will conduct student interviews so they can tell us what we are doing right (or wrong).



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

We follow a graduated approach to meeting student needs with an emphasis on a four-part cycle of **assess, plan, do, review** in order to support students to make progress and to continually improve.



9.2 Teachers and support staff will work with the SEND team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from support services, if relevant.
- All teachers and support staff who work with students will be made aware of their needs through student One Page Profiles, regular student briefings and Action Plans.
- Staff are provided with access to our 'Additional Needs Record' and our comprehensive 'Dictionary of Needs' which includes any teaching strategies or approaches that may help to support student to make progress.
- Regular reviews of the effectiveness of the support and interventions and their impact on the student's progress.

## 10. How do we support students moving between different phases of education?

- We will support students to make option choices through information evenings and assemblies, by providing taster sessions, careers education, work experience and by involving students in decision-making at all stages.
- Our options pathways: Extend, Enrich, Enhance and Enable support our learners to select the right courses for them.
- We will prepare students to make decisions about post-16 provision through information evenings and assemblies, careers education and through form time support students through the application process.
- We will share information with the schools, colleges, or other setting our students are moving on to.
- For post-16 students we will agree with parents and student's which information will be shared as part of this process.







11. How do we support students preparing for adulthood?

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## 12. How do we support students with SEND to improve their emotional and social development?

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

- Through our extensive PSHCE programme and whole school approach to developing resilient students who are able to 'live life to the full'.
- Some students with SEND are encouraged to be take in part in the 'Place to Grow' gardening group or 'Food N Fun' social group to promote teamwork and to build social skills etc.
- We run a daily keystone 3 lunch club THE PITSTOP for invited students.
- We adopt a 'can do' attitude and help students to embrace a growth mindset .

We have a zero-tolerance approach to bullying.





**BULLYING**

### 13. What expertise and training do our staff have to support students with SEND?

- Our SENCO is highly experienced in her role. She is allocated time each week to manage the school SEND provision. The department is supported by a SEND administration assistant.
- There is a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to work with students with special educational needs.
- SEND staff have a fortnightly training session and in the last year have undertaken training on supporting students with hearing difficulties, ASD training and attachment training.
- We use specialist staff to support core subject areas, work with students with medical needs and to deliver ASDAN and CoPE course.
- We have a rolling programme of whole school staff training on SEND issues.

# OFSTED 2017

‘The school’s work with students who have special educational needs and/or disabilities is excellent. All students are known very well as individuals... These students are well supported ... As a result, they make good progress’

‘Vulnerable students, students who are looked after and students who have special educational needs and/or disabilities are supported exceptionally well. They receive help academically and in their personal development.’

## 14. How will we secure specialist expertise?

We are constantly looking to improve our provision for working with students with special needs and disabilities and we are proud to work with a wide range of agencies who provide staff training and who help us to provide support for students with SEND.

We work with the following specialists:

- Educational Psychology Service

- Autism Outreach Service

- Specialist Teaching services including Visually-Impaired & Hearing-Impaired Service

- Medical services including our allocated school nurse, CAMHS and a range of medical practitioners

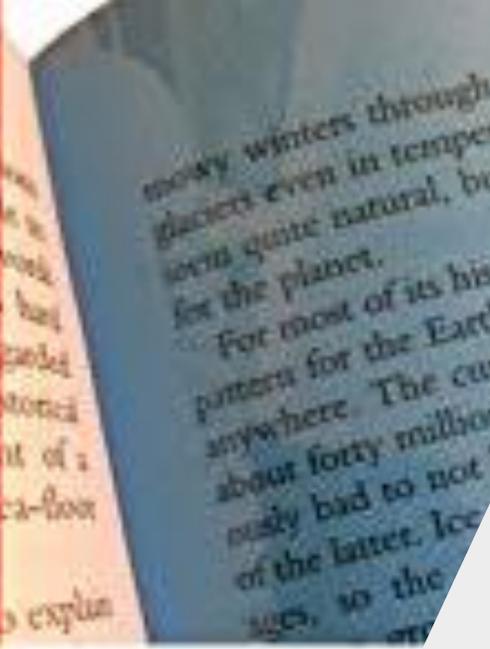
- A range of voluntary organisations including ADHD Solutions

In addition, we employ a number of staff with specialist skills including a School Health Coordinator, a Specialist Assessor who assesses students needs for examination access arrangements, an Attendance Manager and a School Counsellor.



## 15. How do we secure equipment and facilities to support students with SEND?

- We are committed to removing barriers to learning and to ensuring students have access to the appropriate equipment to enable them to make progress in their learning.
- We have a dedicated bank of laptops that are allocated to students with specific needs to use in lessons and in examinations.
- We work with specialist services to ensure appropriate equipment is available to students with physical and / or medical needs and are committed to staff training to ensure students are supported appropriately.



WJEC  
CBAC GCSE 4172/02  
ENGLISH/ENGLISH LANGUAGE  
HIGHER TIER  
UNIT 2 (WRITING)  
A.M. TUESDAY, 5 November 2013  
1 hour



Book provided.

## 16. How do we involve other organisations in meeting the needs of students with SEND and supporting their families?

- We adopt a multi agency approach to working towards meeting student needs.
- We regularly take part in Multi Agency meetings where we are able to review, assess and plan how best to meet identified needs.
- We work closely with the South Leicestershire Inclusion Partnership, Early Help, Supporting Leicestershire Families and with Social Care practitioners working with our students and their families.
- Where a need is identified we will refer students and families to support groups and voluntary organisations.

## 17. How do we evaluate the effectiveness of our SEND provision?

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

- Reviewing students' individual progress towards their targets as part of our rolling assessment programme;
- Reviewing the impact of interventions on a regular basis;
- Analyzing student questionnaires;
- Monitoring by the SENCO including learning walks and lesson observations;
- Holding annual reviews for students with Education Health Care plans.
- The Welfare Governors' sub committee monitors our SEND provision and student outcomes against targets and national expectations.

"I sent a boy who needed much help and support to achieve his best. I believe Brockington worked very hard and I will always appreciate the effort and support shown to my son."

Mrs H - Parent/Carer

## 18. How do we handle complaints from parents of children with SEND about provision made at the school?

- Complaints about SEND provision in our school should be made to the SENCO in the first instance.
- A copy of the school Complaint's Policy is on the school website.
- The parents / carers of students 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 child. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services and about the school not making reasonable adjustments, including the provision of auxiliary aids and services to meet a students needs.

## 19.1 Who can young people contact if they have concerns?

- Students who have a concern can speak to their form tutor, pastoral manager or SEND keyworker in the first instance.
- If the concern is about a particular subject they can speak to the subject teacher or subject lead.
- If the concern regards a pastoral issue such as friendships or bullying they can speak to the Pastoral Team.
- Where a student feels unable to talk about an issue in person then they can make use of our on-line 'Voice It' system. All concerns received are dealt with on daily basis by the Pastoral team.



**Voice It!**

## 19.2 Who can parents contact if they have concerns?

- Parents who have a concern can speak to, or email, their child's form tutor, pastoral manager or SEND keyworker in the first instance.
- If the concern is about a subject area they can speak to, or email, the subject teacher or subject lead directly.
- If the concern regards a pastoral issue such as friendships, or bullying, they can speak to, or email, one of the Pastoral Team.
- If preferred, a parent can make use of our on-line 'Voice It' system. All concerns received are dealt with on daily basis by the Pastoral team.
- Concerns regarding transport should be directed to Rakesh Patel.  
[rp@Brockington.leics.sch.uk](mailto:rp@Brockington.leics.sch.uk)
- Concerns regarding attendance should be directed to Vicki Hazell, Home-School Liaison and Attendance Officer [vjh@Brockington.leics.sch.uk](mailto:vjh@Brockington.leics.sch.uk)

emails can be sent directly to individual staff or can be sent to [admin@Brockington.leics.sch.uk](mailto:admin@Brockington.leics.sch.uk) marked for the attention of a member of staff

# Child Protection & Safeguarding Team

**At Brockington College we aim to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate.**

**Students' welfare is of paramount importance to us.**

**If you have any concerns about the safety or welfare of a young person, or family, please contact one of our safeguarding leads either via the school office or by calling 0116 2863722**

## **Safeguarding Leads**

**Sue Lawrence Assistant Principal**

**Sadie Batstone Principal**

**Jon Barton Vice Principal**

**Sarah Heggs Assistant Principal**

**Victoria Carr Assistant Principal**

**Rakesh Patel Assistant Principal**

## 20. What support services are available to parents?

There are a range of support services available to parents within the locality including:

Autism Outreach Service

Specialist teaching services

Voluntary organisations

Supporting Leicestershire Families

School Nurse services

- A "Family Information Directory" detailing a range of service providers that may support parents / carers and young people with needs, can be found at

<http://www.leicestershire.gov.uk/family-information-directory>

21. Where can the Local Authority Local Offer be found? How have we contributed to it?

Brockington College Special Educational Needs information report / school offer forms a contributory part of Leicestershire's Local Authority's 'Local Offer'. More information about the **Leicestershire Local Offer** aimed at children and young people with SEN or disabilities and their families, can be found at:

<http://www.leicestershire.gov.uk/local-offer>



This school SEND Information report links with other Brockington College policies and documents including:

- SEND Policy
- Behaviour Policy
- Anti-Bullying policy
- Equality Scheme and Accessibility plan
- Supporting students with Medical conditions

Copies of Brockington College policies can be found on the school website [www.brockington.leics.sch.uk](http://www.brockington.leics.sch.uk)

THANK YOU!

