



GREENWOOD ACADEMIES TRUST

Academy: The Bramble Academy

Last updated: November 2024

Lead: Anna Harper

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, read our SEND policy.

You can find it on our website <https://www.brambleacademy.org/>

Note: If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorders
	Mental illness
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Anna Harper.

They have 9 years of experience as a Senior Leader in schools and 16 years of experience as a qualified class teacher.

They are currently receiving both GAT level and local authority training for new SENCOs and are on a pathway to starting the National Award in Special Educational Needs Co-ordination.

They are allocated 1 ½ days a week to manage SEN provision.

Class teachers and teaching assistants

All of our teachers and teaching assistants receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This has included training on Inclusive Pedagogy (Quality First Teaching) and updates on SEND practice and regulation through staff briefings and meetings.

Staff have received training on specific needs and conditions as they arise. This has included, but is not limited to:

- British Sign Language training
- Consultations with Sherwood Area Partnership for advice on Social, Emotional and Mental Health needs.
- Training for medical conditions such as Asthma, and the use of Automatic Injection Devices (EpiPens) in the occurrence of anaphylaxis.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include, but are not limited to:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services, including the Schools and Families Specialist Services (SFSS)
- Sherwood Area Partnership (SEMH needs)

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's class teacher.

You can contact your child's teacher by directly messaging them on Class Dojo or emailing the school office on office@brambleacademy.org.

You can also contact the SENCO directly by emailing sendco@brambleacademy.org or phoning 01623635928.

After sharing initial concerns with your child's class teacher, they will meet with you to further discuss your concerns in detail and try to get a better understanding of your child's strengths and difficulties.

You will be asked to complete a Concerns Form, detailing your concerns and what outcome you would like. The referral is then discussed by the SENCO, Pupil Engagement Lead and Senior Leadership Team. The concerns form can be found on the school website <https://www.brambleacademy.org/>.

The SENCO will then contact you. Together, we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the academy's SEND register.

A detailed flowchart of our graduated response for SEN can be seen on our 'Graduated Response' flowchart, included on page 7.

4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academy work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will communicate this with you, and complete a Concerns Form which will be sent to the SENCO. The SENCO will then discuss the referral with the Pupil Engagement Lead and Senior Leadership Team, and contact you to ask you your, and your child's opinions, and discuss next steps. Parents are also able to initiate this process by completing a Concerns Form themselves.

If needed, Tier 2 of the Graduated Response may involve the SENCO observing the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will discuss concerns with your child's class teacher and will compare your child's progress and development with their peers and available national data. They may work with the class teacher to implement teaching strategies that could further meet your child's needs. Your child's progress will then be closely monitored. If your child continues to not make expected progress, Tier 3 of the Graduated Response will be considered.

Tier 3 may be in form of additional interventions, specialist equipment or referrals to external services such as Speech and Language Therapy, Educational Psychology, Occupational Therapy or specialist teachers from the Schools and Families Specialist Service. If your child needs SEN support, this will be communicated to you, and your child will be added to the academy's SEN register. The SENCO will work with you to create a SEN APDR Support Plan for them.

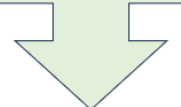
The process detailed above is documented on our Identification and Support for SEN flowchart on page 7.



Our Graduated Response

When there is a concern about a child, the academy will work through a graduated response 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child has been taken.' (Code of Practice 9.14) Furthermore, 'in a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (Code of Practice 9.3) This flowchart is intended as guidance for staff and families. It shows what a graduated response may look like, defines roles and responsibilities and provides approximate timescales.

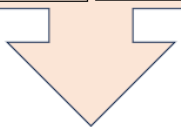
Tier 1: Universally deployed approached		
<p>Overview of provision</p> <p>Universal approaches involve a pupil-centred approach to address their needs and includes, making suitable adaptations and reasonable adjustments, agreeing consistent routines and boundaries, and having clear strategies in place to enable the pupil to continue to learn and develop in their mainstream setting.</p> <p>For example: effective questioning and feedback, developing oracy, visual aids, use of learning plans, ongoing staff CPD to support up to date knowledge of effective teaching strategies.</p>	<p>Roles and responsibilities</p> <ol style="list-style-type: none"> 1. Class teacher to ensure QIT strategies in place. 2. Class teacher to assess Baseline and input Entry and Target judgement onto Insight within the first two weeks 3. Little Wandle assessments to be completed. 4. SLT monitor 5. Admin to give class teachers information from previous school (in-year only). 	<p>Timeframe</p> <ol style="list-style-type: none"> 1. Ongoing 2. First two weeks. 3. First two weeks. 4. Ongoing 5. Within first two days.



Tier 2: Enhanced academy-led provision		
<p>Overview of provision</p> <p>Tier 2 provision involves provision that is additional to and/or different from Tier 1 and will lead to an addition to the SEND Register. This will be provided when a child has received universal provision well but has not made the expected progress and therefore needs additional support.</p> <p>For example: Intervention groups for early Maths and English, support and intervention groups around Social and Emotional Support e.g. Lego therapy groups, nurture groups, ELSA, support for social interactions.</p>	<p>Roles and responsibilities</p> <ol style="list-style-type: none"> 1. Class teacher to identify area of need and plan and deliver interventions to support core subject learning. 2. SENDCo to plot provision map and deploy staff to deliver specific need interventions e.g. Colourful Semantics, Fizzy Fine Motor, Lego Therapy. 3. Class teacher to discuss with parent & complete concerns form. 4. Parent completes concerns form. 	<p>Timeframe</p> <ol style="list-style-type: none"> 1. As required 2. Weekly in line with whole-school provision map. 3 and 4. SENDCo to inform concerned party within two weeks of outcome.



Tier 3: Specialist supported provision		
<p>Overview of provision</p> <p>If Tier 2 is not sufficient to meet a pupil's SEND, then they may need to be supported through Tier 3 Specialist SEND Support. This decision will be made jointly with the academy and the family.</p> <p>For example: advice/interventions from Speech and Language, Occupational Therapist, Physiotherapist, Behaviour Support Services, CAMHS, specialist equipment etc.</p> <p>NB: Additional funding may be sought to 'top up' the SEND notional funding.</p>	<p>Roles and responsibilities</p> <ol style="list-style-type: none"> 1. SENDCo to arrange surgeries with specialist Teachers. 2. Class teacher implement strategies suggested from surgery. 3. SENDCo to make funding applications (HLM /AFN). 4. Admin team file paperwork and share relevant information. 5. SENDCo, alongside parents, to complete EHCP application. 	<p>Timeframe</p> <ol style="list-style-type: none"> 1. Ongoing – as required 2. Within 1 week of surgery 3. Annually/Termly 4. Within 2 days of arrival. 5. In line with deadlines set by EHC Hub.



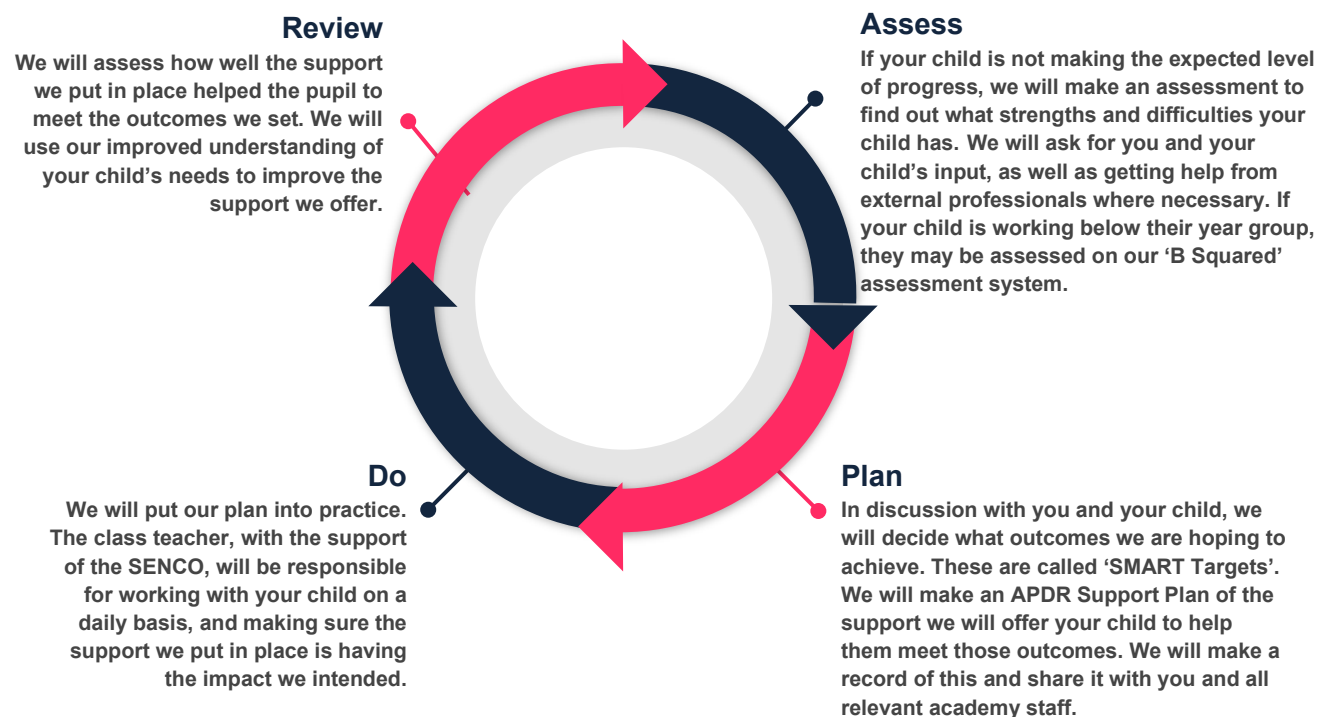
Tier 4: EHCP driven provision		
<p>Overview of provision</p> <p>If a pupil has needs which require support and intervention above and beyond Tier 3, then the academy can request an Education, Health and Care needs assessment which may lead to an Education Health Care Plan (EHCP). Where an EHCP is issued, then provision and support should be met as set out within the EHCP. Outcomes and provision will be reviewed regularly, including the reported annual review.</p>	<p>Roles and responsibilities</p> <ol style="list-style-type: none"> 1. Class teacher to plan and deliver Bsqared curriculum. 2. SENDCo to provision map and deploy staff to deliver specific 1:1 support and interventions. 3. Class teacher to complete termly review of learning plan with parents. 4. SENDCo to complete Annual Review. 	<p>Timeframe</p> <ol style="list-style-type: none"> 1. Ongoing 2. Termly, unless significant change. 3. Termly (SENDCo set dates) 4. Annually – in line with EHCP Hub timelines.



5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child to achieve. These will be called 'SMART Targets'.

Your child's progress will be measured by reviewing the progress they have made towards achieving their SMART Targets, and analysing levels of progress on our assessment systems, such as B Squared. If your child is receiving additional interventions, we will assess them before the intervention begins (a baseline assessment), and at the end of the intervention. We do this so we can see how much impact the intervention has on your child's progress.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

Your child's class teacher will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

If your child is receiving SEN support, you will also meet with the SENCO for a termly SEN Review.

In the Summer Term, the academy will provide an annual written report on your child's progress.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact them directly by messaging them on Class Dojo, or you can arrange a meeting with them by contacting the school office on office@brambleacademy.org or phoning 01623635928.

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

If your child has an APDR Support Plan, their views will be captured on the plan. They will also have a Pupil Profile, which captures the child's opinion on how best to support them in class. This is shared with all staff.

8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

Our Accessibility Plan outlines how disabled pupils can participate in our curriculum. This can be found on our website: <https://www.brambleacademy.org/>

The SEND Code of Practice (2015) states that "...all teachers are teachers of pupils with special educational needs." Your child's class teacher is therefore responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include, but are not limited to:

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups.
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered.

We may also provide the following interventions and support:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic strip conversations Attention Autism sessions Task checklists and organisers Support at identified times of stress (e.g. a 'soft start' in the morning with a known adult) Calm corners in classrooms with regulation activities
	Speech and language difficulties	Speech and language therapy Multi -sensory approaches to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Uncluttered presentation slides with dyslexia-friendly fonts Use of scribe Task checklists and organisers Instructions broken down into manageable chunks Alternative ways to demonstrate understanding (e.g. use of diagrams, mind maps, voice recorders) Writing frames Grapheme mats and word banks Coloured overlays and reading rulers Coloured paper for worksheets and coloured backgrounds on presentation slides
	Moderate or severe learning difficulties	Pre and post teaching in small groups Keep up and catch-up phonics interventions Precision teaching in small groups

Social, emotional and mental health	ADHD, ADD	Quiet workstation Regular movement breaks Task checklists and organisers Visual timers
	Mental illness / Adverse Childhood Experiences	ELSA intervention Support from Sherwood Area Partnership Restorative Justice approach
	Attachment disorders	ELSA intervention Support from Sherwood Area Partnership Support at identified times of stress (e.g. a 'soft start' in the morning with a known adult)
Sensory and/or physical	Hearing impairment	Use of British Sign Language Total Communication approach to learning Carefully considered seating positions
	Visual impairment	Limiting classroom displays Enlarged print-outs Carefully considered seating positions
	Multi-sensory impairment	Use of sensory room Carefully considered classroom layout Quiet workstation
	Physical impairment	Carefully considered classroom layout Equipment, resources and programmes as recommended by occupational or physiotherapy services Fine and gross motor skill interventions

These interventions are part of our contribution to Nottinghamshire County Council's local offer.

9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Using provision maps and academy data to measure progress each term.
- Reviewing the impact of interventions and support after each cycle of Assess-Plan-Do-Review. We will record progress made on the APDR Plan and will include feedback from the child and parent as part of this.
- Monitoring and analysis by the SENCO. This will include monitoring of teacher assessment, the child's work and in-class provision.
- Taking advice and feedback from any external professionals involved with the child.
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan).

10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this, the academy will consult with the local authority to secure funds.

11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our academy trips, including our residential trips. All pupils are encouraged to take part in Sports Day, academy plays, and special workshops from visitors.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. If necessary, risk assessments are carried out and procedures put into place to enable all children to participate.

12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

The Bramble Academy participates in Nottinghamshire County Council's Fair Access protocol. All schools, including Voluntary Aided Schools, Trust Schools and Academies must participate in the protocol.

The purpose of the Fair Access Protocol is to ensure that vulnerable children are offered a school place as quickly as possible and to evenly spread children with additional needs across all schools in the county. The protocol only applies in mid-term applications; it does not operate when children transfer from primary to secondary school.

Where the number of applications for admission is greater than the published admission number in any age group, applications will be considered against the criteria set out below.

Admission to Reception (statutory age 5) – oversubscription criteria

- The Bramble Academy will first accept all pupils with a statutory right to a place through an Educational Health and Care Plan (EHCP) naming the Academy. After the admission of these pupils, criteria will be applied for the remaining places in the order in which they are set out below:
 - a) Looked after children and previously looked after children, including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
 - b) Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a sibling attending the Academy.
 - c) Other children who live in the catchment area at the closing date for applications.
 - d) Other children who live outside the catchment area.

In the event of oversubscription, within any of the above criterion, preference will be given to children who live nearest to the Academy as the crow flies.

In the event that two or more distances are exactly the same, the Academy will use a method of random allocation by lot, drawn by an independent person outside of the Academy.

If applications exceed the number of places available, the Academy will operate a waiting list in which priority for places will be given on the basis of the above criteria.

Arrangements for in-year Admissions

- The Nottinghamshire Local Authority will co-ordinate admissions for in-year applications and for applications for year groups other than the normal point(s) of entry. The Bramble Academy will consider all such applications and if the year group applied for has a place available, admit the child.
- If more applications are received than there are places available, the oversubscription criteria referred to above, will apply. Parents whose application is refused shall be entitled to appeal.

More details can be found in our Admissions Policy on our website You will be asked to complete a Concerns form, detailing your concerns and what outcome you would like. The SENCO will then contact you to discuss this further. The concerns form can be found on the school website <https://www.brambleacademy.org/>.

13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

The Bramble Academy is committed to providing a fully accessible environment which values and includes all pupils regardless of their needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Access to the Curriculum

At The Bramble Academy our intention is to ensure that all pupils including pupils with special educational needs and/or disabilities develop a love for learning. All vulnerable pupils and pupils with special educational needs and or disabilities are supported to access the curriculum in full, using varied resources.

At The Bramble Academy, every teacher is a teacher of SEND and every leader is a leader of SEND, meaning that we all foster the same values and ethos needed to support pupils in school and within the community. These values and beliefs are shared with and enhanced by senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At The Bramble Academy a pupil with SEND may have:

- Specific 1:1 or small group intervention to support their academic, physical and social/emotional needs, such as ELSA.
- Use of individual resources to enable them to access the curriculum, or the school day including the use of additional technology and any other specific programme to support the needs of pupils.
- Access to a highly differentiated curriculum, tailored to very specific needs.
- Use of coloured backgrounds, enlarged print, Makaton and British Sign Language to enable pupils with hearing or sight impairments to take a full active role in the curriculum.
- Receive additional support for speech and language needs, working on targets set by specialist therapists.
- Work alongside external agencies such as an Educational Psychologist, Communication and Interaction Team, SFSS, Cognition and Learning Team, Speech and Language Therapist, Occupational Therapist, CAMHS, or Teacher of the Deaf, to develop specific targets/programmes tailored to the child's individual needs.
- Participate in additional Sherwood Area Partnership interventions including counselling, or drawing and talking therapy.

Our building is accessible for wheelchair users and adaptations have been made to make all areas of the school safe, welcoming and easy to get around for all our pupils.

More information can be found by reading our Accessibility Plan. This can be found on our website:

<https://www.brambleacademy.org/>

14. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

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

- Pupils with SEN are encouraged to be part of the academy council.
- Pupils with SEN are also encouraged to be part of after-school clubs to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN by through an ELSA intervention run by our Pupil Engagement Lead.
- To promote positive friendships, we may use 'circle time' involving the whole class.
- Reasonable adjustments and extra support may be put in place to support your child's needs. This may include but is not limited to:1:1 support during identified times of the day, a 'soft start' at the beginning of the school day, or transition books to help with changing schools or preparing for other changes.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy through teaching anti-bullying lessons as part of our Jigsaw PSHE scheme of learning, recognising and taking part in national events such as 'Anti-bullying Week', and educating our school community through assemblies. All staff have been trained on how to spot signs of bullying and how to take appropriate action. Children are routinely reminded how to identify when they, or others, are being bullied, and who to tell.

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

At The Bramble Academy, we aim to make every pupil feel secure and confident for a smooth transition through the different stages of their education.

Between years

To help pupils with SEND be prepared for a new academy year we:

- Schedule lessons with the incoming teacher towards the end of the summer term.
- Ensure children have a chance to visit their new classroom before the end of the summer term.
- Ensure records for all children are passed onto the new teacher to ensure key information is shared.
- For some children, a transition book is created with photographs to help the child prepare over the summer holiday period.

Between academies

We recognise that for any child, at any time, when there is transition to another school, it is very important that all the key information about the child is passed onto the new school. We do all we can to facilitate this process which can vary from school to school and Local Authority to Local Authority. Usually, a face-to-face meeting or telephone conversation will occur between teachers and the SENDCO from each school to share vital information for inclusion.

Other supports, such as a 'transition book' may also be provided for the child.

Transition to Secondary

The SENCO of the secondary academy will have a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Where possible, transition visits will be arranged for certain children to view their new secondary school in advance of the new academic year.

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Panayiota Theodosiou (Principal) is the designated teacher for looked-after and previously looked-after children, and will work with Anna Harper, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available here <https://www.greenwoodacademies.org/about-us/corporate-information/policies> or on the academy's website (<https://www.brambleacademy.org/>).

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottinghamshire County Council's local offer. Nottinghamshire County Council publishes information about the local offer on their website: <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Ask Us Nottinghamshire: <https://askusnotts.org.uk/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. GLOSSARY

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages