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THE BRUNTS ACADEMY

SEND INFORMATION REPORT

Review Date: September 2025

Next Review Date: September 2026

What types of special educational needs (SEN) does the school support?

Our academy currently provides for pupils with the following needs:

Cognition and Learning:

for example, dyslexia, dyspraxia

Social, Emotional, and Mental Health difficulties:

for example, attention deficit hyperactivity disorder (ADHD)

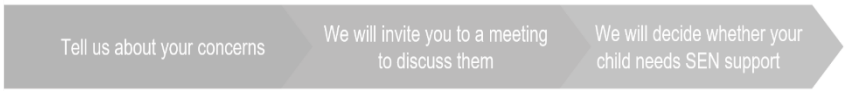
Communication and Interaction:

for example, autism, speech and language difficulties (SALT)

Sensory and/or Physical needs:

for example, visual impairments, hearing impairments, processing difficulties.

What should I do if I think my child has special educational needs?



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

They will pass the message on to the SEN Team who will contact you to talk about your concerns.

You can also contact the SEN Team directly:

Katie Hawksley (SENCO)

Suzy Mann

(Director of SEND)

office@bruntsacademy.org

We will meet with you to talk about your concerns and learn more about your child's strengths and challenges.

Together we will decide what goals we want to achieve for your child and agree on the next steps.

We will write down what we talked about and add it to your child's school record. You will also get a copy.

If we decide that your child needs SEN support, we will tell you in writing and add your child to the school's SEN register.

Who will help my child at school, and what training do they have?

Our special educational needs co-ordinator, or SENCO:

Our SENCO is Miss Katie Hawksley.

Miss Hawksley has been a SENCo for 1.5 years and is currently working towards gaining her National Award in Special Educational Needs Co-ordination.

Miss Hawksley is a qualified English teacher and has been teaching for 4 years.

Our Director of SEN:

Our Director of SEN is Miss Suzy Mann.

Miss Mann has been a teacher for 26 years, initially as a PE teacher, and for the last 12 years working in a range of SEN roles including SENCO, District SENCO, and specialist advisory teacher with the Communication & Interaction team.

She is a qualified teacher and holds the National Award in Special Educational Needs Co-ordination.

Subject Teachers:

All our teachers receive in-house SEN training, and are supported by the SENCO and Director of SEN to meet the needs of pupils who have SEN.

We will be taking part in the following training during the 25/26 academic year:

- Understanding and supporting Autism
- Understanding and supporting ADHD
- Understanding and supporting Dyslexia
- Understanding and implementing the APDR cycle

There are a range of other training opportunities that staff will be able to take part in provided by GAT, Local Authority and Virtual school training offers.

Teaching assistants (TAs)

We have a team of 11 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The team deliver a range of provisions including:

- Paired reading (rapid plus)
- Lexonik advance
- Lexonik leap
- Literacy catch up
- Numeracy catch up

	- Motor skills - Social group - Social clubs (break/lunch) **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. - Communication & Interaction team - Cognition & learning team - Behaviour Support Team - Sensory Team - Speech and language therapists - Educational psychologists - Occupational therapists - Health Related Education Team (HRET)

How will the school know if my child needs extra support?	How will we be involved in decisions about their education?
We use information gathered from previous schools and staff at the Brunts academy to decide if a student should be on the SEN register. In Year 7, all students take tests to check their learning/reading levels. If students need extra help with reading, they will use programs like paired reading (rapid plus) and Lexonik Leap.	We will talk with the students and their parents to decide if they need special help at school. These talks will make sure: • We all understand what the student is good at and what they find difficult • We hear and think about the parents' concerns • We all know the goals we want to reach for the child • We are clear about what the next steps will be

Teachers will adjust their teaching to help all students and check their progress regularly. This helps them find students who: • Are making slower progress than others who started at the same level • Are not improving as quickly as they did before • Are not closing the gap with their peers When deciding if a student needs special help, we will consider what we want them to achieve and how they are doing. We will also consider the views and wishes of the student and their parents. This will help us decide what support is needed and whether we can provide it by adjusting our regular teaching or if we need to do something extra ('additional to, different from').	We will write down what we discuss and add it to the student's records, sharing this with the parents. You will be invited to review the goals and support provided at least three times a year if your child is included on the SEN register. We will let parents know if we decide a student will get SEN support or if they no longer need it.

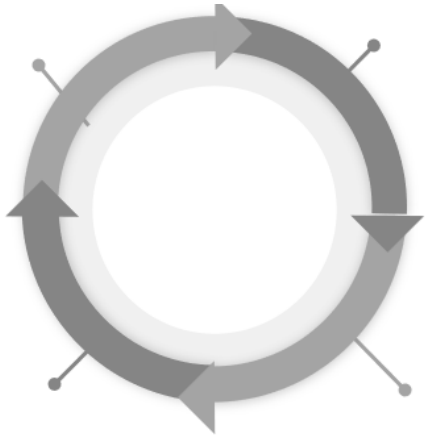
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How will the school check my child's progress?

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**.

Review:
We will check how well the support helped your child reach their goals. We will use what we learn about your child's needs to make the support even better.



Assess:
If your child is not making the expected progress, we will check what strengths and difficulties they have. We will ask for your thoughts and your child's views, and we may get

Do:
We will start using the plan we made. The class teacher and the SENCO will work with your child and make sure the support is helping as we planned.

Plan:
We will talk with you and your child to decide what goals we want to reach. Then, we will plan for the support your child needs to meet those goals. We will keep a record of this plan and share it with you and the teachers who need to know.

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How will the school adapt their teaching to help my child?	How will the school check if the support is helping my child?
Brunts Academy uses planning for progress principles to support good teaching and help all students make progress, including those with special educational needs. The classroom teacher uses these principles and makes changes to lessons to meet the needs of all students. Some students will also get extra help from a teaching assistant. Brunts Academy have recently introduced inclusive technology that supports students access to learning. This includes the introduction of reading pens and word processors so students' barriers to learning can be removed.	We will check how well the support for your child is working by: ○ Using APDR documents and school data to check progress each term. ○ Reviewing how helpful interventions are after each cycle of assess-plan-do-review. ○ Asking students to fill out questionnaires. ○ Getting regular feedback from parents and carers ○ SENCO (special needs coordinator) monitoring and analysing progress. ○ Having an annual review if your child has an Education, Health, and Care Plan (EHCP)

How will the school include my child in activities with other children?	How does the school make sure children with SEN or disabilities are treated fairly when they apply?
All of our extra activities and school trips are open to all students, including before and after-school clubs. All students are encouraged to go on trips, including our residential trip(s). All students are encouraged to take part in wider activities such as sports days, school productions, and school council. No student is ever left out of these activities because of their special educational needs (SEN) or disability. We will make any necessary changes to include them.	The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and/or disabilities; those with Education, Health and Care Plans and those without. See our Admissions Policy for further details.

How does the school support children with disabilities?	How will the school help my child's mental health and emotional development?
Brunts academy is an accessible site which supports students with physical disabilities to attend. Most buildings have ramps and/or lifts which allow access for wheelchairs or other mobility aids. Where access to an upper floor is not possible, adjustments will be made to timetables so that the lesson is moved to the ground floor. Students with visual and/or hearing impairments are supported with auxiliary aids as appropriate to meet individual student needs. Students with SEN needs will be supported by staff adapting the learning to meet their individual needs and remove barriers and/or using technology to support engagement and learning in the curriculum offer. Referrals to outside agencies will be made as appropriate to source supportive technology and app recommendations. Students who are eligible are supported in exams using access arrangements. School follow a robust process to identify and apply for students where access arrangements are needed.	Brunts academy have a range of support in place for Social, Emotional and Mental Health needs. This includes: - Headspace - CASY counselling - Youth workers - Behaviour resilience mentors - Pastoral support Brunts also have a dedicated email that students can use to identify any concerns they may have either for themselves or others: help@bruntsacademy.org

What support will my child get when they move to a new year group or school?

Between phases

The SENCOs from the primary schools meet with our SENCO in the spring/summer term to talk about the needs of new students. They will decide which students may need additional transition support so this can be planned and delivered in the summer term.

All students will come to Brunts in the summer term for our transition days, with some students getting to attend additional sessions to support their transition where needed (primary schools nominate students that need this additional level of support).

We arrange meetings with identified parents to discuss how we can help their child settle into our school.

Onto adulthood

We give all students advice about future work or education options.

We work with students to help them reach their goals, whether they want to go to college, get a job, live independently, or take part in the community.

What extra help is there for children in care or who were in care and have SEN?

Miss Mann (Designated teacher) will work with Miss Hawksley, our SENCO, to make sure all teachers understand how being a looked-after or previously looked-after child and having SEN might affect learning and teaching.

Looked-after and previously looked-after children will get support like any other child with SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure the PEP works well with any SEN support plans or EHC plans.

Between schools When your child is moving to a new school, we will ask you and your child what information you want us to share with the new school.	

What should I do if I'm not happy with my child's SEN support?

Complaints about SEN provision in our academy should be made to the Director of SEN.

The procedure for raising concerns or complaints is outlined in the SEN policy which is available on the website.

The parents of students with disabilities have the right to make disability discrimination claims if they believe that the academy has discriminated against their children. Parents can make a claim about alleged discrimination regarding:

Suspensions and Exclusions

Provision of education and associated services

What support is available for me and my family?

The local authority local offer/ Contact details of support services for parents of students with SEN

Brunts Academy is supported by a wide range of services, including:

- an Educational psychologist.
- Specialist teams from the Local Authority
- HRET
- CAMHS
- CASY counselling

Any further information regarding the support services we use can be obtained by contacting the academy to discuss the local offer or by visiting the Nottinghamshire County Council website:

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The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.

Making reasonable adjustments, including the provision of auxiliary aids and services. SENCo contact details: Miss Katie Hawksley office@bruntsacademy.org 01623 623149	