

SEND Special Educational Needs and Disabilities Policy

Policy Reviewed:	Autumn 2025
Next Review:	Autumn 2026

This policy covers identification of and provision for students with special educational needs and disabilities and is written with support and advice from LBBD.

SEND Vision Statement

Our vision is that all students leave us equipped with the personal skills necessary to have a positive impact on those around them. We aim to enable individuals to reach their potential, ready for the next step in their education or employment, leading to confident and independent young adults.

Brook 6th Form and Academy is dedicated to providing appropriate, high-quality education to all the young people we serve. We are committed to an inclusive practice for all students in our school who have special education needs and disabilities, which is part of the school's ethos. All pupils have access to our tailored STEM curriculum, which enables all relevant aspects of school life to be accessible. We strive to provide an environment for individuals to feel respected and support them to reach their full potential. Brook 6th Form and Academy is committed to ensuring success for all, in line with our Equal Opportunities policy.

The name of the SENDCO is: Magdarlyn Williams (Training)
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This area is line managed by Kim Donovan –Principal and a DSL.
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SEND Governor: Tracey Whittington

1. Guiding principles for Inclusion

Brook 6th Form and Academy offers Quality First teaching (QFT) for the inclusion of all SEND learners. Each identified student has a personalised and differentiated Pupil Passport that is updated three times a year to meet the needs of the individual learner.

We adopt three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- **Setting suitable learning challenges** - We aim to allow every student to experience success in learning and to achieve their potential
- **Responding to students' diverse learning needs** - We take into account the different backgrounds, experiences, interests, and strengths when planning the approaches to teaching and learning.
- **Overcoming potential barriers to learning and assessment for individuals and groups of students** - We recognise that a minority of students will have particular learning and assessment requirements, creating barriers to learning if we do not address them through additional arrangements.

In making provision for students with special educational needs and disabilities, our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable students with special educational needs and disabilities to be inclusive, for all to access at Brook 6th Form and Academy
- to follow the Accessibility Plan in line with statutory guidelines
- to offer all students access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- to identify the needs of students with disabilities and/or special educational needs (SEND) as early as possible
- to develop a partnership with parents/carers so that their knowledge, views, and experience can assist us in assessing and providing for their children

- to take into account the student voice and involve the learner in the decision-making process to make it inclusive
- to make reasonable adjustments to enable students with disabilities to access the whole school curriculum, including school trips and out-of-school hours' activities and learning
- to ensure effective collaboration with Local Authority (LA) services, health services, and social care to ensure effective action on behalf of students with special educational needs and disabilities
- to ensure that staff know the SEN Code of Practice and are aware of their responsibilities to be inclusive for students with special educational needs

2. Roles and Responsibilities

At Brook 6th Form and Academy, all young people are valued equally with a focus on eliminating prejudice and discrimination. We develop an environment where all young people can flourish and feel safe. We aim to engender a sense of community and belonging, offering new opportunities to learners who may have previously experienced barriers to learning. Each learner is treated as an individual, taking into account their circumstances, life experiences, strengths, and needs. Our inclusion statement is about equal opportunities for all learners, enabling students to achieve their expected potential.

Who is responsible for ensuring your child reaches their full potential at The Brook 6th Form and Academy

In attempting to achieve the above objectives, the Governors, the Principal and the staff, in conjunction with the local authority, will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards students with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor Brook 6th Form and Academy's SEND policy and Accessibility Plan, and ensure provision is an integral part of the Brook 6th Form and Academy development plan. All governors associated with SEND will be knowledgeable about Brook 6th Form and Academy's SEN provision, including how funding, equipment, and personnel are deployed. The governors

will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Principal has overall responsibility for the day-to-day management of SEN provision and the Accessibility Plan. S/he will work closely with Brook 6th Form and the Academy's SEND coordinator (SENCo) to keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieve the statutory requirements for the performance of his/her duties.

The Special Educational Needs Co-coordinator (SENCo)

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will have responsibility for: the day to day operation of this policy; coordinating provision for students with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues to secure high quality teaching; monitoring the quality of teaching and standards of students' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all students is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

The SENCo will manage staff who work specifically with students who have special needs. Consideration will also be given to section 6.86 of the Code of Practice regarding time and admin support requirements of the role.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available. All teaching staff accept their responsibility of being a teacher for all students, including those with SEND.

The Responsible Person. Brook 6th Form and Academy has informed the LA that, when the LA concludes that a student at Brook 6th Form and Academy requires an Education, Health and Care Plan, they should inform the Principal and SENCo, who will ensure that whoever teaches the student knows about his/her special educational needs or disabilities.

3. Admissions to the Brook 6th Form and Academy

Brook 6th Form and Academy aims to meet the needs of any student whose parent wishes to register at Brook 6th Form and Academy as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction about students who have SEND. No student can be refused admission solely because s/he has SEND, except where the student is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a student due for admission is known to have special educational needs, the SENCo will gather appropriate information from the student's previous school attended and any other agencies known to have been involved. The previous school is responsible for providing this information, with support from the SENCo if required.

4. Academy Specialism and Specialist Facilities

Brook 6th Form and Academy is a specialist school for those who wish to study engineering and media at Key Stages 4 and 5. It is located at Yew Tree Avenue, Dagenham East.

Accessibility complies with required legislation as part of the 'design and build' contract for the new facility, which opened in August 2016.

Some of the specialist engineering equipment within Brook 6th Form and Academy may not be accessible to SEND students given its complexity and design. Every reasonable effort will be made to accommodate access to such equipment.

5. Resources

When the governing body approves the Brook 6th Form and Academy's budget, consideration will be given to the resources allocated to meeting special educational needs. The Principal will manage the allocated funds and liaise with the SENCo to ensure the best use of these resources identified through provision mapping.

6. Stages of intervention and provision

Access to Brook 6th Form and Academy's broad and balanced curriculum is achieved for students by differentiation of work provided by teachers through Quality First Teaching. Students falling just below national expectations will usually benefit from in-class support or catch-up programmes delivered by their teachers and mentors. When a student is consistently and significantly falling behind normal expectations, personalised interventions will be developed and implemented by the SENCo.

7. SEND Support - What Brook 6th Form and Academy will offer your child to ensure they reach their full potential

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1)

On arrival at Brook 6th Form and Academy, all students in KS4 will undertake standardised testing in English, Maths, and CAT 4. Appropriate action will be taken if a student falls 'below average' for their age group

An important feature of SEND support is the collection of all known information about the student so that they are monitored and well supported on an individual basis. When a teacher, member of the pastoral team, or SENCo identifies a student with special educational needs, they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of Brook 6th Form and Academy's usual differentiated curriculum offer.

2)

The triggers for intervention will be concerns about the individual student who, despite receiving differentiated learning opportunities:

- makes little or no progress towards their Minimum Expected Progress Grade (MEPG)
- Whose reading age has not improved within two half terms, whilst engaging with the Accelerated Reader Programme
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
- persistent emotional and relationship difficulties which continue despite in-class support, engaging in regular mentoring and talking therapies on offer to the student
- has significant sensory or physical problems that impact their ability to learn
- has communication difficulties which continue despite differentiated approaches to the curriculum

3)

The parents/carers of the student will be informed as soon as concerns emerge. The SENCo, will gather the views from students and teaching staff before a face-to-face meeting is arranged

4)

The SENCo will facilitate the collection of all available information about the student. Information will be collected from:

- within Brook 6th Form and Academy using pastoral systems and mentors working across all subject areas - progress tracking information
- parents/carers and the student
- information from previous school as appropriate

8) How The SENCo will use this information to support your child's learning.

- The SENCo will initially meet with the child and parent/carers to discuss concerns, and from this discussion the SENCo will develop a Student Passport
- Your child's academic progress data will be monitored and placed upon the Student Passport to ensure your child is making similar progress to their peers
- The SENCo will meet with you and your child, a minimum of three times per academic year, including one parents' evening, to discuss your child's progress and to update the Student Passport as appropriate

In addition to this:

- The SENCo will undertake monitoring and inspection of teaching to ensure teaching and support staff are working in line with the Student Passport
- Students create SMART targets with the SENCo, which are agreed by parents/carers. The Pupil Passports are held within the college systems and protected by GDPR.
- The SENCo will undertake further assessment of the student as appropriate and may use outside specialists to enhance the provision being made.
- The SENCo will take the lead in planning future support for the student, with regular monitoring and reviewing to ensure progression
- The student's subject teachers will be responsible for working with the student daily and for planning and delivering an individualised programme
- All staff have a responsibility to follow the SEN Code of Practice and support students to access the correct provision available
- A request for additional advice from external services may be taken by the SENCo in consultation with teaching staff, parents, and students
- Specialist assessment arrangements may need to be made, and the Educational Psychology Service involved at this time.

- When progress is evident, and the student no longer requires external support, they will receive Quality First Teaching alongside their peers, given by the subject teacher

Listed below are areas of concern for SEN within Brook 6th Form and Academy:

- continues to make little or no progress towards their MEPG in specific curriculum areas over a long period of time
- continues working at levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and numeracy skills, along with no substantial increase in reading age over time.
- has emotional and relationship difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having engaged with mentoring and talking therapies for more than one academic term
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication difficulties, which impede social development and act as a barrier to learning

9. Academy Request for a Statutory Assessment

The SENCo will take the leading role and will provide information, including:

- Brook 6th Form and Academy's action through the Assess, Plan, Do, Review cycles
- Student Passports for the student
- records of regular reviews and their outcomes (minimum of two consecutive reviews) covering at least six months
- an individual provision map
- the student's health, including a medical history where relevant
- tracking of educational progress
- records of attainments in literacy and numeracy
- educational assessments from an advisory specialist, support teacher, or educational psychologist
- views of the parent/career and child
- involvement of other professionals
- involvement of the social services or education welfare services

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the student's special educational needs and disabilities. Brook 6th Form and Academy's role here is to continue to support the student, and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

A child's parent and a young person between the ages of 16 and 25 have a right to ask the local authority to conduct an EHC assessment. Children and young people aged 10-18 in youth custody

also have the right to request an assessment for an EHC Plan. Evidence requested to support this application would be given by Brook 6th Form and the Academy

10. Brook 6th Form and Academy's response to Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan, then Brook 6th Form and Academy's role is as follows.

- The Principal and SENCo will implement the recommendations
- Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum
- Progress will be formally reviewed by holding an annual review meeting.
- The Principal and SENCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the student
 - convene the review meeting
 - Prepare a review report for the LA
- Those to be invited at least two weeks before the meeting are;
 - the student's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the student
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SEND specialists or representatives from colleges/sixth form colleges etc.
- The review report will be copied to parents, LA, and other relevant professionals no later than 10 days after the meeting or at the end of the term, whichever is the earliest.
- The Annual Review in Year Nine

As the Brook 6th Form and Academy intake starts at year 10, it will request such Education, Health and Care plans that have been created for students who enrol, from previous education institutions and appropriate local authorities.

- The Final Review in School

The final annual review, carried out preferably in the Autumn Term in Brook 6th Form and Academy, will identify the young person's likely destination on leaving school.

The Independent Participation Advisor supports all young people aged 14-19 with special educational needs, including those without statements. Brook 6th Form and Academy will consult with the Independent Participation Advisor, as appropriate, to ensure that any student with special educational needs receives support with regard to their further education. The student and parents will be fully involved in this process.

11. Involving students and parents/carers

The views of parents will be sought at all stages of assessment and provision. The views of the student will be ascertained, and the student will be directly involved in the process. All communication involving decisions about a student will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of students with SEND and will encourage them to work with Brook 6th Form and Academy in helping their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return, we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each student. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the student. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating sensitivities that may arise.

12. Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of students with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents will be informed of the availability of this service, which includes access to an independent parent supporter.

13. Commitment to Inclusion across the Academy

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable students with SEND to be an integral part of our school community.

Regardless of the stage students have reached, all students will be given full access to the full range of activities Brook 6th Form and Academy has to offer. This will be achieved by careful consideration of the needs of each student and by either modifying activities or providing support that will help the student to participate in them. Students will only be withdrawn when:

- They will benefit from some intensive individual work on a cross-curricular skill
- It is clearly inappropriate, or medical advice indicates that it is unsafe for the student to participate, and some alternative has been arranged.

14. Progressing onto employment, education, and training from Brook 6th Form and Academy

Prior to a student moving on from Brook 6th Form and Academy, we will ensure that a careers interview is undertaken and your child has an appropriate destination. When a student leaves Brook 6th Form and Academy, the SENCo will forward relevant information about the student's needs to the next placement. Where a student is moving to another local school or college, this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges that receive our students and with the Independent Participation Advisor. This is particularly so in respect of students with SEN or disabilities.

15. Working with outside agencies

The Principal, or a person nominated by the Principal which will be the SENCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with students in Brook 6th Form and Academy. Health Care planning will follow the protocol agreed by Health and Education. The Principal, or nominated person, will ensure that staff have relevant training and there are procedures in place to support students.

16. Complaints

If you have any complaints about the special educational provision we make for your child, please speak to the SENCo in the first instance to discuss your concerns and to look at ways forward together. If your concerns regarding the issue are not met, please contact the Principal or a member of the governing body. If you speak to a governor, s/he will, in the first instance,

refer the matter to the Principal. The Principal will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

17. Monitoring and evaluation of SEND provision

The Governors ensure that SEND provision is an integral part of the Brook 6th Form and Academy development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". To achieve this, Governors will monitor:

- The standards and progress made by students with special educational needs and disabilities.
- The number of students with SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of students on SEN Support and Education, Health and Care Plans across the categories as recorded on Brook 6th Form and Academy's provision map.
- The level and pattern of help provided at each stage (i.e., average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of students with special educational needs, especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which students' views are reflected.
- Details of visits by specialist teachers, educational psychologists, and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

18. Monitoring and review of policy

This policy will be monitored and amended as appropriate every year and will be fully reviewed and updated every three years.

How do we close the gap for SEND students following Covid-19?

Brook 6th Form and Academy offers Quality First teaching (QFT) for the inclusion of all SEND learners. Each identified student has a personalised and differentiated Pupil Passport that is updated three times a year to meet the needs of the individual learner. Students who need additional support have access to scaffolding techniques, including visual cues, to help them become autonomous learners in line with their peers. Furthermore, catch-up sessions are available to ensure learners are fully supported holistically at Brook 6th Form and Academy.

The class-based intervention programs offered include Accelerated Reader, mentoring and after school subject specific interventions. The school prioritise Social, Emotional and Mental Health as a precursor for learners to engage with the curriculum. In addition, areas are sufficiently equipped with QFT strategies to support Cognition and Learning within the classroom with teachers practising scaffolding, modelling, chunking and explicit training of new vocabulary.

At Brook 6th Form and Academy we use data to support class-based interventions whilst being mindful of meeting their learning needs. Students' individual ability and their progression routes are monitored for personal success. This aims to build confidence and positivity as well as, optimising development in self-esteem and outcomes.

Brook 6th Form and Academy assesses SEND learners using a graduated approach called Assess, Plan, Do and Review Cycle. If a student has not made expected progress in relation to the curriculum, accessing Quality First Teaching in the classroom. The subject teachers will refer the student and submit evidence of strategies implemented over a six weeks' period. The learner's progress and attainment is regularly monitored and analysed, with new targets set by subject specific teachers termly.