



SEND Information Report

2023/2024

E-ACT

OPENING MINDS,
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: <https://www.brent.gov.uk/children-young-people-andfamilies/send-local-offer>

You can find the most up to date SEND Code of Practice via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: [http://braintcroftacademy.e-act.org.uk/](http://braintcroftacademy.e-act.org.uk/academy-policies/)

Braintcroft Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



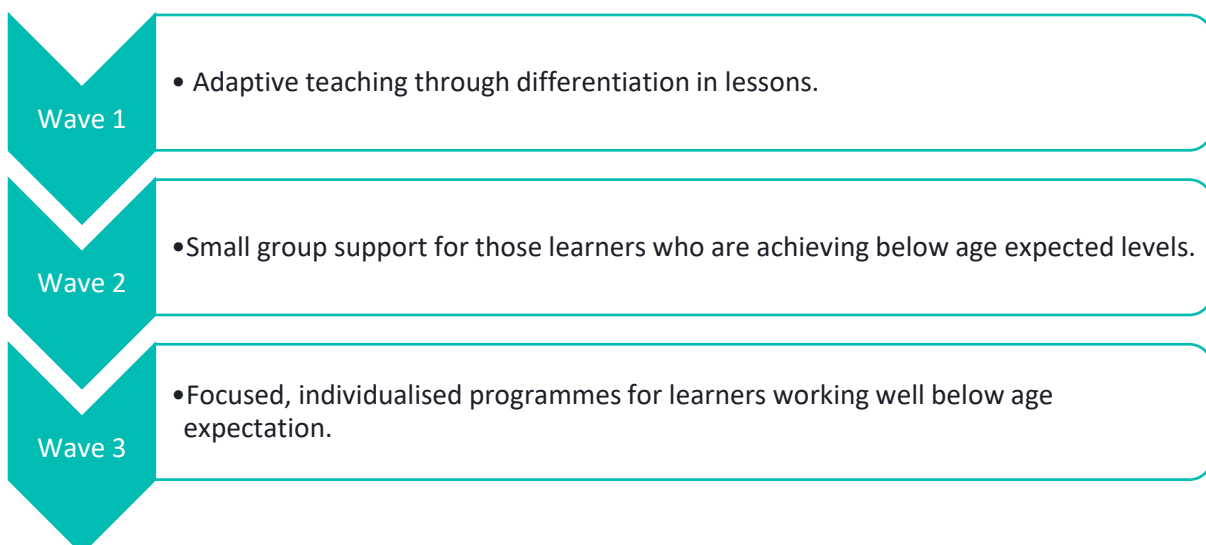
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
<p>Cognition & Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
<p>Sensory and / or Physical</p>	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Ms Zeqiri</p> <p>Contact details: Warren Road, London, NW2 7LL</p> <p>Phone: 020 8452 2413</p> <p>Email: merita.zeqiri@bca.e-act.org.uk</p>
<p>How accessible is the academy site?</p>	<p>Braintcroft E-ACT Academy is a single storey sight across two buildings. The KS2 building is accessed by steps but also has ramp access. All of the school site is able to be accessed by a wheel chair. There are disabled toilets in each corridor. The disabled toilet near the office has a ceiling hoist and electronic changing table to assist with toileting needs. The Academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</p> <p>https://braintcroftacademy.e-act.org.uk/wp-content/uploads/sites/18/2023/01/Braintcroft-Accessibility-Plan-2022.pdf</p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child’s individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo’s and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p>Wave 1 interventions:</p> <p>All children will have access to quality first teaching and further support for children will be put in place where necessary</p>

	<p>Class Teachers and Learning Support Assistants at Braintcroft closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some specific learning difficulties and interventions through Quality first teaching are put in place. This involves scaffolded tasks and adaptive teaching. Staff are trained to identify and support children’s needs and work closely with the school SENDCO.</p> <p>Wave 2 interventions:</p> <p>We use an intervention called ‘Speech Link’ for EYFS-LKS2 students with Speech, Language and Communication difficulties. We use pixel interventions and RWI phonics to support literacy and maths difficulties. We use nurture groups and drawing and talking to support any children who may have SEMH needs We also have English as an Additional Language (EAL) classes where students spend timetabled slots to increase their knowledge and understanding of the English language.</p> <p>Wave 3 interventions:</p> <p>Teachers can refer students through the SENCO. We seek outside agency support for Speech and Language (S&L), Physiotherapy and Occupational Therapy Support (OT). We also have regular staff training from the Hearing and Sight Specialists, Brent Outreach Autism Team and CAMHS to ensure all students’ needs are met. We often seek advice from specialists to ensure we are providing the best possible teaching and learning experience.</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the ‘Assess’ element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. The children,</p> <p>We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.</p> <p>Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child’s previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of

	<p>the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At E-ACT Braincroft Academy, children are also identified as having Special Educational Needs and/or a disability in the following ways:</p> <ul style="list-style-type: none"> • Liaison with the previous setting • Children performing below age related expectations • Concerns raised by parents/carers • Concerns raised by staff • Liaison with external agencies • Referrals from The Health Visitor EYFS/School Nurse Year 1-6 • Health diagnosis through a paediatrician • Their academic performance • Clinical Psychologist diagnosis • Educational Psychologist diagnostic assessment • Speech and Language assessment
<p>How are academy resources allocated and matched to children’s special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>The school distributes its resources according to the different needs within the school, with priorities dependent on the level of need. If a child has a specific Special Educational Need, it may be the case that the school applies for additional support to aid the learner, which may provide some additional funding from the Local Authority to support the child at school.</p> <p>This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support; a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an Education Health and Care Plan being submitted for assessment.</p> <p>If a student requires 1:1 support, we endeavour to provide this provision within the means of the school and the resources made available to it. If a Learning Support Assistant is away from school at any point, we will redistribute staff to ensure cover is provided to ensure the child’s needs are still met. The school works in partnership with many outside agencies. They are called on for support if there are further concerns regarding your child e.g. lack of progress even if targeted through specific groups.</p> <p>Any child who the school feels need this support is always discussed with you as a parent. No intervention can take place until formal consent has been obtained.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their passport and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <ul style="list-style-type: none"> Class teachers SENDCo Ms. Zeqiri Deputy SENDCo Ms Allen Any trusted adult in school <p>Learners are encouraged to:</p> <ul style="list-style-type: none"> Attend extra-curricular clubs Take an active role within group activities Take part in pupil voice activities Attend review meetings Contribute to target setting and reviewing
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p>

	<ul style="list-style-type: none"> • Nurture Group work • Drawing and talking <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff that support the child directly.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> • Brent Educational Psychology service • Brent specialist service for children with Hearing and visual Impairment • Brent Inclusion and Alternative Education Service • Health, including - School Nurse, Speech and Language service, Occupational Therapy, Physio Therapy and paediatricians • Brent Outreach Autism Service (BOAT) • Brent Carers Centre and SENDIASS • Social workers/services • Educational Welfare services • Brent complex needs consultant (Physical and Medical Needs) • Child and Adolescent Mental Health Service (referral from GP) <p>The school also specifically funds the following:</p> <ul style="list-style-type: none"> • Unlocking Language – Speech and Language Therapy Support <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p>

	<p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>At Braintcroft we are aware that transitions for children with SEND needs can be difficult for both the child and the parent. We try to ensure all transitions are smooth.</p> <p>Nursery/Reception</p> <ul style="list-style-type: none"> • We usually conduct home visits for all children coming into the Nursery and Reception settings. This was to help familiarise the child with staff and also to visit the child where he/she feels the safest. • If the child attends a Nursery setting, the Brent Early Years team will be involved in helping with the transition to Nursery School. • A transition booklet is completed with the child and any opportunity to visit the setting is also made. • At all points joint discussions are made with the parents and the school if your child needs additional support. • The school also holds Multi-agency Team around the child (TAC) meetings so help with transition and support for the child at the school. If your child is moving to another school

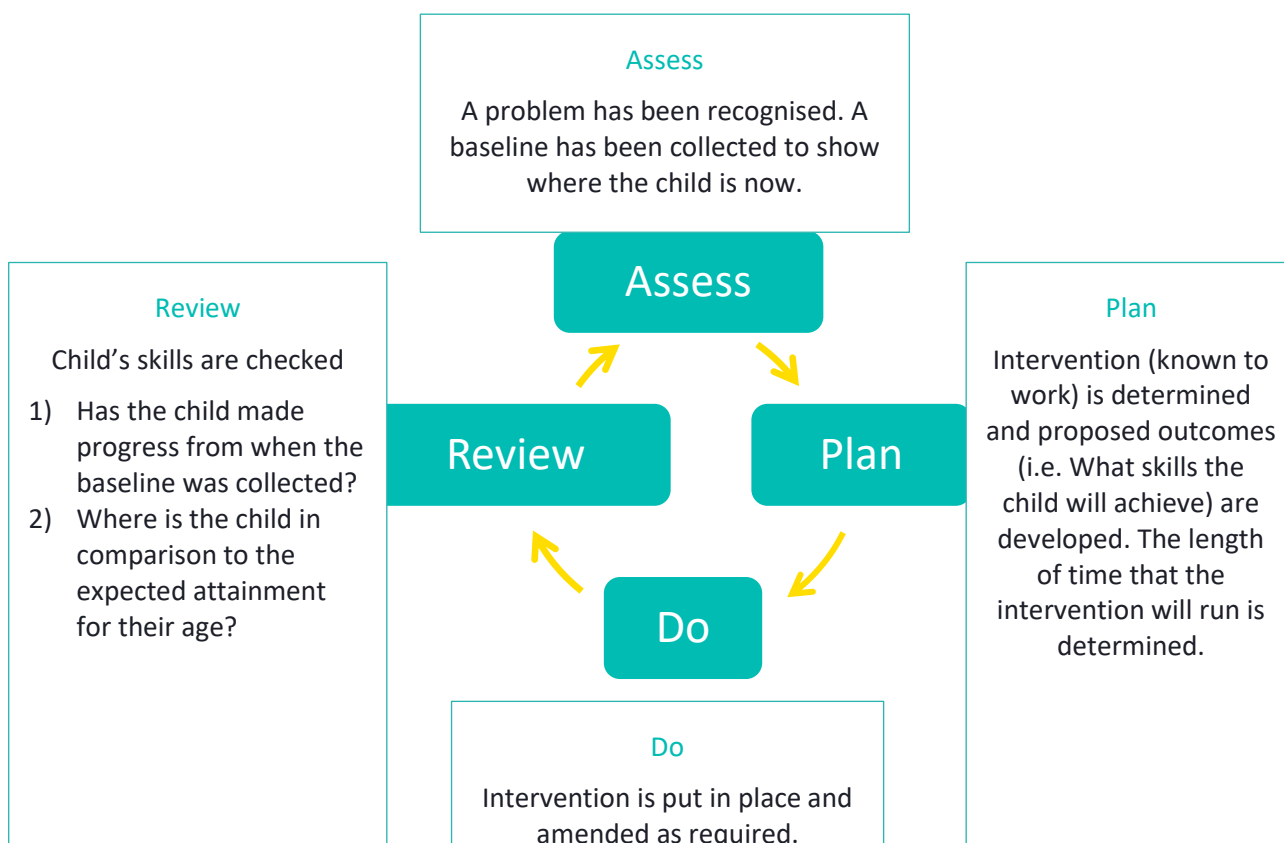
	<ul style="list-style-type: none"> • The school that your child will be attending will be sent all information about your child. • The SENCO will contact the school your child will be attending to let them know about your child's additional needs. • If your child is moving to a Special Needs School, visits and transition days are organised. <p>When moving classes or moving into a new year group</p> <ul style="list-style-type: none"> • A special meeting is conducted at school where the current class teacher will discuss your child's needs with the new class teacher. Information that is specific to your child will be discussed such as seating arrangements and familiar routines. • For children who find it difficult to transition to a new year group a special booklet is created to support them. This is also sent home for you to read with your child. <p>How do you support children moving between different phases of Education?</p> <ul style="list-style-type: none"> • All children will meet their new teacher and classroom. However, at Braintcroft, we are aware that some children will need to visit their new class and teacher more than once. This is arranged for individual children if needed. <p>Year 6</p> <ul style="list-style-type: none"> • Pupils with EHC plans in Year 5 have the opportunity at the Annual review to discuss transition to Secondary schools. We advise parents, that secondary schools are explored before the child begins year 6. • In year 6 all children will have discussions and activities to prepare them for Secondary school. • Most children are invited to the new school for a taster day which is very useful. • Additional visits are arranged for SEND pupils with EHC plans to ensure that the next phase of the transition is smooth. • On some occasions the teachers from Secondary school will visit your child. • The SENCO will also contact the secondary school SENCO to discuss the needs of the child and any routines and strategies that need to be used to ensure a smooth transition. • All records of the child will be sent to the Secondary school as soon as possible. • Children who are known to the speech and language therapist will also prepare the children for Secondary school this may include completing a special passport.
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	<ul style="list-style-type: none"> • The school also has links with the inclusion support service where a member of the team will support children with additional needs to Secondary school and make visits to their new setting. • The school offer an opportunity to all parents to complete the forms online for secondary transition with a member of staff in the autumn term. For pupils in Year 6, the final annual review will be conducted with all professionals involved and the child but also the SENCO from the secondary school will be invited for this meeting which will support the transition of the child. <p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at:</p> <p>For academic concerns: Class teacher, SENDCO</p> <p>For pastoral concerns: Class teacher, SENDCO, School Nurse</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: http://braintcroftacademy.e-act.org.uk/academy-policies/</p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent’s meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a plan is written alongside the child to identify the specific issues, put relevant support</p>

	<p>in place and set targets. This document is the responsibility of Safeguarding Lead and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 95%, contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust’s Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT . The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder
CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment