Special Educational Needs (SEN) information report

Brimble Hill School 2025 - 2026

AREA:	Brimble Hill School
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Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	**Section**	**Amendment**

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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 special educational needs support works in our school.

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

Note: If there are any terms 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 school provide for?

We are a Special School catering for students aged 5 - 11.

Each student must meet all of these criteria to be referred for the consultation process by the relevant local authority:

• Have an Education, Health and Care Plan (EHCP).

• Have a Primary Need of Severe Learning Disability (SLD), Profound and Multiple Learning Disability, or Autism in addition to an SLD

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Severe learning difficulties
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 and disabilities co-ordinator, or SENDCO

Our SENDCO and Assistant Headteacher is Louise Powell.

Louise has 4 years of experience in the SENDCO and Assistant Headteacher role, and 8 years of experience as a middle leader in SEN schools. Louise is a qualified teacher and has worked in mainstream secondary and independent international schools before moving to SEN provisions in 2012.

Louise achieved the National Award in Special Educational Needs Co-ordination in May 2024. Louise also holds the National Professional Qualification for Senior Leaders, and has attended many training courses including TEACCH, Attention Autism, Designated Teacher training as well as staying updated on all relevant Safeguarding training.

You can contact Louise by email at lpowell@uplandsschool.org.uk .

Class teachers

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

Teaching assistants (TAs)

Training is available to staff through a programme of INSET Days, staff meetings and external training. A combination of training identified as relevant to all staff e.g. Team Teach, etc. is delivered alongside programmes designed for staff working with specific groups e.g. Manual Handling, Signalong, Communication and ICT specific to children with SEND.

We have a large team of more than 100 TAs, including Senior TAs who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists – accessed for support, and sessions delivered in class.
- Educational psychologists – accessed as required
- Occupational therapists – according to individuals EHCP section F provision
- School nurses– accessed as required
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. How does the school identify and assess my child's Special Educational Needs?

- All students at Brimble Hill School already hold an Education, Health and Care Plan (EHCP). These are reviewed annually and amended as necessary by the LA (Local Authority) when students are preparing to change key stage. Class teachers and outside professionals, including a Speech & Language Therapist, Occupational Therapists, Physiotherapists, are involved in the assessing, reviewing and amending process. Parents/carers and students are an important and integral part of this process too, submitting their views and where appropriate contributing to their annual review presentations.
- If students present with new needs, or experience changes in their lives which impact their ability to learn, the SENDCO will meet with parents and teachers to identify possible causes, look at strategies to support and where necessary refer to external agencies for advice and input.

4. How will the school measure my child's progress?

At Brimble Hill School, we have comprehensive quality assurance processes which includes learning walks, lesson observations, work scrutiny and progress meetings; this ensures the quality of input is the best it can be and as such, progress for each student is the best it can be.

The Annual Review process, annual reports, parents' evenings and communication from school staff through Class Dojo, provides parents with evidence of the positive impact the schools interventions are having in both supporting social and academic progress, and enabling every student to develop as much independence as possible to prepare them for adulthood.

Ultimately the impact of our curriculum, strategies and support is evident in students meeting outcomes in all 4 areas of their needs, cognition and learning, communication and interaction, social, emotional mental health (SEMH) and wellbeing, and physical and sensory.

5. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress at the end of each academic year as well as the annual review of the EHCP.

The school has key meeting/reporting dates with parents/carers each academic year:

· Autumn parents meeting to set and agree pupil targets

· Summer parents meeting to review progress against targets

· Annual review meeting to review the student's EHCP and more holistic student needs

· Annual report to parents summarising and celebrating achievement.

The SENCO or a member of SLT may also attend or lead these meetings to provide extra support.

We know that you're 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're 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 school.

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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo or telephone 01793 493900.

6. How will the school adapt its teaching for my child?

Every student within the school is working daily towards the outcomes identified within their Education, Health and Care Plan (EHCP) through their individual learning pathways, and our bespoke curriculum. The outcomes are regularly reviewed by class teachers and discussed/developed with parent/carers through Parents Meetings and Annual Reviews. Outside professionals e.g. Speech and language, Physiotherapist etc. will also support the design and delivery of a student's individual outcomes.

Class teachers use Quality First Teaching and the support of Teaching Assistants to work together to deliver our adapted curriculum in a functional and meaningful way, through whole class, small group and one to one working.

Additional support for learning is provided through the curriculum's three differentiated pathways with opportunities to move between each pathway depending upon a student's individual needs and rates of development. These are:

Pre-formal

Pre-formal learners following this curriculum pathway are those students who are not ready for subject specific learning.

The curriculum for pre-formal learners is broadly based on Education Scotland's 'Milestones: Supporting learners with complex additional support needs' and the Routes for Learning assessment framework. The curriculum areas for pre-formal learners underpin and lead into the subjects that students follow through the other pathways to provide an engaging context for lessons through which the appropriate knowledge for each learner can be delivered in a sequenced way and so learning can take place at greater or lesser depth within their personalised plans. The pre-formal curriculum aims to support students developing their communication and independence in order to be able to be active participants in the communities they belong to in order to prepare them for adulthood.

Informal

Informal learners often present:

- Communication difficulties (most will use AAC)
- Difficulties in concentration and attention.
- Difficulties with both short-term and long-term memory.
- Slow information processing speed.
- Insecure general knowledge.
- Insecure play skills.
- Difficulties with social interaction.

- Difficulties with generalisation and problem-solving.
- Help with personal care.
- High levels of adult support or in task schedules to complete tasks.
- Access to a high level of structure, routines and a low arousal environment.
- Difficulties in processing the sensory information.

Generally, these learners are ambulant and highly mobile and have reasonably sound gross and fine motor skills.

Students experience sessions and activities repeated over time. This is to support the working mem ory, which influenced the focus of attention on objects of tasks. Sequencing of actions and events are supported through the use of schedules or backwards and forwards chaining (aided by in-tasks schedules).

At the heart of the Informal curriculum is the teacher having the knowledge of each individual student. Sensory regulation and emotional regulation are taking into considerations when planning.

Semi-formal

Semi-formal learners will start to develop the foundations of subject specific knowledge, based on our bespoke curriculum. Students are encouraged and supported to use their preferred methods of communication, and this is a key focus of our curriculum. Opportunities to apply and generalise their knowledge and skills outside of classroom experiences will be a key feature to help consolidate and secure learning to help prepare students for adult life. Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality 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 school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.

8. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing their progress towards their outcomes each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review

Our SENDCo quality assures all annual review reports which are primarily written by our class teachers. Through these processes, the SENCO will be able to identify any training needs which teachers and TAs have which may relate to teaching, expertise, evidencing and recording, breadth of curriculum, assessment etc. This provides an opportunity for effective coaching to support all staff to continually improve their practice.

9. How will the school resources be secured for my child?

Brimble Hill School is fully accessible with dedicated parking bays and toileting facilities. The school has an Accessibility Plan which is reviewed annually, and new targets set Brimble Hill School - School Policies

Within classrooms, students can access equipment and resources which support their learning and physical needs such as writing slopes, writing aids, AAC devices and other resources to help access to learning and social situations. Any larger items named within section F of a student's EHCP are acquired through negotiations with the disabilities advisory teachers.

10. How will my child be included in activities outside the school curriculum including trips?

There are regular offsite activities arranged for students at Brimble Hill School. These include leisure and cultural events. This provision is differentiated and when an activity is not deemed appropriate for a group of students, alternative arrangements are put in place to ensure that those on-site get to access similar experiences.

We make excellent use of the school grounds and local community. As part of the curriculum there are also many opportunities to visit places of interest. These trips enrich the curriculum, provide contexts for the generalisation of skills, and help the students gain a real and deeper understanding of the world around them.

11. How will the school support my child's mental health, and emotional and social development?

The school meets all safeguarding legislation. Safeguarding is an agenda item at all Governors meetings, and all staff complete annual safeguard training.

Safer recruitment procedures are in place and SLT and Governors supporting staff interviews have completed Safer Recruitment Training.

Class Teams know their students well and can support them and their families with any issues. The school ensures that students are well supported by external agencies when needed and offers a variety of interventions aimed at developing emotional resilience and supporting mental health, including Thrive.

Brimble Hill School is a truly inclusive setting, where all students voices are captured and valued, regardless of their communicative ability. This is done through a range of total communication strategies

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To prepare students to move between classes, the school: –

- Enables the new teacher to observe the student in class
- Enables students (where appropriate) to visit their new classroom

Between schools

Prior to starting at Brimble Hill School transition meetings take place with teachers from the current settings, parents are invited for school tours. Meetings take place with other professionals. A plan is put in place that best suits the needs of your child. Students will have social stories provided, and transition to and from Brimble Hill is carefully planned over as long a period as appropriate. The school ensures students have opportunities to become as familiar as possible with their new settings prior to leaving school, this will include visits.

Our SENDCO will come into the current school for a meeting to discuss the needs of all of the students transitioning.

Students joining Brimble Hill will be prepared for the transition by:

- Meet the SENDCO and SEND Team
- Visit the school to meet my new peers and my new teacher

13. What support is in place for looked-after and previously looked-after children?

Our SENCo, Louise Powell, is also our Designated Teacher and is responsible for coordinating the review and support of our looked-after and previously looked-after children. The Designated Teacher role is 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 SEN. 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.

14. What should I do if I have a complaint about my child's SEN support?

In the first instance we recommend that parents consult with their child's class teacher. If concerns remain or a parent feels it is not appropriate to talk to the class teacher then please contact the Headteacher, Hayley Pearce or Assistant Headteacher/SENDCO, Louise Powell, who will advise you about following Brunel's Complaints Policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, 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-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- 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.

15. 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.

Throughout the year, parents and carers have the opportunity for conversations with the teachers. Outcomes and learning intentions are discussed and set in consultation during parents' meetings and the Annual Review process. Parental Learning Together sheets are sent home the first week of each term, outlining what their child will be learning across the curriculum, and how they can reinforce this learning at home with activity ideas.

We have a support group for parents called the Family Forum. This is led by our Assistant Headteacher and SENDCO Louise Powell and our Family Support Worker, Frankie Hopkins, and offers a means for families to share experiences as a SEND parents and carers, as well as gaining advice and practical support such as completing forms. Further information can be found here Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Local charities that offer information and support to families of children with SEN are:

Swindon SEND Information, Advice & Support (swindonsias.org.uk)

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

16. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school 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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school 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 schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

17. Monitoring arrangements

This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

18. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting pupils with medical conditions Policy
- Behaviour Policy
- Attendance Policy

This report is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed: CEO

Signed: Chairman of BAT Board of Trustees

Date: 19th December 2025

This report is adopted by Brimble Hill School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed: Headteacher

Signed: SEND Inclusion Lead

Date: 14th September 2026