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Our aims for children and young people with Special Educational Needs

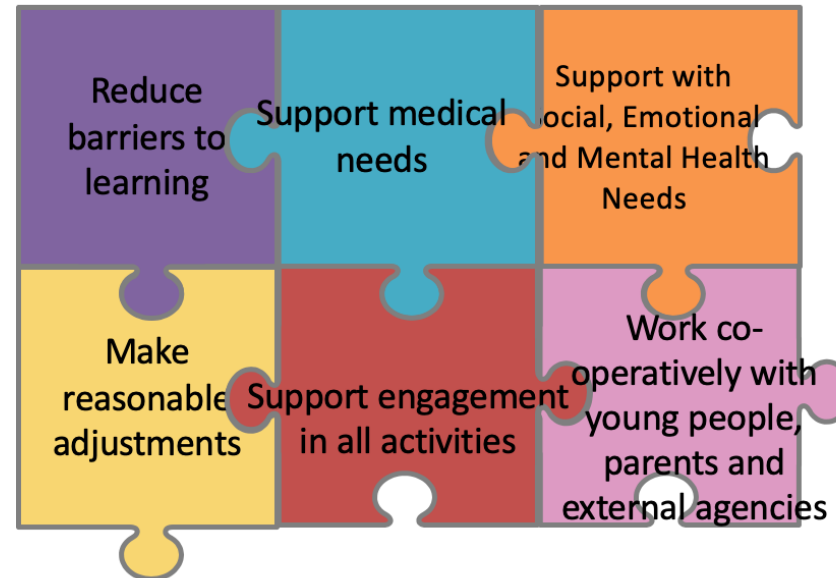
We aim to:

- Raise the aspirations of, and expectations for all children and young people with SEND.
- Focus on outcomes for children and young people rather than just on hours of provision.
- Support children and young people to make progress in line with or exceeding their expectations.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from school to further and/or higher education and employment.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives

- To identify and provide effective support for children and young people who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole child and young person, whole school” approach to management and provision of support for special educational needs
- To provide a SENDCO who will manage, monitor and review the SEND Policy
- To provide support and advice for all staff working with children and young people with special educational needs.

Our Service

What we Offer.....

- All children and young people who attend the Braybrook Centre have an additional need that means that, at this point in time, they are better suited to an alternative provision. Support is offered to young people, their families and schools to complete additional assessments and access appropriate support.
- The service is available for children and young people aged between 11-14 years of age.
- Many of our children and young people require additional support with their social, emotional and mental health needs.

Supporting SEMH needs

We provide support for children and young people to improve their emotional and social development in the following ways:

- Lawnswood Integrated Therapy Service team support
- Specialist Teaching Assistants working alongside the classroom teacher in supporting ALL children and young people.
- Pastoral support to provide mentoring and assistance with additional social, emotional and mental health needs.

Onsite Provision

- Students have access to a full curriculum blended with enrichment activities.
- Students are offered subjects in line with the National Curriculum including bespoke days centred around Modern Foreign Language and Religious Studies.
- Students are taught in smaller groups with a Learning Assistant in each classroom.
- Braybrook's enrichment programme gives students the opportunity to engage in activities that could gain them ASDAN qualifications in subjects such as Sport, Volunteering, Food Technology and Outdoor Education.

Out of centre Provision

- Students who's needs cannot be met in centre, have access to other provision in and around campus.
- The HUB and M37/6 rooms are short-stay onsite facility where students can access education. Staff from the Braybrook Centre work with students on a 1:1 basis, completing work and supporting students to reengage with learning.

Intervention

- Students who require additional support with their reading and literacy skills have access to our STAR Studies programme.
- After initial assessments, individualised programmes of study can be completed to improve skills in literacy and reading.
- Through the use Accelerated Reader, Accelerated Maths and BKSB, the Braybrook centre can identify specific gaps in learning and offer targeted support.



Our Ambition

To be the leading light for Alternative Provision



Our Spirit

Support Trust Achieve Respect



Our Vision

The Braybrook Centre aims to facilitate positive change in young people's lives. Our ethos encompasses Recognition, Responsibility and Reflection.



Our Values

Kindness, Empathy, Honesty, Positivity, Curiosity, Resilience, Commitment, Responsibility

Identifying Special Educational Needs

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

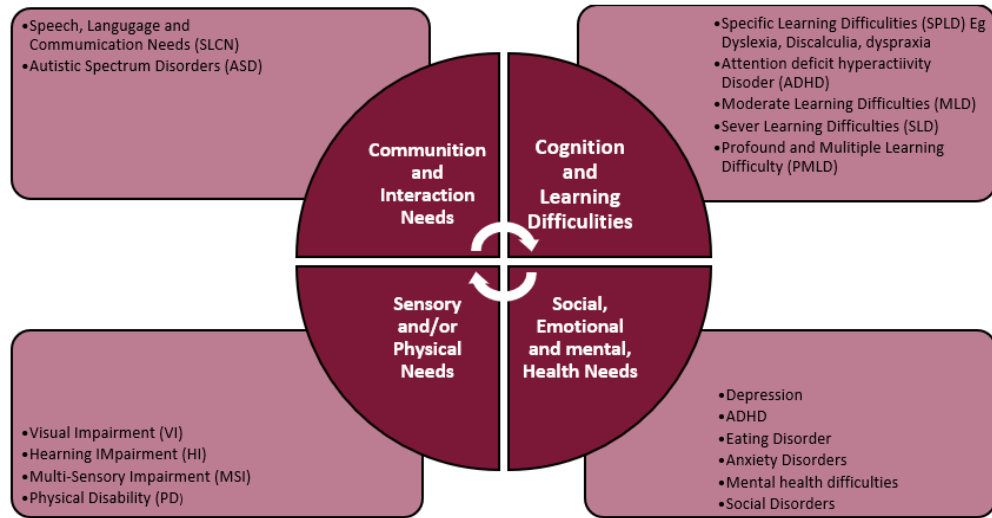
Four Areas of Need

Cognition and Learning

Speech, Language and Communication needs

Social, Emotional and Mental Health needs

Physical and Sensory needs



Children and young people, who require teaching or support that is additional, or different, to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

Admission procedures consider any specific needs for children and young people, the school then plans the provision required to support those needs. This includes an assessment of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum, to include the use of assistive technology
- Inclusion in extra-curricular activities

All children and young people who join the Braybrook Centre have an identified additional need. We will assess each child and young person's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all young people and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Is below the child and young person's previous rate of progress;
- Is unable to close the attainment gap between the individual and their peers;
- Widens the attainment gap.

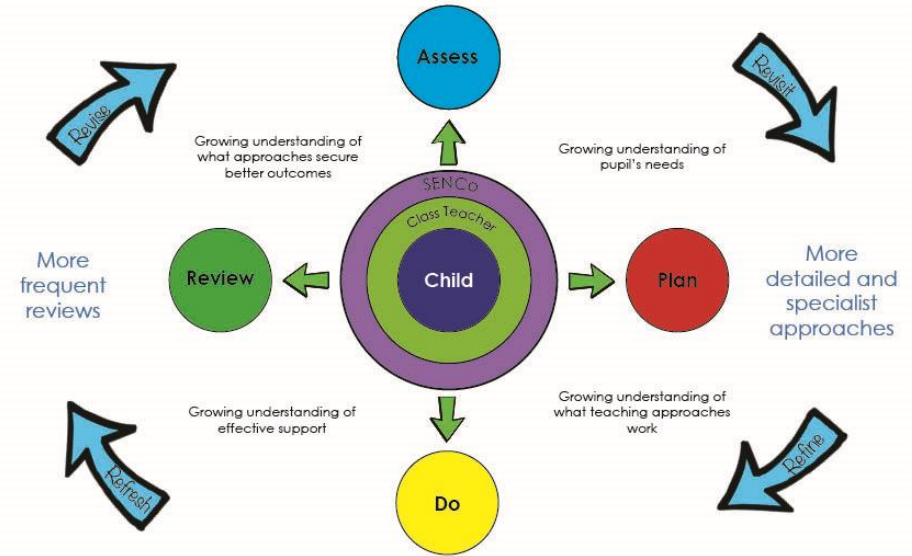
This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child and young person is recorded as having SEND. When deciding whether additional special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents / carers. 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.

Support

The Braybrook Centre has an ethos of inclusion. We are committed to ensuring that every child and young person can achieve their best, become confident individuals with fulfilling lives and make a successful transition into Key Stage Four learning, whether that be on campus or transitioning to another mainstream, or alternative provider.

We ensure that the child and young person is always the central focus in all our planning and aim to work with key individuals that support the child and young person including; the child and young person themselves, family/carers, school staff, other educational providers and key professionals from education, health and social care.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children and young people, including those with SEND to make expected progress or better. Teachers assess the needs of all young persons and plan how they will meet their needs in the classroom to allow children and young people to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.



Assess

Identification of SEND:
Transition information
Internal assessment
Parental referral
External assessment

Plan

Planning support:
Discussions with parents
Discussions with pupil
Discussions with teachers
Advice from specialists

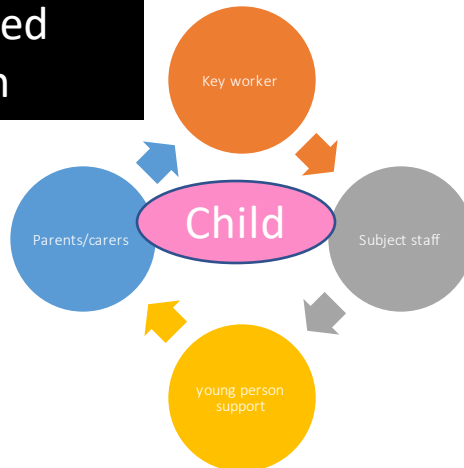
Do

Ensuring support:
Key information for teachers
Reasonable adjustments
Specialist programmes
Additional adult support

Review

Evaluation of support:
Subject assessment data
Specialist assessment data
Discussions with teachers, with pupils and with parents

Child Centred Approach



Internal Support

- Special personalised support plans
- Small group or individual intervention programmes
- Keyworker allocation
- Specialised equipment as required
- Personalised curriculum offer
- Access to Lawnswood Integrated Therapy Service
- Access Arrangements put in place as required
- Additional adult support within the classroom
- Transition programme in place
- Supportive environment

External Support

- Wolverhampton SEND Team (includes learning, behaviour and speech and language, hearing impairment, visual impairment, disability)
- Professionals: Educational Psychology, Occupational Therapy, Physiotherapy
- CAMHS Child and Adolescent Mental Health Services
- Information, Advice and Support Agency
- Inclusion Support Alternative Provision Panel.
- Health care (to include school nurse, hospital services)



Curriculum

All children and young people who access the Braybrook centre have access to a full and enriched curriculum.

Whilst our aim for all of our children and young people to access a full-time timetable, we understand that every child has differing needs. Therefore, individualised timetables are available to support the social, emotional and mental health needs of our pupils, with specifically selected activities where mentoring and pastoral support can be accessed in and around centre.

Our teachers have high expectations of all children and young people and will set challenging targets and objectives to challenge individuals to reach their full potential. All staff that work with you child will be told about their individual needs and will adapt their lessons to meet these requirements.

We make the following adaptations to ensure all children and young people's needs are met:

- Differentiating our curriculum to ensure all children and young people can access it, for example, by grouping, 1:1 work/support, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reading pens, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We provide a combination of lessons in both academic subjects and social/emotional resilience as well as life skills.
- Afternoon sessions all students to access different activities that can gain them additional qualifications
- Strategies for staff working with children and young people are detailed in child and young person's individual support plans.
- Access Arrangements are applied for and put in place as required.
- A mindfulness approach is adapted across the centre to help children and young people focus on their mental wellbeing and allow them to thrive and flourish.

Learning Environment-The Building

- The Braybrook Centre has different classroom spaces designated for specialist teaching and our children and young people are responsible for moving between them during the school day.
- The centre has its own computer suite where students complete ICT lessons and have opportunities to complete additional awards in iDEA.
- To support students, pastoral and intervention spaces are available for students who require a quieter space to work or wish to receive mentoring.
- Braybrook has a bespoke music room for afternoon activities. Students have the opportunity to create, perform and record music.
- Although Braybrook is a two storey building, disabled toilets are available on the ground floor.

Learning outside the classroom

- At the Braybrook Centre, we embrace the opportunity to extend our learning beyond the classroom.
- Students can elect to take part in; Dance, biking, sailing, rock climbing and boxing activities that motivate students to embrace fitness and gain them additional qualifications.
- Students also have access to the "beatsabar" music project at the NAC, this is led by pastoral TA, Mr Paul, the project allows young people to express themselves through their musically creative cognition.



Monitoring young person Progress

At the Braybrook Centre, we have internal processes for monitoring the quality of provision and assessment of need. These include reviewing children and young people's individual progress toward their goals on a termly basis, reviewing the impact of interventions on a regular basis, using child and young person questionnaires, monitoring by the SENCO including the holding of annual reviews. All children and young people will be assessed upon entry to the campus and then set personalised targets and be provided with an appropriate curriculum/learning journey.

Assessing & Reviewing Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child and young person's needs. This will draw on:

- The teacher's assessment and experience of the child and young person, including both academic progress and progress with their soft skills (social, wellbeing, self-esteem, self-awareness and regulation and engagement).
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child and young person's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the child and young person will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child and young person's progress.



Reviewing EHCPs

All children and young people with EHCPs will have their progress towards the objectives within their EHCP formally reviewed at least annually. Objectives and the steps that children and young people need to achieve in order to satisfy the objective are used in the everyday planning of young person's lessons. All staff have overviews of a child and young person's EHCP objectives within their planning file and these are regularly annotated so that evidence can be collated on the progress that children and young people are making.

Termly meetings are carried out between staff members and the child and young person so that progress towards EHCP objectives can be measured and next steps can be considered and prioritised as appropriate.

Evaluating SEND Provision

We evaluate the effectiveness of provision for children and young people with SEND by:

- Reviewing child and young persons' individual progress towards their goals each term.
- Reviewing the impact of interventions each half term.
- Using child and young person questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress
- Holding annual reviews for young persons with EHC plans.
- Reviewing our whole campus SEND School Evaluation Form on a termly basis, ensuring that we are honest and rigorous in our assessments/evaluations of the service that is available.

Transition and Partnerships

Transition from other Schools

- Admission to the Braybrook Centre comes through either an application to the Inclusion Support and Assessment Panel; through an Educational Health and Care Plan.; or referral from a mainstream school. Prior to the child and young persons being presented at the ISAPP a detailed referral form will have been completed by a professional working with the child and young person and this will be accompanied by supporting evidence such as educational psychology reports and provision maps.
- Prior to starting at the Braybrook Centre, an induction or home visit will be carried out and the service will liaise with home, medical professionals (where appropriate) and schools.
- Placements allocated at the ISAPP will be formally reviewed with all key parties after 5 weeks and again after 10 weeks.
- A gradual transition into Centre can be arranged.

The Braybrook Centre

The nature of the service at Braybrook means that children and young people work with the centre and its staff for varying amounts of time. Braybrook work collaboratively with dual-registered children and young people to assess needs and ensure the correct provision is provided for them. This may involve a transition back to school, an alternative provider or receiving a named place at Braybrook.

Before the end of their KS3 education, Braybrook meet with other providers to ensure a smooth transition to KS4 learning. For students with EHCP or those with attachments to outside agencies, these persons are involved and assist with the young person's transition.

Connexions is a free and impartial careers information, advice and guidance service for children and young people who live in Wolverhampton. They offer advice on:

- Choosing and exploring careers that will suit your skills and interests.
- Finding out key facts about different careers.
- Your options; from 6th form to college and from training providers to apprenticeships.
- Support with applying for courses, jobs and apprenticeships.

All children and young people at the Braybrook Centre will have support from the Connexions service.



Transition to other schools and KS4 education

- At the Braybrook Centre we are happy to discuss and provide information to other providers as requested.
- We support transition back into mainstream schools/new providers and carefully design and implement transition plans that suit the young persons needs. Braybrook staff are happy to support transition periods by accompanying young persons to new environments.
- Outside agencies are also involved with this process, as appropriate.

Key Partners and Providers



Staying Informed

Children and young people are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that a child and young person's progress can be closely monitored. Reports on children and young people are published each term to parents/carers and each year there is a parents/carers evening where progress can be discussed. The Head of Centre and Assistant Head/SENDCO are always available to speak to at parents evening

FAST support workers; The school regularly texts, emails or contacts parents/carers by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and are discussed with parents/carers appropriate.

An Annual Review meeting is offered to the parents/carers of children and young people who are supported through an Education Health and Care Plan. This meeting, which can include the child and young person, will be to discuss and agree support programmes or review the support offer. We can arrange meetings on request, or through our SEND surgeries. There are a number of ways that parents can be involved in the school:

- Meetings with the SEND and children and young people Support Teams run throughout the year and can be requested by parents/carers
- Parents/carers evenings with subject teachers take place annually
- Key information published by the school
- Newsletters
- Support, advice and guidance sessions
- Support groups and family learning events
- Text, email and phone calls
- Parents can apply to become members of the Management Committee when vacancies arise

We are proud of the strong partnerships we have created with parents, children and young people and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further



Other sources of information (available via our website, or use the link provided):

- Accessibility plan – this outlines Lawnswood Campus's ongoing commitment to improve the physical environment of the school so that children and young people with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision
- Access arrangements policy – this explains how we assess for and award special arrangements to support children and young people through exams.
- SEND Policy – this provides further information about our aims for supporting children and young people with special educational needs and disabilities.
- Supporting Children and Young People with Medical Conditions Policy – this outlines the procedures in place for children and young people who require a care plan and care provision to be made.
- SEND guide for parents/carers - this is a government document outlining information for parents/carers around special educational needs and disabilities. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-2>

Support for Parents/Carers

Parents and carers are always welcome to contact the school for additional support or information and contact details can be found on the schools' website.

If you wish to meet to discuss your child's progress further, then you can email, call or arrange an appointment to meet with:

- The Head of Service
- The Assistant Headteacher/ SENDCO
- Pastoral Team
- The Subject Teacher or Head of Subject

Who to Contact in Centre/How we Communicate?



The contact number for the main switch board is 01902 555194

Consulting and involving Young People and Parents/Carers

Due to the nature of the service and as a consequence of transporting many of our young people into centre, parents and carers are communicated with on a regular and often daily basis. We understand the value and impact that effective frequent dialogue can have on all parties.

Involving parents and young people in the dialogue is central to our approach and we do this through:

- Initial parental induction meeting/home visit
- Completion of the Thrive Induction Pack.
- Transition review meetings at 5 and 10 weeks
- Regular review meetings
- Parent/Carer questionnaires
- Child and Young Person questionnaires
- Termly written report
- Annual review (for children and young people with EHCPs)
- Parents/Carers Evening

Complaints

The SEND provision within our service is co-ordinated by the SENDCo. Our SENDCo is Emma Rushton who can be contacted at the school by email

Erushton@lawnswoodcampus.co.uk or phone on 0734573301.

Our complaints procedure is available on our website. This enables parents / carers of all registered young people to raise a concern. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within Wolverhampton area. The Wolverhampton SENDIASS service can be contacted by phone on 01902 556945 or by email on ias.service@wolverhampton.gov.uk.

Expertise of Staff

Staff at The Braybrook Centre hold a wide range of qualifications to allow them to offer specialist support to children and young people. These qualifications include (but are not exclusive to):

- The SENDCo qualification
- Access Arrangements assessment qualifications
- Mental Health First Aid
- Safeguarding training

In addition to this staff engage in regular CPD on sessions including those on specific learning difficulties and any others that are pertinent to supporting those children and young people in front of us.

Name	Role	Contact details
Lindsay Watson	Lawnswood Campus Lead	Lwatson@lawnswoodcampus.co.uk 07394573290
Marsha Bowes	Head of Centre at the Braybrook Centre. Designated Safeguarding Lead	Mbowes@lawnswoodcampus.co.uk 07394573294
Emma Rushton	Campus SENDCo	Erushton@lawnswoodcampus.co.uk 07394 573301
Harp Tiwana	Assistant Head of Centre, Lead for Quality of Education, Deputy Designated Safeguard Lead	Htiwana@lawnswoodcampus.co.uk 07511414858
Nathan Nwenwu	Assistant Head of Centre, Lead for Behaviour & Attitudes, Deputy Designated Safeguard Lead	Nnwenwu@lawnswoodcampus.co.uk 07511414847
Karen Ward	Attendance officer, Deputy Designated Safeguard Lead	Kward@lawnswoodcampus.co.uk 07394573319