



# THE BRUNTS ACADEMY

## **SEND INFORMATION REPORT**

Review Date: September 2026

Next Review Date: September 2027

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| <p>What types of special educational needs (SEN) does the school support?</p> <p>Our academy currently provides for pupils with the following needs:</p> <p>Cognition and learning:<br/>for example, dyslexia, dyspraxia</p> <p>Social, emotional, and mental health difficulties:<br/>for example, attention deficit hyperactivity disorder (ADHD)</p> <p>Communication and interaction:<br/>for example, autistic spectrum disorder, speech and language difficulties (SALT)</p> <p>Sensory and/or physical needs:<br/>for example, visual impairments, hearing impairments, processing difficulties.</p> | <p>What should I do if I think my child has special educational needs?</p> <div><div>Tell us about your concerns</div><div>We will invite you to a meeting to discuss them</div><div>We will decide whether your child needs SEN support</div></div> <p>If you think your child might have SEN, the first person you should tell is your child's tutor.</p> <p>They will pass the message on to the SEN Team who will contact you to talk about your concerns.</p> <p>You can also contact the SEN Team directly.</p> <p>Katie Hawksley (SENCO)</p> <p>Suzy Mann (Director of SEND)</p> <p>We will meet with you to talk about your concerns and learn more about your child's strengths and challenges.</p> <p>Together we will decide what goals we want to achieve for your child and agree on the next steps.</p> <p>We will write down what we talked about and add it to your child's school record.</p> <p>If we decide that your child needs SEN support, we will tell you in writing and add your child to the school's SEN register.</p> |
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### Who will help my child at school, and what training do they have?

#### **Our SENCO is Miss Katie Hawksley.**

Miss Hawksley has been a SENCO for 2.5 years and has successfully completed the National Award in Special Educational Needs Coordination.

Miss Hawksley is a qualified English teacher and has been teaching for 5 years.

#### **Our Director of SEND is Suzy Mann.**

Miss Mann has been a teacher for 27 years, initially as a PE teacher, and for the last 13 years working in a range of SEND roles including SENCO, District SENCO, and specialist advisory teacher with the Communication & Interaction team.

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

#### **Subject Teachers:**

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

We will be taking part in the following training during the 26/27 academic year:

- Understanding and supporting students with ADHD
- Understanding and supporting autistic students
- Understanding and supporting students who are dyslexic

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

#### **Teaching assistants (TAs)**

We have a team of 13 TAs, including 1 higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

The team deliver a range of provisions including:

- Paired reading
- Lexonik Leap
- Lexonik Advance
- Fine motor skills
- Handwriting/touch typing
- Social group

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>External agencies and experts</b></p> <p>Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include but are not limited to.</p> <ul style="list-style-type: none"> <li>- Communication &amp; Interaction team</li> <li>- Cognition &amp; Learning team</li> <li>- Behaviour support team</li> <li>- Sensory team</li> <li>- Speech &amp; language therapists</li> <li>- Educational psychologists</li> <li>- Occupational therapists/Physiotherapists</li> <li>- Health Related Education team (HRET)</li> </ul>                                                                                               |
| <p><b>How will the school know if my child needs extra support?</b></p> <p>We use information gathered from previous schools, parents/carers, and staff at Brunts academy to decide if a student should be on the SEN register.</p> <p>In Year 7, all students take tests to check their learning/reading levels. If students need extra help with reading, they will use programs like paired reading and Lexonik Leap.</p> <p>Teachers will adjust their teaching to help all students and check their progress regularly. This helps them find students who:</p> <ul style="list-style-type: none"> <li>- Are making slower progress than others who started at the same level.</li> <li>- Are not improving as quickly as they did before.</li> </ul> | <p><b>How will we be involved in decisions about their education?</b></p> <p>We will talk with the students and their parents to decide if they need special help at school. These talks will make sure:</p> <ul style="list-style-type: none"> <li>- We all understand what the student is good at and what they find difficult.</li> <li>- We hear and think about the parents' concerns.</li> <li>- We all know the goals we want to reach for the child.</li> <li>- We are clear about what the next steps will be.</li> </ul> <p>We will write down what we discuss and add it to the student's records, sharing this with the parents.</p> <p>You will be invited to review the goals and support provided at least three times a year if your child is included on the SEN register.</p> |

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| <ul style="list-style-type: none"><li>- Are not closing the gap with their peers.</li></ul> <p>When deciding if a student needs special help, we will consider what we want them to achieve and how they are doing. We will also consider the views and wishes of the student and their parents. This will help us decide what support is needed and whether we can provide it by adjusting our regular teaching or if we need to do something extra ('additional to/different from').</p> | <p>We will let parents know if we decide a student will get SEN support or if they no longer need it.</p> |
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## How will the school check my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

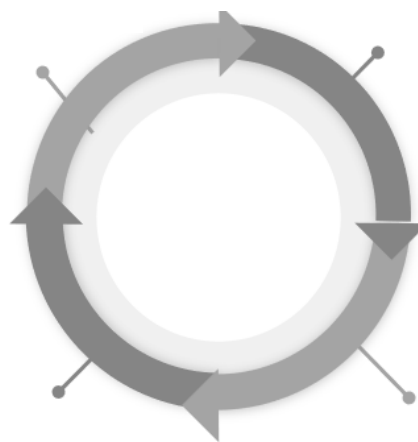
The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.

### Review:

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

### Assess:

If your child is not making the expected progress, we will check what strengths and difficulties they have. We will ask for your thoughts and your child's views, and we may get help from outside experts if needed.



### Do:

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

### Plan:

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

### How will the school adapt their teaching to help my child?

Brunts Academy uses planning for progress principles to support good teaching and help all students make progress, including those with special educational needs.

The classroom teacher uses these principles to ensure that lessons meet the needs of all students. Some students will access the additional support of a teaching assistant.

Brunts Academy use inclusive technology that supports students access to learning. This includes the introduction of reading pens and word processors so students' barriers to learning can be removed.

### How will the school check if the support is helping my child?

We will check how well the support for your child is working by:

- Using APDR documents and school data to check progress each term.
- Reviewing how helpful interventions are after each cycle of assess-plan-do-review.
- Gathering feedback from the student
- Getting regular feedback from parents and carers
- SENCO (special needs coordinator) monitoring and analysing progress.
- Having an annual review if your child has an Education, Health, and Care (EHC) Plan.

**How will the school include my child in activities with other children?**

All of our extra activities and school trips are open to all students, including before and after-school clubs.

All students are encouraged to go on trips, including our residential trip(s) .

All students are encouraged to take part in wider activities such as sports days, school productions, and school council.

No student is ever left out of these activities because of their special educational needs (SEN) or disability. We will make any necessary changes to include them.

**How does the school make sure children with SEN or disabilities are treated fairly when they apply?**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and/or disabilities; those with Education, Health and Care plans and those without.

See our admissions policy for further details.

### How does the school support children with disabilities?

The Brunts academy is an accessible site which supports students with physical disabilities to attend. Most buildings have ramps and/or lifts which allow access for wheelchairs or other mobility aids.

Where access to an upper floor is not possible, adjustments will be made to timetables so that the lesson is moved to the ground floor.

Students with visual and/or hearing impairments are supported with auxiliary aids as appropriate to meet individual needs.

Students with SEND needs will be supported by staff adapting the learning to meet their individual needs and remove barriers and/or use technology to support engagement and learning in the curriculum offer.

Referrals to outside agencies will be made as appropriate to source supportive technology and app recommendations.

Students who are eligible are supported in exams using access arrangements. The academy follows a robust process to identify and apply for students where access arrangements are needed.

### How will the school help my child's mental health and emotional development?

The Brunts academy have a range of support in place for Social, Emotional and Mental Health needs. This includes:

- HeadSpace
- CASY counselling
- Youth workers
- Behaviour resilience mentors
- Pastoral support
- Identified keyworkers to access adult support
- Recharge room
- Programmes to support around anxiety, anger etc

Brunts also have a dedicated email that students can use to identify and concerns they may have either for themselves or others:

[Help@bruntsacademy.org](mailto:Help@bruntsacademy.org)

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

#### **Between phases**

The SENCO from the primary school meets with our SENCO at the end of the summer term to talk about the needs of new students. They will decide which students may need additional transition support so this can be planned and delivered in the summer term.

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

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

#### **Onto adulthood**

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

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

#### **Between schools**

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

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

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

Children in care and children previously in care will get support like any other child with SEND needs. However, children in care will also have a Personal Education Plan (PEP) which will outline the students strengths and needs and any outcomes that they are working towards.

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

Complaints about SEN provision in our academy should be made to the Director of SEND, Miss Mann.

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

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

Suspensions and Exclusions

Provision of education and associated services

### What support is available for me and my family?

The local authority has a local offer available on their website which identifies contact details of support services available to students with SEND and their families.

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

- Educational Psychology service
- Specialist teams from the Local Authority (C&I, C&L, Sensory)
- Health Related Education Team (HRET)
- CAMHS
- CASY counselling
- NHS – school nurse

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

[Your Notts Directory - Find information and support in Nottingham and Nottinghamshire - Your Notts Directory](#)

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