

## **Special Educational Needs and Disability Information Report 2021-2022**

### **Welcome Statement**

Bradon Forest School is an inclusive school providing a broad and balanced curriculum regardless of ability, gender, language, ethnicity or cultural origin. Students have access to many extra-curricular activities. Wherever practicable, no student is excluded from any activity. Self-esteem is promoted at every opportunity. We promote achievement, independence, inclusion and regular attendance. Our overriding aim is for all students to leave the school with the skills necessary for adult life, and to fulfil their potential- academically and socially.

The Support Staff body is a valued part of the school community, working effectively and closely with class teachers. Individual teaching staff are aware of their responsibility for all students with Special Educational Needs Disability (SEND) and plan lessons accordingly with effective differentiation thus overcoming barriers to learning.

Within the Learning Support Department we pride ourselves as being vibrant, supportive and proactive welcoming students from across the school- students with their own unique challenges. Students are supported at every stage of transition from primary into secondary, during the options process and again when making the transition to college.

Learning Support boasts a suite of two rooms, with several computers. We work together with parents/carers and outside agencies, as appropriate, to maximise opportunities for success and inclusion of individual students. Establishing and maintaining open lines of communication ensuring effective dialogue between home, school and professionals remains a strength within the department. Bradon Forest School is fortunate to be well supported by a variety of outside agencies that are called in to monitor individual student progress and conduct assessment when necessary.

Bespoke curriculum packages are devised for individual students as appropriate to develop the whole child. Great emphasis is placed on personalised learning and ensuring that the provision meets the identified need of the individual student. We pride ourselves in broadening individual student horizons and exploring creative pathways to build confidence and success.

There is a graduated response to meeting special educational needs and disability with regular reviews of the effectiveness of provision and intervention. The department boasts an extensive provision map, detailing intervention and support packages, details of professional reports and meetings for all students on the SEND register. This information is available to all colleagues. The department continues to evolve responding to identified need and current legislation. The school has recently invested in software which allows all teachers and associated support staff to quickly access the relevant information on students.

Additional information regarding SEND provision can be accessed using the following links, depending on your home address. Here you can find information and details of provision and support offered by your home authority.

If you are resident in the Borough of Swindon, then please click on the following link-

<http://www.mycaremysupport.co.uk/>

For Wiltshire, please click on the following link-

<https://www.wiltshirelocaloffer.org.uk/>

Iestyn Morris  
SENDCo  
September 2021

## Bradon Forest School Graduated Response

### Glossary:

Intervention- regular strategy or event

Outcome- benefits for the student

Provision- amount of support, programme

Short-term targets- specific, measurable, achievable, realistic, timely

EHCP- Education, Health and Care Plan

### EHCP

- 0-25
- Over a set 3 year period, all Statements of SEN will be converted to EHCP at transfer review meetings
- To include those with long term needs with constant need of coordinated services.

### EHCP Assessment

- Educational psychologist, outside agency input
- EHCP assesment is similar to statutory assessment with a dermined 20 week time frame- all phases of a graduated response need to be evidenced before an EHCP assessment
- Medical disability with SEN

### School Support with External Agencies

- Personalised learning
- Outside Agency , SENS, intervention- PI, VI, SLCN, SCD, ICT
- Multi agency meetings- creation of 'My Support Plan' with clearly defined outcomes
- SENDCo expertise used as part of the graduated response and to coordinate support.
- Statutory annual reviews
- School's provision map

### School Support

- Small group intervention (maths, literacy, speech and language, social communication)
- 1:1 SpLD, behaviour management intervention
- Meetings with parents/carers
- Signposting to parent support
- 'Plan Do Review' of individual student to track intervention and progress
- Student passport with strategies and targets created and shared- regular review

### Quality First Teaching (what we offer everyone)

- At least good teaching regularly monitoring and review.
- Access to fully inclusive curriculum
- Additional TA support/ differentiation of resources
- TA appraisals and observation
- SENDCo advice and strategies, learning walks
- SEND awareness training
- Student progress meetings- appropriate target setting
- Discussion with previous setting, transition planning

## **BRADON FOREST SEND INFORMATION REPORT**

### **To be read in conjunction with the Bradon Forest School SEND Policy**

#### *Section 1*

- 1.1 What types of SEND does Bradon Forest School support?
- 1.2 How will Bradon Forest School identify and assess students and young people with Special Educational Needs and how do I contact the SENDCo?
- 1.3 What are the arrangements for consulting parents and involving them in their child's education?
- 1.4 What are the arrangements for consulting young people and involving them in their education?
- 1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?
- 1.6 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?
- 1.7 What is the approach to teaching students and young people with SEND?
- 1.8 How are adaptations made to the curriculum and the learning environment of students and young people with SEND?
- 1.9 What is the expertise and training of staff to support students and young people with SEND?
- 1.10 – Autism Spectrum Condition (ASC) Provision
- 1.11 How is the effectiveness of provision evaluated?
- 1.12 How are students and young people enabled to engage in activities available to students and young people in school who do not have SEND?
- 1.13 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying?
- 1.14 How does Bradon Forest involve other agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEND and supporting their families?
- 1.15 What are the arrangements for handling complaints from parents of students with SEND about provision made at the school?

#### *Section 2*

- 2.1 What is the additional support for learning that is available to students with special educational needs?
- 2.2 How are equipment and facilities secured to support students and young people with special educational needs?
- 2.3 What are the contact details for support services for the parents of students with special educational needs?
- 2.4 Wiltshire Local Authority is required to publish a Local Offer – the link to this is here.

The Swindon Local Authority Offer can be found [here](#).

#### *Section 3*

- 3.1 Advice:
- 3.2 Do you have a Parent Support Group?
- 3.3 Is there a safe haven for my child?

#### *Section 4*

- 4.1 What training does the staff body receive on supporting students with SEN? How is this evaluated / updated?

- 4.2 What support will there be for my child's overall wellbeing?
- 4.3 What type and how many complaints did you receive last year? How were they resolved?
- 4.4 What percentage of the school has SEN needs?
- 4.5 How many students are in each year group are identified on the SEN register?
- 4.6 How accessible is the setting environment?
- 4.7 Can my child's school dinner requirements be accommodated if they have a special diet?
- 4.8 What social / out of school opportunities are there?
- 4.9 How will the school keep me informed about issues / problems with my child at school?
- 4.10 How will I know what the school's expectations are for my child's progress?
- 4.11 Who should I talk to if I have a concern about my child in school?
- 4.12 How will my child's voice be heard?
- 4.13 What are the times of the school day?
- 4.14 What are the facilities like? What do you have? What kind of lessons will I have?
- 4.15 Are the staff friendly?
- 4.16 What are the transport arrangements to school?
- 4.17 Is there a uniform and what is it like?
- 4.18 What do they do about bullying? How is bullying dealt with?
- 4.19 Could I meet students who go to the school and speak to them about what the school is really like?
- 4.20 Does it have a good Ofsted?

## Section 5

- 5.1 COVID Provision
- 5.2 COVID - Lockdown Provision

## Section 6

- 6.1 Student successes
- 6.2 Results

## Section 1

The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015) and The Special Educational Needs and Disability Regulations 2014.

### 1.1 What types of SEND does Bradon Forest School support?

Bradon Forest School has evidenced success and experience in supporting a wide range of Special Educational Needs and disability including:

- Cognition and Learning difficulties including Moderate Learning Difficulties
- Speech, Language and Communication difficulties
- Autistic Spectrum Disorder
- Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties.

The school's SEND Handbook is updated and reviewed annually. It is made available to all staff. Here information and support strategies can be found to target identified need.

The school welcomes and supports contributions from parents, carers and students in revisions to the handbook to ensure its effectiveness and validity. It remains a working and evolving document. Please contact the SENDCo should you wish to be involved.

### 1.2 How will Bradon Forest School identify and assess students and young people with Special Educational Needs and disability and how do I contact the SENDCo?

Bradon Forest is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements. Individual student progress is measured against targets and data collected. This is reported to parents during the year (three times a year for students in KS3 and six times a year for students in KS4)- All students identified as having SEN are placed on the SEND register and on the school's detailed Provision Map. The Provision Map is updated and monitored regularly ensuring its accuracy.

Should there be concerns that any student is not making expected progress, further investigation is requested. If you are concerned you need to speak to your child's tutor, subject teacher or contact the SENDCo.

Prior to transfer to Bradon Forest School the SENDCo, TA responsible for Primary Liaison and Transition Coordinator visit the primary schools and gather information from teachers who know your child best. We use assessments such as KS2 results and any reading and spelling tests, the teacher's own assessments and any outside agency reports that may be available. As part of the 2-day induction, we carry out a series of literacy tests to inform and support provision for your child. Throughout your child's time at Bradon Forest School your child's academic attainment in the curriculum will be tracked and shared 6 times a year. As appropriate, literacy levels are tested at 6 monthly intervals in line with the requirements of testing protocols. Results are shared with parents as appropriate.

Any teacher or parent can raise concern with the SENDCo at any time:

Iestyn Morris- [morrisi@bradonforest.wilts.sch.uk](mailto:morrisi@bradonforest.wilts.sch.uk)  
Telephone- 01793 770570

[The link to the school's SEN policy can be found here.](#)

### 1.3 What are the arrangements for consulting parents and involving them in their child's education?

The Code of Practice 2015 sets out the expectation that parents are involved should there be concerns about any child's learning. Such involvement may occur at scheduled parents' evenings or by pre-arranged meetings throughout the year with a member of staff familiar with your child's individual needs. You are encouraged to contact the Learning Support Department if you have concerns about your child.

Should we feel that your child needs additional intervention and/or support, you will be contacted, and invited to a meeting to discuss outcomes and forward plan. Your child will be placed on our SEND Register.

It is important that we work together to plan a pathway for your child to include work that can be completed at home to support learning. An action plan will be put in place that will be reviewed between you, your child and a teacher who knows your child well. There will be a meeting three times a year.

If your child is not currently on the SEND Register and you are concerned, you are encouraged to contact Iestyn Morris the SENDCo (Special Educational Needs and

Disability Coordinator) on [morrisi@bradonforest.wilts.sch.uk](mailto:morrisi@bradonforest.wilts.sch.uk) (telephone 01793 770570).

#### 1.4 What are the arrangements for consulting young people and involving them in their education?

Students are involved in every stage of the assessment, planning and reviewing provision and are central in decision-making. Meetings are solution orientated and outcome focused. Students are involved in all aspects of decision making where practicable and appropriate.

#### 1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?

At Bradon Forest we feel that it is important that all students are capable of decision-making and should be involved in choices about their future.

When we hold meetings at Bradon Forest we will focus on what is working and what is not working as well as things that are important to and for the student and his/her family and /or other supportive people as well as aspirations for the future.

An Action Plan is drawn up where all contributions are collated. Progress towards meeting these outcomes is then reviewed at the next meeting.

All meetings are outcome focussed and student centred. Every opportunity is taken to implement strategies to support individual student progress and help remove barriers to learning.

#### 1.6 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?

Also See 1.2 (Identification of Special Educational Needs)

Students are supported at every period of transition:

- Additional visits to Bradon Forest are encouraged for identified students
- Longer/bespoke packages of transition are available on request for identified students, as appropriate (these can be arranged from the transition review meeting in year 5)
- Supported Options choices in Year 9 and meetings between home and school to discuss matters arising
- Liaison with college providers, additional meetings and supported transition, as appropriate, for named students. If your child has an Education, Health and Care Plan (EHCP) then you will also have a SEN Lead Worker assigned by Wiltshire/Swindon Local Authority who will be working with you and your child to facilitate a smooth transition.

In moving between phases of education including from one academic year to the next there are sometimes trigger points for stress or anxiety; these can be planned for and supported through the meeting cycle.

#### 1.7 What is the approach to teaching students and young people with SEND?

Bradon Forest School believes in Quality First Teaching. It is the responsibility of the class teacher for teaching all the students in his/her classroom to meet individual needs. At Bradon Forest School, all students are entitled to a broad and balanced curriculum, differentiated as appropriate to meet individual needs. All teachers have access to pupil profiles and these detail the approaches that they should take to meet their needs and ensure good progress.

## 1.8 How are adaptations made to the curriculum and the learning environment of students and young people with SEND?

Differentiation could be through:

- Differentiation of materials
- Strategic positioning in the classroom
- Additional adult support
- Adaptive language
- Student grouping

Bradon Forest supports the use of withdrawal groups only where it is necessary in order to:

- provide support for a very specific need that cannot be met within class
- support the student away from class as s/he may be behaving in a way that is seriously disturbing the learning of other students.

In both cases, it is understood that the arrangement is for a specified period of time. The aim is to ensure that all students spend as much time within class as possible. All students will receive their entitlement to a broad and balanced curriculum.

Intervention outside of the mainstream classroom may be short, medium or long-term depending on identified need. Any intervention will be discussed with parents and the student and reviewed at regular intervals.

## 1.9 What is the expertise and training of staff to support students and young people with SEN?

**'Learning is a messy business. Children do not learn in easy linear steps' Sir Ron Dearing.**

Bradon Forest aims to be an inclusive school, removing barriers to participation and learning. It believes that including all members of the community who wish to attend our school is important. For all the students in our school, we aim to ensure that they have every opportunity to experience success, and access and enjoy everything that the school has to offer- to include those with SEND.

All staff within the Bradon Forest School Learning Support department receive regular training and updates regarding current SEND legislation and strategies. Regular annual appraisals are embedded into the school action plan for all support staff.

Within the faculty, there are staff who have specialism in a variety of areas to include SpLD, ASD and SLCN.

We make best and creative use of support and intervention at Bradon Forest School. Teaching Assistant support is used to enhance and supplement rather than replace the teacher in the mainstream classroom. It is expected that student needs are met, first and foremost, through high quality classroom teaching. Wherever possible, students are encouraged to be active learners and self-managers. Support is used to develop independent learning skills. Outside of the classroom high quality one to one and small group support is provided using structured interventions. Intervention is evidenced based with reliable evidence of effectiveness. Individual student progress is regularly monitored to ensure that the right support is provided for the right child. Wherever possible connections are made between the out-of-class learning in the intervention and mainstream classroom teaching.

Access to high quality support and training allows for positive impact on student learning outcomes.

## **The Learning Support Department team**

Special Educational Needs Coordinator (SENDCo) Iestyn Morris

Vernon Beadsworth – TA

Sarah Burton – TA

Natalie Clapham- TA (PT)

Vacant – ASC Co-Ordinator

Lorraine Flynn - TA (Statutory Admin, literacy, maths intervention, 'Success at Arithmetic')

Beverley Jones HLTA (Literacy KS4, SpLD intervention)

Ravinder Kaur – TA

Ellie Maxted - TA

Ann Miles HLTA (Literacy KS3/Speech and Language intervention.

Lynda Stevens – TA (Primary Liaison)

Debbie Riall – ASC Specialist Teacher for The Athelstan Trust

Additional intervention for identified students is arranged in core faculty areas under the auspices of each Head of Faculty. In addition, English and Maths teachers also support in the Learning Support faculty delivering bespoke packages of additional intervention to identified students. There are regular and focused links between each faculty and the SENDCo to ensure that intervention is relevant and appropriate to individual student needs.

### 1.10 – Autism Spectrum Condition (ASC) Provision

We employ an ASC Specialist Teacher across The Athelstan Trust called Debbie Riall. Debbie is trained and qualified in ASC and has worked across many schools and councils supporting ASC Learners and their families. Debbie comes into school fortnightly and will meet with students and parents, make observations and write up recommendations for the school to help support the student in lessons. Debbie will also provide hints and tips for parents. Debbie also provides training for staff across all Trust Schools.

As a school we have recognised the growing need for ASC Provision. We have always prided ourselves on how the needs of ASC Learners are met and have worked closely with an ASC Specialist School. To further support the needs of ASC Learners we employed an ASC Co-Ordinator to work full-time in school. Their roll is to work on a daily basis with the ASC students, support their learning, their mental health and run circle times to teach social skills where needed. The roll has been a great success, both students and staff have really benefitted from this appointment.

### 1.11 How is the effectiveness of provision evaluated?

Data is gathered and shared with students and home three times a year for students in KS3 and six times a year for students in KS4)

The impact of intervention is assessed at regular intervals throughout the year. Changes to groupings and intensity of intervention are carefully monitored. Bradon Forest School uses interventions that are research based and structured.

Any recommendations from outside agencies are carefully considered and implemented, as appropriate, into individual student intervention and support packages.

The SENDCo meets fortnightly with a member of the Leadership team, where progress and attainment are reviewed. In addition, there are termly meetings with the Headteacher and representatives from the Local Governing Body and Leadership team. Here the impact of intervention and support is shared and discussed alongside evidenced attainment and progress of identified students with SEND in the mainstream classroom.

### 1.12 How are students and young people enabled to engage in activities available to students and young people in school who do not have SEN?

For all the students in our school, we aim to ensure that they have every opportunity to experience success, and access and enjoy everything that the school has to offer. It is valuable not only for those with additional needs but also for the rest of our students who are able to have greater understanding about the lives of others.

An ethos of inclusion requires the participation and support of all members of school staff. Although responsibilities are allocated in this policy, it is everyone's responsibility to make sure that students are treated fairly and that their individual needs are met.

Bradon Forest School is a fully inclusive school. All students are encouraged where practicable to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

### 1.13 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying?

Bradon Forest School has a strong Pastoral Support system in place. Daily morning Tutor time allows students to come together as a supportive unit under the auspices of a dedicated Tutor. The House System allows for a greater sense of belonging and develop a sense of teamwork and healthy competition.

Weekly staff briefings before school allow the dissemination of information about students.

It is important that students feel safe and supported at Bradon. Access to a staffed place of sanctuary for students at unstructured times is available. Students can sometimes feel vulnerable and are in need of a base that feels safe and secure at all unstructured times. During these times students and young people are able to talk through their day or to discuss any issues that may be worrying them. Students are also encouraged to interact with peers through conversation and/or shared activities (LEGO, board games).

[Link to Anti bullying and E-safety policies.](#)

### 1.14 How does Bradon Forest involve other agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEND and supporting their families?

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHs) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

## 1.15 What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?

Any parent/carer dissatisfied with any aspect of SEN provision should first seek to discuss it with Iestyn Morris (SENDCo) by letter, email, phone or in person ([morrisi@bradonforest.wilts.sch.uk](mailto:morrisi@bradonforest.wilts.sch.uk) telephone 01793 770570). If concerns remain parent/carer should contact the Headteacher Sarah Haines. If it is felt that the school is not addressing the concerns the Governor with responsibility for SEND should be contacted (Mr Jim Reid) via a letter sent to the school. Mr Jim Reid will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

## Section 2

The following further information is published as an additional requirement of The Special Educational Needs and Disability Regulations 2014

### 2.1 What is the additional support for learning that is available to students with special educational needs?

There is a wide range of additional support including:

- Teaching Assistant support in class,
- Specialist teaching of English/literacy in small groups
- Specialist teaching of numeracy in small groups
- Targeted research based interventions for literacy and dyslexia.
- Speech and language strategies
- Social skills groups
- Anger management groups
- Alternative Provision, intervention and support is monitored and reviewed regularly so that it remains effective.

Evidenced impact and additional detail of individual intervention can be accessed via the Support and Intervention document which can be found on the SEND page of our website at [Special Educational Needs and Disability - Bradon Forest School](#).

### 2.2 How are equipment and facilities secured to support students and young people with special educational needs?

There is access to ICT for recording in many of the classrooms. Where appropriate, students can request use of one of the school's laptops for recording. The school has a limited supply to issue. The laptops will be loaned out and can also be taken home.

There is access to ICT to assist reading in lessons. Students can request and be loaned an exam reader pen, which can be used to read text in lessons and in exams too.

With agreement from the school, students can bring in ICT equipment from home to support recording. Here students are responsible for their equipment.

Coloured overlays and coloured exercise books are also available initially on request for issue to identified students. If a student finds they are useful then coloured exercise books will be issued by their subject teachers.

Additional equipment may be allocated through Specialist Teachers from Swindon and Wiltshire according to identified need and home authority- specialist seating, supportive equipment in technology.

## 2.3 What are the contact details for support services for the parents of students with special educational needs?

Transition Links:

- New College- [www.newcollege.ac.uk](http://www.newcollege.ac.uk)
- Cirencester College- [www.cirencester.ac.uk](http://www.cirencester.ac.uk)
- The Association of National Specialist Colleges- [www.natspec.org.uk](http://www.natspec.org.uk)

The SEND Code of Practice 0-25 years June 2014 lists the following:

Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)

National Network or Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Childrens' Education Advisory Service: (CEAS) [www.gov.uk/guidance/childrens-education-advisory-service](http://www.gov.uk/guidance/childrens-education-advisory-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network [www.iassnetwork.org.uk/](http://www.iassnetwork.org.uk/)

Patient Advice and Liaison Service: [www.nhs.uk/Service-Search/](http://www.nhs.uk/Service-Search/)

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance [www.tinyurl.com/DfE-Bullying-Guidance](http://www.tinyurl.com/DfE-Bullying-Guidance)

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Pupils' communication charity) [www.ican.org.uk](http://www.ican.org.uk)

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership [www.natsip.org.uk](http://www.natsip.org.uk)

**Specifically for post 16**

Disabled Pupils Allowance (DSA) [www.tinyurl.com/SFE-DSA](http://www.tinyurl.com/SFE-DSA)

**Others:**

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

[www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

Wiltshire Parent Partnership Services: [www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership](http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership)

This website includes many useful links to other places and a great deal of information and support guidance.

Other web sites accessed by the Bradon Forest School to support SEN:

- ✚ Achievement for All- [www.afa3as.org.uk](http://www.afa3as.org.uk)
- ✚ ADDISS, The National Attention Deficit Disorder Information and Support Service - [www.addiss.co.uk/](http://www.addiss.co.uk/)
- ✚ Autism Education Trust- [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- ✚ Communication Trust- [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
- ✚ Down's Syndrome Association – [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)
- ✚ Dyslexia SpLD Trust- [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)
- ✚ Dyslexia Website - [www.bdadyslexia.org.uk/](http://www.bdadyslexia.org.uk/)
- ✚ Dyspraxia Foundation - [www.dyspraxiafoundation.org.uk/](http://www.dyspraxiafoundation.org.uk/)
- ✚ MIND (Mental Health) - [www.mind.org.uk/](http://www.mind.org.uk/)
- ✚ National Sensory Impairment Partnership - [www.natsip.org.uk](http://www.natsip.org.uk)
- ✚ OCDUK – National charity for Obsessive Compulsive Disorder - [www.ocduk.org/](http://www.ocduk.org/)
- ✚ Picture Exchange Communication System (PECS)- [www.pecs-unitedkingdom.com](http://www.pecs-unitedkingdom.com)
- ✚ Royal National Institute for the Deaf Website - [www.rnid.org.uk/](http://www.rnid.org.uk/)
- ✚ Scope – A charity support people who have cerebral palsy – [www.scope.org.uk](http://www.scope.org.uk)
- ✚ Speech and Language- Afasic - [www.afasic.org.uk](http://www.afasic.org.uk)
- ✚ The National Autistic Society Website - [www.nas.org.uk/](http://www.nas.org.uk/)
- ✚ Tourette's Action – Support and research charity for people with Tourette Syndrome (TS) and their families - [www.tourettes-action.org.uk/](http://www.tourettes-action.org.uk/)

2.4 Wiltshire Local Authority is required to publish a Local Offer.  
The Swindon Local Authority Offer can be found here on the SEND web page  
[Special Educational Needs and Disability - Bradon Forest School](#)

The requirement for Wiltshire Local Authority providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

### Section 3

Additional questions and contributions raised by parents/carers at Bradon Forest School

#### 3.1 Advice

Always visit schools in the area – make sure you meet the SENDCo and talk to other parents.

#### 3.2 Do you have a Parent Support Group?

We have an active Parent Support Advisor, Karen Griffiths, who works tirelessly to support identified parents at Bradon Forest School. The school has a positive working relationship with her. Karen can be contacted on [griffithsk@bradonforest.wilts.sch.uk](mailto:griffithsk@bradonforest.wilts.sch.uk)

#### 3.3 Is there a safe haven for my child?

Access to a staffed and supported place of sanctuary is available at all unstructured times. It is important to indicate that the majority of student with additional needs at Bradon Forest School are fully included in the wider school community, preparing them for adulthood and the wider world.

### Section 4

Additional questions to contribute to Wiltshire Local Authority's Local Offer to include general information about the school and communication details.

#### 4.1 What training does the staff body receive on supporting students with SEND? How is this evaluated / updated?

All teaching and support staff receive bespoke training regarding SEN every year to include Differentiation, the Code of Practice and Working with TAs. All training is regularly reviewed and evaluated. In addition to this all staff receive training on how to best support and include children with SEND such as Autism Spectrum Disorder and many others.

#### 4.2 What support will there be for my child's overall wellbeing?

We have a school nurse who runs a regular and confidential drop in for students and a school counsellor. All SEND students will have a TA allocated to them who will make contact with parents/carers once a term. Your child can speak to them if they are concerned about anything.

#### 4.3 What type and how many complaints did you receive last year? How were they resolved?

No complaints were received over the last academic year.

#### 4.4 What percentage of the school has SEND needs?

This number alters slightly throughout the year; however, we have approximately % of students on the SEN Register.

#### 4.5 How many students are in each year group are identified on the SEN register?

Not all students identified as SEN Support (SENS) need a My Support Plan. Not all students with a disability are identified as having a Special Educational Need with intervention 'additional to and/or different from' that afforded to students in the mainstream.

September 2021 SEN Status	Number of students	Percentage of total students on roll
SEN Support	148	16%
Education and health Care Plan (EHCP)	17	2%

September 2021 SEN Status	Year group (Number on roll in year group)	Number of Students in Year Group identified as SEN Support	Autistic Spectrum Disorder	Moderate Learning Difficulty	No Specialist Assessment	Other Disability	Physical Disability	Social, Emotional & Mental Health	Specific Learning Difficulty	Speech, Language or Communication Need
Year 7	171	28	4	6	9	0	0	4	3	2
Year 8	142	16	2	3	7	0	0	2	1	1
Year 9	220	38	4	10	13	2	0	2	4	3
Year 10	229	27	3	11	1	1	0	3	4	5
Year 11	213	21	2	8	0	0	0	2	3	3
<b>TOTAL</b>	975									

#### 4.6 How accessible is the setting environment?

Bradon Forest School was opened in 1965. There is disabled access to most areas of the school site. In light of this, we can try to adjust students' timetables in order to meet individual needs and to make use of the ground floor facilities as appropriate and as directed.

#### 4.7 Can my child's school dinner requirements be accommodated if they have a special diet?

At Bradon Forest School we have a Food Policy to ensure that students are educated about nutrition and the importance of a healthy lifestyle in order that they are then able to make healthy choices both in and outside of school. Special dietary needs and requirements are catered for.

##### Our Aims

- Ensure that healthy food and drink is provided at all times of the day that responds to the statutory guidance in relation to nutrition.
- Meet the stipulated Food Standards detailed within the Requirements for School Food Regulations 2014.
- To ensure students are well nourished at school, and that every pupil has access to safe, tasty and nutritious food, and a safe, easily available supply of water throughout the school day.
- Be allergy aware and make the ingredients within dishes known to students.
- Provide our students with the information required to make healthy choices.
- Integrate our aims into all aspects of school life, including food provision within the school, the curriculum and pastoral and social activities.

All our school meals are provided by our contracted caterer. Lunch includes a daily choice of fresh fruit and vegetables. There is always a hot and cold option available, both of which pay regard to the new Requirements for School Food Regulations 2014. Food-based standards will also apply to all packed lunches provided by the school caterer for school trips/educational visits. Parents are requested to support the school's commitments to healthy eating by not sending in unhealthy snacks such as chocolate bars and crisps in their children's packed lunches. All drinks provided within the school comply with the standards and healthy options such as, fruit juices, milk and bottled water are available in the canteen. A water fountain and cups can be accessed by all students during break and lunch times.

If you feel that you might be entitled to free school meals, visit [www.gov.uk/apply-free-school-meals](http://www.gov.uk/apply-free-school-meals)

Further details about the food available to buy at Bradon Forest School can be found by e-mailing [info@aspens-services.com](mailto:info@aspens-services.com) (Telephone 01905 759613)

#### 4.8 What social / out of school opportunities are there?

There is a huge range of clubs for all year groups. 'What's Happening Out Of School Hours' WHOOSH sheets are issued on a regular basis. Clubs are organised both at lunch time and after school where students have the opportunity of catching the late bus home. All students are encouraged to take part in activities they are interested in. Extra planning can be arranged with any student who may need more detailed information/support.

Learning Support is open at break time and lunch time for students to be able to meet up in a smaller environment and have support to make friends.

Bradon Forest School works to ensure that as far as possible students with physical and medical needs are enabled to take a full part in all school activities. Our school is committed to ensuring that access is also provided during additional activities facilitated by outside providers, school trips and visits. In order to ensure this, all providers have to submit their own suggestions for how students with disabilities might be supported to take part. On the rare occasion where it is not possible for students to take part, alternative attractive options are made available.

#### 4.9 How will the school keep me informed about issues / problems with my child at school?

Concerns are shared as soon as possible after they arise. Bradon Forest School employs five Student Support Assistants (SSAs) to support the pastoral team. Their role includes liaising with home should the need arise.

Year 7 SSA – Clare Harris – [harrisc@bradonforest.wilts.sch.uk](mailto:harrisc@bradonforest.wilts.sch.uk)

Year 8 & 9 SSA Emma Lindley- [lindleye@bradonforest.wilts.sch.uk](mailto:lindleye@bradonforest.wilts.sch.uk)

Year 10 SSA – Victoria Bayliss – [baylissv@bradonforest.wilts.sch.uk](mailto:baylissv@bradonforest.wilts.sch.uk)

Year 11 SSA's - Kim Peniston – [penistonk@bradonforest.wilts.sch.uk](mailto:penistonk@bradonforest.wilts.sch.uk)

- Jess Ansell – [ansellj@bradonforest.wilts.sch.uk](mailto:ansellj@bradonforest.wilts.sch.uk)

#### 4.10 How will I know what the school's expectations are for my child's progress?

Data is collected, reviewed and shared with home three times a year for students in KS3 and six times a year for students in KS4. Progress is measured against student targets.

#### 4.11 Who should I talk to if I have a concern about my child in school?

Initially if there is a concern related to an aspect of Special Educational Needs please contact Iestyn Morris SENDCo [morrisi@bradonforest.wilts.sch.uk](mailto:morrisi@bradonforest.wilts.sch.uk) 01793 770570.

#### 4.12 How will my child's voice be heard?

All SEN reviews are student centred and outcome focused. Your child's contribution is essential and will be included, as appropriate, in any meeting about him/her.

The school has an active Student Council that meets regularly. All students are invited to participate.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible and practicable, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

#### 4.13 What are the times of the school day?

The school starts at 8:45 am and ends at 3:25 pm with one 25 minute morning break at 11:05 am and a longer 55 minute break for lunch starting at 1:30 pm.

#### 4.14 What are the facilities like? What do you have? What kind of lessons will I have?

Lessons at Bradon Forest School are 60 minutes long with a bell sounding each lesson change over. Bradon Forest School maintains a strong pastoral ethos and as such there is also a dedicated 20 minute tutor time at the start of each day to prepare students for learning. The role of the Tutor is important in each student's life, supporting and nurturing social and emotional inclusion.

#### 4.15 What are the transport arrangements to school?

This would all depend on where you live. There are a number of buses which serve the school, some students travel by taxis, some walk and others are brought in by parents / friends. . Students living in Wiltshire County Council area may be entitled to free transport. More details are available from WCC <http://www.wiltshire.gov.uk/schools-learning-transport>. Details of our own bus service for Swindon residents can be found on our website [Transport to school - Bradon Forest School](#)

There are a small number of identified students who are brought to school by taxi funded by the local authority. Should you feel that this is appropriate for your child, then this needs to be raised at statutory reviews in KS2 when funding and arrangements can be investigated.

Bradon Forest School supports students with SEN on the mainstream school buses. The school and bus companies liaise regularly and share information. Individual packages of support can be included for identified students to include:

- Strategic seating on the bus
- Strategic positioning and additional support in the bus queue
- Collection to and from school transport

In addition we have two late buses that leave the site at 4.50pm on a Tuesday, Wednesday and Thursday for those students participating in out of hour's clubs. These journeys are free. Bus passes are collected from Student Services before clubs begin and are then handed in to the driver.

Further details around school transport can be found by e-mailing [schooltransport@bradonforest.wilts.sch.uk](mailto:schooltransport@bradonforest.wilts.sch.uk)

#### 4.16 Is there a uniform and what is it like?

Students take a pride in their appearance. Details about the uniform are available on the school website

[Uniform - Bradon Forest School](#)



If your child is identified/ meets the criteria for additional Pupil Premium funding, financial support may be available to contribute towards the cost of the uniform. Please contact Helen Wilkinson – [wilkinsonh@bradonforest.wilts.sch.uk](mailto:wilkinsonh@bradonforest.wilts.sch.uk) to discuss the matter further.

Links to Pupil Premium information can be found here:

[Pupil Premium - Bradon Forest School](#)

#### 4.17 What do they do about bullying? How is bullying dealt with?

Bullying is treated extremely seriously and is dealt with by the school. Your parents will be informed. [See the anti-bullying policy here.](#)

#### 4.18 Could I meet students who go to the school and speak to them about what the school is really like?

Bradon Forest School runs tours throughout the year during the school day. Here you will have every opportunity to see the school on a normal working day and can speak to students. Students love speaking with visitors to the school and sharing their learning.

Please contact Liz Austin our Admissions Officer to arrange a tour 01793 770570. We always enjoy meeting students who would like to come to the school. The best way to arrange a visit is to contact the school office on 01793 770570.

#### 4.19 Does it have a good Ofsted report?

Yes, our most recent OFSED report can be found at [www.bradonforest.org.uk/Ofsted/](http://www.bradonforest.org.uk/Ofsted/).

## Section 5

### 5.1 COVID Provision

COVID has been an incredibly hard challenge for all students, whatever their ability or background. The SEND students at Bradon Forest School have managed incredibly well during the COVID pandemic. During the pandemic all Teaching Assistants were deployed into year group bubbles. There were two Teaching Assistants allocated to each bubble to ensure that their needs were met. In addition to this all SEND students were allocated a Teaching Assistant who were responsible for contacting home once a term to ensure that everything was well, and their learning needs were being met within class.

During lessons, the Teaching Assistants were provided with whiteboards so that they could communicate with the students that they were there to support. To help with this, the SEND students were sat at the front of the class, meaning it was easier to support them. The SEND department continued to meet the needs of the students with EHCP's and all annual reviews were completed.

### 5.2 Lockdown Provision

During the two national lockdowns and when Year groups were sent home, the Learning Support department continued to support the students. This was done by providing laptops and if families couldn't come and collect them, they were then delivered to them. Again, all Teaching Assistants were responsible for making regular contact with the students when they were at home. This contact allowed us to ensure that their educational needs were being met and that more importantly they were safe, well and healthy. During live lessons, the Teaching Assistants joined the lessons from home and assisted the students with their work. Parental feedback was very positive to the school's approach during the lockdowns and felt that the work for the SEND students was pitched at the right level and the quantity was also suitable.

### 5.3 Returning from Lockdown

We recognised that the return from lockdown was potentially going to be very challenging for all students. To aid this, the Teaching Assistants contacted home prior to their return to see if there were any issues that would need to be addressed. We also, had some students in on their own to show them around the site and show them where their bubble was going to be located. The Teaching Assistants also spent the first few days ensuring that they were settled and well on their return to school.

## Section 6

### 6.1 Student Successes

At Bradon Forest School we like to celebrate student successes. In the Learning Support department, we believe in striving to find the correct provision for all of the students. To support with this, we have worked closely with partner schools and have sent students there to study alternative provision such as brick laying, working on a farm and also Wiltshire Wildlife Trust. The use of these has been a great success.

Some of the successes we have had has been when we have identified that a student is struggling with being in a mainstream secondary school. Over the last year we have identified two students that met this criterion. We worked closely with parents, professionals and outside agencies and secured them both placements at more suitable provisions. Both sets of parents were very pleased with the school's support and honesty.

## 6.2 Results

The results this year were some of our best ever. The SEND students achieved a positive Progress 8. This has made the entire department incredibly proud, and we are very proud of the students. There were many individual successes, one student was the first in their entire family to pass all exams. Something they were very proud of. We will strive every year to build on these results.