

# Brockington College

## SEND Information Report

### 2024-25

***“Learning to Live Life to the Full”***

*John 10:10*

SENDCO	Ms Jatinder Mahil
Date of Report	April 2025
Review Date	September 2025

## 1. Introduction and Purpose

At Brockington College, our mission of 'Learning to live life to the full' is at the heart of everything we do. Guided by our Christian ethos and values driven culture, we are committed to creating an inclusive, supportive and ambitious environment where every student, including those with Special Educational Needs and Disabilities (SEND), is seen, valued and enabled to thrive academically, socially, emotionally and spiritually.

This SEND Information Report outlines how we identify, assess, and support students with SEND. It complements our wider policies, including:

- SEND Policy
- Accessibility Plan
- Equality Policy
- Curriculum Vision
- Behaviour, Routines and Standards Policy

All of these can be accessed via our website: [www.brockington.leics.sch.uk](http://www.brockington.leics.sch.uk)



## 2. Inclusive Teaching and Support

### Inclusive by Design

Inclusion is integral to Brockington's curriculum and teaching. Our **Three Pillars of Teaching and Learning** underpin our inclusive classroom practices:

- **High Expectations** – ensuring challenge, aspiration, and support for all students
- **Positive Relationships** – fostering mutual respect, trust, and emotional safety
- **Knowledge Building** – delivering a structured curriculum that builds confidence and long-term understanding

### Classroom Strategies That Promote Inclusion

Our teaching practices are carefully designed to reduce barriers, support engagement, and maximise progress. Strategies include:

- **Intentional Seating Plans** – designed to minimise distractions and promote focus
- **Structured Lesson Routines** – incorporating predictable patterns, silent working, and clear expectations
- **Silent Do-Now Activities (DNAs)** – to support retrieval practice and reinforce long-term memory
- **Chunking of New Content** – presenting new information in manageable steps to prevent overload
- **Scaffolded Tasks** – ensuring all pupils can access learning confidently
- **Task Modelling** – demonstrating processes explicitly to clarify expectations
- **Targeted Hands-Down Questioning (Cold Calling)** – assessing understanding and addressing misconceptions
- **Pre-teaching of Key Vocabulary** – especially subject-specific terms to reduce cognitive load
- **Frequent Checking for Understanding** – before and during tasks to guide progress
- **Implementation of Individual Support Strategies** – including use of visual aids, overlays, laptops, and resources outlined in our ANR, EHCPs and One Page Profiles

Teachers also engage in:

- Carefully Differentiated Planning
- Diverse Teaching Approaches
- Regular Assessment and Constructive Feedback
- Targeted Deployment of Additional Adults

- Use of Specialist Equipment and Assistive Technology

These strategies form the basis of daily practice and are adapted regularly based on feedback, professional dialogue, and training.

### **Pastoral and Emotional Support**

We prioritise emotional wellbeing and pastoral care to enable all students to access learning fully. Support structures include:

- Dedicated pastoral support through Heads of Year, pastoral managers, and form tutors
- Mentoring and guidance from our school chaplains
- Access to nurturing spaces such as The Bridge and The Chapel
- Targeted support from the wider inclusion team
- Key adult mentoring for those needing additional reassurance and consistency
- Wellbeing and emotional regulation support, which may include:
  - ✓ Sessions using ELSA (Emotional Literacy Support Assistant) strategies
  - ✓ Access to our school counsellor
  - ✓ External services including Teen Health 11–19
  - ✓ Time-out passes for emotional regulation
  - ✓ Movement breaks to support focus and engagement

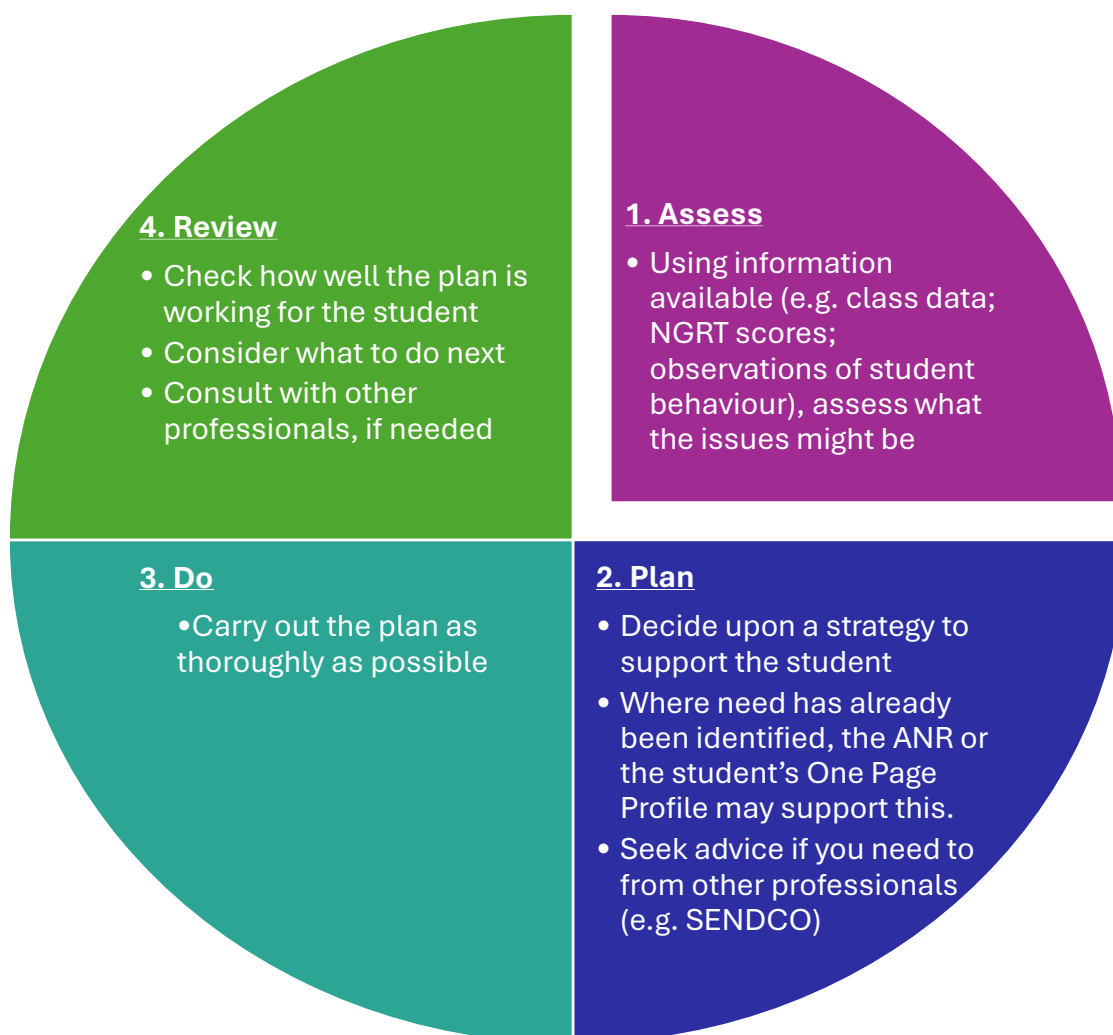


### 3. Identification, Assessment and the Graduated Response

We are committed to early identification and responsive support for students with SEND. To identify and meet each student's needs, we follow the **Graduated Response** model of:

#### **Assess → Plan → Do → Review**

This model allows us to continuously monitor, adapt, and refine our provision.



## Early Identification

Early identification of SEND is crucial. We use multiple methods to recognise students who may need additional support, including:

- Information shared during transition from primary school
- Baseline assessments, including reading tests (e.g. NGRT scores where appropriate)
- Teacher observations and feedback
- Parental/carers concerns and discussions
- Student voice and self-reports
- Analysis of academic data, attendance patterns, and engagement in class
- Advice from external agencies (e.g. Autism Outreach, Educational Psychology Service – LEPS, Speech and Language Therapy – SALT)

Students do not require a formal diagnosis to receive support. If additional needs are identified, we take action promptly using the Graduated Response.



## The Graduated Response at Brockington

### 1. Assess

We gather detailed information about each student's strengths, difficulties, and barriers to learning. Sources may include classroom observations, teacher feedback, previous assessments, and parental/carer and student input.

### 2. Plan

Based on assessment, strategies and targeted interventions are planned collaboratively by teaching staff, the SEND team and, where appropriate, parents/carers. Guidance is informed by key documents such as:

- **One Page Profile**
- **Additional Needs Record (ANR)** (Brockington's SEND register)
- **EHCP** (for students with complex, long-term needs)

### 3. Do

Teachers and support staff implement agreed strategies consistently. These might include classroom adaptations, targeted interventions, or pastoral support. Provision is closely monitored.

### 4. Review

The effectiveness of strategies is regularly reviewed. This includes evaluating progress data, teacher feedback, and student and parental input. Adjustments are made to enhance support as needed.

The Graduated Response is an ongoing cycle, continually adapting to students' evolving needs and successes.

## Key SEND Documentation

We use the following key documents to guide and track SEND support:

- **Additional Needs Record (ANR):** Our internal SEND register, clearly outlining needs and provision for identified students.
- **One Page Profile:** A concise, student-focused summary of key needs, strengths, and effective support strategies, issued as need demands.
- **Education, Health and Care Plan (EHCP):** A statutory document outlining specific, long-term provision required for students with significant needs.



## 4. Types of SEND and Support Structures

We embrace and support students with a broad spectrum of Special Educational Needs and Disabilities (SEND).

### Categories of SEND Need

We follow the SEND Code of Practice (2015), identifying needs across four broad categories:

#### 1. Communication and Interaction

Students with needs in this area may experience difficulties with:

- Understanding or using spoken language
- Expressing themselves clearly
- Interacting socially with peers or adults
- Interpreting non-verbal communication (e.g. facial expressions, tone of voice)

*This area includes difficulties with speech, language, or social communication (e.g., Autism Spectrum Conditions).*

#### 2. Cognition and Learning

These students may learn at a slower pace than peers, even with appropriate differentiation, or may face challenges with:

- Understanding new concepts
- Memory and processing speed
- Organisation and sequencing tasks
- Acquiring literacy or numeracy skills

*This area covers learning difficulties such as dyslexia, dyspraxia, dyscalculia, or general learning delays.*

#### 3. Social, Emotional and Mental Health (SEMH)

Students may struggle to manage emotions, form positive relationships, or engage with learning due to underlying emotional or mental health needs. These may present as:

- Anxiety, withdrawal, low mood, or depression
- Behavioural difficulties, often linked to emotional distress
- Difficulty with attention, impulse control, or hyperactivity

*This area includes anxiety, low mood, emotional regulation difficulties, or conditions like ADHD.*



#### **4. Sensory and/or Physical Needs**

Students may have a disability which affects their ability to access the physical school environment or the curriculum. Needs may include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Sensory Processing Difficulties

**We recognise that individual students may experience overlapping needs across multiple categories.**



## 5. Support Structures at Brockington

Our SEND support framework operates across different tiers, allowing us to meet each student's needs effectively:

### 1. Universal Support (Quality First Teaching)

At Brockington College, Universal Support is rooted in our belief that **every teacher is a teacher of SEND**. Our classrooms are underpinned by a **Culture of Achievement**, where carefully planned, adaptive teaching ensures access to learning for all students.

Universal Support includes:

- ✓ **Deliberate classroom routines** that create predictable, calm environments where students can focus and feel secure
- ✓ **Structured lesson design**, supporting knowledge retention and reducing cognitive load
- ✓ **Intentional seating plans**, based on academic and pastoral knowledge of students, to promote focus and positive engagement
- ✓ **Use of retrieval strategies**, such as silent starter activities, to reinforce long-term memory
- ✓ **Task chunking and scaffolded instructions**, allowing students to access learning at the right level of challenge
- ✓ **Modelled examples and worked solutions**, making expectations clear and learning processes visible
- ✓ **Targeted questioning**, with techniques like cold calling, to ensure all students are engaged and misconceptions are addressed
- ✓ **Introduction of key vocabulary in advance**, supporting understanding of complex ideas
- ✓ **Active monitoring and ongoing checks for understanding**, ensuring responsive, real-time adjustments to teaching

Teachers are expected to apply inclusive strategies consistently, drawing on key documents like the One Page Profile, Additional Needs Record (ANR), and EHCPs to tailor classroom practice. We also hold weekly student briefings for all staff to update on new information.

Our focus is on empowering teachers to take ownership of every pupil's progress, supported by high-quality training and guidance. This universal offer reflects our commitment to inclusive education and is the foundation of more targeted or specialist support where needed.



## 2. Targeted Support

Targeted Support is provided for students who require more specific or personalised interventions than those typically delivered through Universal Support. These students may have identified additional needs recorded on the Additional Needs Record (ANR) or may be in the process of assessment.

This level of support is coordinated by the SENDCO in collaboration with class teachers, pastoral staff, and parents/carers, and is regularly reviewed to ensure impact.

Provision may include:

- **Small-group academic interventions** designed to address gaps in literacy, numeracy, or subject-specific knowledge
- **Targeted pastoral or wellbeing programmes**, including sessions to build confidence, develop emotional literacy, or enhance social skills
- **Regular mentoring, check-ins, or coaching conversations** with a key adult or pastoral manager to build resilience and support engagement
- **Organisational and study skills support**, particularly for students who struggle with executive functioning, time management, or homework completion
- **Access to inclusion spaces** like The Bridge or The Chapel, providing a calm environment for short-term emotional regulation or support
- **Interventions using ELSA (Emotional Literacy Support Assistant) strategies** focusing on managing anxiety, developing friendships, or self-esteem
- **Use of bespoke visual aids, planners, or prompts** to support independence and learning in the classroom
- **Access to the school counsellor** or signposting to relevant external agencies for short-term therapeutic input
- **Tailored strategies**, such as:
  - Time-out cards
  - Movement breaks
  - Adjusted homework expectations
  - Adapted curriculum elements for specific subjects or units of work

Where appropriate, short-term support plans may be agreed with students and parents to address specific areas of need. These are reviewed in line with the **Assess–Plan–Do–Review** cycle and may lead to additional provision or specialist referral if required.

## 3. Specialist Support

Specialist Support is offered to students whose needs are more complex, persistent, or

require professional expertise beyond the scope of in-school interventions. These students may already have an Education, Health and Care Plan (EHCP), be undergoing statutory assessment, or have significant needs identified through the Graduated Response.

This level of support is highly personalised and developed in consultation with parents/carers, the student, and external professionals.

Specialist Support may include:

- **Referral to external agencies** such as:
  - **Leicestershire Educational Psychology Service (LEPS)** for cognitive assessments and learning support strategies
  - **Autism Outreach Team (AOT)** for advice on communication, social interaction, and sensory needs
  - **Speech and Language Therapy (SALT)** for expressive, receptive, or pragmatic language development
  - **Occupational Therapy or Physiotherapy** for fine/gross motor coordination and physical accessibility
  - **Special Educational Needs Assessment Service (SENA)** for EHCP coordination and statutory advice
- **Individualised teaching and intervention programmes**, guided by specialist recommendations, and implemented in collaboration with classroom teachers
- **Staff training or coaching** based on external agency guidance to ensure consistent, needs-informed practice across the curriculum
- **Enhanced transition planning** between key stages or settings, involving multiple agencies to ensure continuity of support
- **Collaborative review meetings** (e.g. multi-agency meetings) to coordinate provision and evaluate impact
- **Targeted mental health and wellbeing support**, possibly involving CAMHS (Child and Adolescent Mental Health Services) or other clinical pathways
- **Use of specialist equipment or technology**, as recommended by a professional—such as assistive software, communication aids, ergonomic supports, or sensory tools

Referrals to specialist services are always made in close partnership with parents/carers and are based on clearly documented evidence of need. Reports and recommendations from external professionals are used to adapt teaching strategies, inform classroom provision, and—where appropriate—support statutory processes like EHCP applications or reviews.

#### 4. EHCP Provision

Students with an **Education, Health and Care Plan (EHCP)** receive statutory provision detailed in their plan. Provision is reviewed annually, involving parents/carers, external professionals, and the student themselves, to ensure it remains effective and responsive.



## **6. Transition Support at Brockington**

We recognise transitions as critical moments for students, especially those with SEND.

### **Year 6 to Year 7 Transition**

We have a dedicated process for Year 6 students, particularly those identified with additional needs, to ensure a smooth, positive transition:

- Close liaison between the SENDCo, primary school teachers, and SENDCos.
- Early sharing and preparation of student information, including One Page Profiles and the Additional Needs Record (ANR).
- Our Enhanced Transition Programme, providing additional visits, personalised tours, and individual meetings for students and families who need extra reassurance or support.
- SEND Information Evenings for parents to meet key staff, ask questions, and prepare effectively for the move to secondary school.
- Opportunities for Year 6 students to meet pastoral teams and familiarise themselves with the school site before the summer.


### **In-Year Transfers**

When students join Brockington mid-year, we ensure they quickly feel secure and settled by providing:

- Initial meetings with students and families to gather information and identify support needs.
- Liaison with previous schools to facilitate the transfer of information and provision.
- Supportive induction, buddy systems, and personalised strategies to aid settling in, as needed.

### **Post-16 Transitions**

We actively support students moving on from Brockington through:

- Individualised guidance from our careers team.
  - Coordinated visits and applications to colleges, sixth forms, or apprenticeships.
  - Preparing students through skill-building workshops, including travel training, independent living skills, and exam preparation.
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## **Accessibility at Brockington College**

We aim to provide an accessible learning environment in all aspects:


### **Physical Accessibility**

- Step-free access, ramps, and accessible toilets available.
- Individualised Personal Emergency Evacuation Plans (PEEPs) in place where necessary.
- Flexible adjustments to classrooms or timetables based on student needs.

### **Curriculum Accessibility**

- Adapted curriculum materials and accessible resources, including assistive technology.
- Tailored support, guided by the One Page Profile and Additional Needs Record (ANR), enabling inclusive learning.
- Exam Access Arrangements for eligible students, which may include extra time, readers or reading pens, and supervised rest breaks.

### **Social Accessibility**

- Use of calm and supportive spaces such as the Bridge or the Chapel for emotional regulation.
  - Inclusivity in school activities, trips, clubs, and enrichment, with suitable adjustments made.
  - A school culture rooted in respect, compassion, and community, enabling all students to fully participate and thrive.
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## 7. Working with Parents, Carers, and External Agencies

At Brockington College, we firmly believe in the importance of working closely with parents, carers, and external professionals.

### Working in Partnership with Parents and Carers

We recognise parents and carers as essential partners in the SEND process. Our approach includes:

- Regular communication via phone, email, or face-to-face meetings to discuss your child's progress, needs, and support.
- Periodic reviews of key documents such as One Page Profiles and the Additional Needs Record (ANR), involving parent/carer input.
- Clear and timely discussions before referrals to external services.
- Encouraging and listening carefully to parents/carers as experts on their children.
- Providing clear pathways for parents/carers to raise queries or discuss concerns.

### Information Events

- **SEND Information Events:** Periodic sessions offering parents and carers advice, strategies, and access to staff.
- **Year Ahead Evenings:** Held for each year group, sharing curriculum plans, assessment information, and how we support students with SEND.
- Additional meetings, especially for students with more complex needs or EHCPs, to discuss specific support and provision.

Parents/carers can always reach the SEND team directly:

[send@brockington.embracemat.org](mailto:send@brockington.embracemat.org)

### Working with External Agencies

We collaborate with a range of external specialists to ensure our students benefit from holistic and high-quality support. These agencies include:

- **Leicestershire Educational Psychology Service (LEPS)**  
[Educational Psychology Team](#)
- **Autism Outreach Team (AOT)**  
[Autism Outreach Team – Leicestershire County Council](#)
- **Speech and Language Therapy (SALT)**  
[Speech and Language Therapy referrals](#)

- **Teen Health 11–19 Service**  
[Teen Health 11–19](#)
- **Special Educational Needs Assessment Service (SENA)**  
[SENA Service Contact](#)
- **Social Care and Early Help teams**  
[Leicestershire Social Care](#)
- **Occupational Therapy and Physiotherapy services**
- **SENDIASS Leicestershire** – independent advice service for parents and carers  
[SENDIASS Leicestershire](#)

Referrals to these services are made in partnership with parents/carers and based on clearly identified needs. All advice, strategies, and recommendations from external specialists directly inform our internal support and provision.



## 8. Monitoring, Evaluation, and Staff Training

Continuous improvement of our SEND provision is a priority. Through robust monitoring, careful evaluation, and ongoing staff training, we strive to deliver consistent, high-quality support.

### Monitoring and Evaluation of SEND Provision

We regularly monitor and evaluate the effectiveness of our SEND support through a range of quality assurance processes, including:

- Analysis of academic data to track progress and outcomes for students with SEND.
- Reviews of support strategies through periodic evaluations of One Page Profiles, Additional Needs Record (ANR), and intervention records.
- Classroom observations, learning walks, and work scrutiny to ensure high-quality inclusive teaching.
- Student voice activities to gather feedback from learners about their experience and support.
- Feedback from parents/carers gathered through meetings, reviews, and parent events.
- Regular reviews of targeted interventions and support programmes to measure impact and inform improvements.
- EHCP annual reviews, involving external professionals and families, to ensure statutory provision remains suitable.
- Oversight and monitoring by senior leaders, the SENDCo, and the SEND Link Governor.

The information gathered through monitoring informs future planning and allows us to respond flexibly and effectively to students' changing needs.

### Staff Development and SEND Training

We are committed to providing ongoing professional development for all staff, ensuring they have the knowledge, skills, and confidence to effectively support students with SEND.

#### Our staff training programme includes:

- Regular whole-school CPD sessions focused on inclusive practice and SEND strategies, aligned with our **Three Pillars of Teaching and Learning** (High Expectations, Positive Relationships, and Knowledge Building).
- Periodic INSET and twilight sessions on SEND-specific topics, such as:



- Adaptive teaching and differentiation strategies
- Supporting emotional regulation and wellbeing
- Implementing Exam Access Arrangements effectively
- Understanding and applying the Graduated Response
- Bespoke departmental training sessions tailored to subject-specific contexts.
- Specialist training sessions delivered by external experts, including the Leicestershire Educational Psychology Service (LEPS), Autism Outreach Team, and Speech and Language Therapy Service (SALT).
- Drop-in coaching sessions, team teaching, and mentoring opportunities provided by the SENDCo and SEND team.
- Specific induction training for new staff on SEND policies, systems, and best practices—including the effective use of One Page Profiles and the Additional Needs Record (ANR).

### **Whole Education SEND Programme**

Brockington College is actively engaged in the Whole Education SEND Programme, a national initiative that supports schools to develop inclusive practices. Through this partnership, we:

- Access evidence-informed SEND strategies and resources.
- Collaborate with other schools to share best practice.
- Regularly evaluate and refine our approach to SEND provision at a strategic level.
- Keep SEND learners' needs central to school development plans and improvement initiatives.

<https://wholeeducation.org/send>



## 9. Concerns, Glossary, and Further Information

At Brockington College, we strive to ensure every student and family feels fully supported. If you have a concern or query about our SEND provision, we encourage you to get in touch with us directly. We also provide clear information about key SEND terms and additional sources of support.

### Raising Concerns or Queries

If you have concerns about your child's SEND support:

#### 1. Initial contact:

Contact our SENDCo, Ms Jatinder Mahil, or a member of the SEND team to discuss concerns and possible solutions.

**Email:** [send@brockington.embracemat.org](mailto:send@brockington.embracemat.org)

**Phone:** 0116 286 3722

#### 2. Further support:

If you feel your concern has not been adequately addressed after contacting the SEND team, you may refer to our formal complaints procedure, detailed clearly on the school website

We aim to resolve all concerns promptly and sensitively, in partnership with families, keeping the child's best interests central.

### Glossary of Key SEND Terms

Abbreviation	Meaning
<b>SEND</b>	Special Educational Needs and Disabilities
<b>EHCP</b>	Education, Health and Care Plan
<b>SENDCo</b>	Special Educational Needs and Disabilities Coordinator
<b>ANR</b>	Additional Needs Record (Brockington's SEND register)
<b>One Page Profile</b>	Concise profile outlining support strategies
<b>QFT</b>	Quality First Teaching
<b>SEMH</b>	Social, Emotional and Mental Health
<b>ASD</b>	Autism Spectrum Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>TA</b>	Teaching Assistant
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>LEPS</b>	Leicestershire Educational Psychology Service
<b>SALT</b>	Speech and Language Therapy
<b>SENA</b>	Special Educational Needs Assessment Service
<b>AOT</b>	Autism Outreach Team
<b>SENDIASS</b>	Special Educational Needs and Disabilities Information Advice and Support Service

## Further Information and Useful Links

For additional support and information, you may find the following links helpful:

- **Leicestershire Local Offer:** Comprehensive guide to SEND services available locally.  
[Leicestershire SEND Local Offer](#)
- **SENDIASS Leicestershire:** Free, confidential advice service for families of children with SEND.  
[SENDIASS Leicestershire](#)
- **Teen Health 11–19:** Public health and wellbeing support for students aged 11–19.  
[Teen Health 11–19](#)
- **Leicestershire Educational Psychology Service (LEPS):** Assessment, advice, and professional guidance.  
[Educational Psychology Service](#)
- **Speech and Language Therapy (SALT):** How to refer your child for speech and language support.  
[Speech and Language Therapy referrals](#)
- **Special Educational Needs Assessment Service (SENA):** Information on statutory assessment and EHCPs.  
[SENA service](#)
- **Autism Outreach Team (AOT):** Advice and support for students with autism in school.  
[Autism Outreach Team](#)
- **Social Care and Early Help:** Information on family support services available locally.  
[Social Care and supporting families](#)