

July 2023

SEND in a nutshell:

Number of students on roll	Number of students with identified SEND	Number of students that need additional intervention (E&K)	%/ no of pupils with SEND pupil premium	%/ no male	%/ no female
742	7 students with an EHCP 98 students with identified needs	77/742 - that need additional support 10.38 %	53%	Of 98 students 62 male	Of 98 students 36 are female

Breakdown of need:

Communication and Interaction (ASD)	SCLN – speech language and communication	Cognition and Learning/ NSA/ Dyslexia	HI and VI + MSI	SEMH	Physical disability
26/98	6/98	28/98	4/98	17/98	4/98

Number of students within the ERP from BC/ AW and Chilwell:

Key stage 3	Key stage 4:
AW (1) Chilwell - awaiting 2 BC (2)	BC 3

Number of students accessing alternative provision:

Key stage 3	Key stage 4
2	1

Number of funded students:

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<p>AFN Year 7 – 7 Year 9 – 1 Year 10 – 2 Year 11 - 3</p>	<p>HLN Year 7 – 2 Year 8- 3 Year 9 - 1</p>
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How do I know that SEND students are supported and achieving their full potential?

Student voice	<p>All students have Personalised Learning Plans (PLPs) that are reviewed regularly with keyworkers – via weekly meetings, check ins with students and adjustments via teachers</p> <p>Termly audits/ questionnaire sent out to students to evaluate and adjust provision accordingly.</p>
Parent voice	<p>Coffee mornings and the parent meetings offered regularly - intend to lead Parent meetings for training and support next year</p> <p>Keyworkers check in with high profile students parents weekly and adjust/ check in accordingly with students</p> <p>Intention is to offer training to parents next year with support sessions and network opportunities</p>
Staff voice and support	<p>Training offered – see details</p> <p>Trauma informed training (April 2023- offered to trust)</p> <p>Interventions to work with teenagers/ children who have experienced trauma (April 2023 - offered to trust)</p> <p>ASC refresher (June 2023)</p> <p>QFT teaching and scaffolding Sept 2022</p> <p>Trust teams area with a range of different materials to support QFT and more specific information needed</p> <p>SEND referral for further advice and support available to all staff</p> <p>L+M meetings have a termly agenda point – subject QA assessors looking at the experience of named students over the year – 3 per term</p> <p>½ termly SLT drop in observations</p>

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Strengths:

There have been a number of strengths and challenges within the SEND department this year the nature and impact of these are listed below:

<u>Provision</u>	<u>Impact</u>
Reading plus implemented with students with a reading age between 9-10 years in key stage 3	Measurable, improved reading speed and fluency for all students involved and completing 90 minutes weekly
Life skills/ social and emotional support session	Life skills sessions have improved students with ASC and other learning needs confidence across the year. Worked through specific interventions such as the 5 point scale and Zones of Regulation - key students have shown progress via the Autism Progression Framework, attendance has improved.
Bespoke Maths support and interventions for identified students	Academic mentor works weekly with small groups of identified pupils – improved confidence with times tables and fluency and recall in maths
Dyslexia support sessions and mentoring	Understanding of their personal experience of dyslexia has improved and strategies have been tried and tested. Students have improved within their confidence in lessons.
Girls Group ‘ Anxiety and ASC’	Joint work with the school counsellor to support a group of 9 - 10 students with ASC tendencies/ diagnosed. The group has improved attendance/ supported understanding of ASC v’s neurotypical behaviours Reduced meltdowns
SEMH provision growing through Forest School and group mentoring sessions	ASD specific group has been hugely impactful, attendance has improved for those pupils as anxieties have reduced, relationships and social skills nurtured. Groups for Forest school this year have been created to support student needs not in Yr groups The students attendance and skills in terms of working with each other have improved – students progress measured via Boxall.
OF - VI pupil, continues to thrive and increase independence	OF’s independence, skills, academic development is exceptional. Outstanding example of close work with the Nottinghamshire LA.
TA keyworker roles	All TA’s have allocated students to be keyworker for the role has developed to include reporting on progress, developing pupil voice tools to support progress, more direct work with the teaching team.

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Close working relationships with the LA	Bramcote have been working closely with the Cognition and Learning team in the LA to support learners working at 6 years plus to access the curriculum. Staff have benefited from bespoke training. Bramcote continues to work successfully with the Visual Impairment team.
Recruitment and changes for TA's teachers	Bramcote have had 2 new TA's within the team this year who have made a huge difference (despite having 1 long term absence for the Autumn and start of the Spring term). New TA's have worked 1:1 with a key student in year 7 but have also made a significant impact with our young people with SEMH.
Recruitment and changes within the ERP	Bramcote successfully employed a teacher (0.6 days) to lead within the ERP and a Level 5 TA. These people are already making a huge difference within the ERP.

(see attached action plan for the ERP)

Challenges:

TA working hours v's needs of the pupils	Recruitment We have the equivalent of 265 hours worth of funding to fulfil for pupils identified needs. Fulfilling this requirement has been a challenge TA's working hours are 8.30 -3.30 (this doesn't allow for staff to attend training/ complete tasks outside of the students working hours, prep resources etc.) IMPACT –training/ resource prep has to come out of allocated hours with the students.
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Anxiety and attendance	<p>Since September 2022 there have been 3 students with SEND who have been unable to attend school for prolonged periods of time.</p> <p>CH (Year 8)- just received his Derbyshire EHCP plan and consulting on placement. CH has a diagnosis of ASD (recent diagnosis), poor sleep and associated anxiety and health needs - such as a detached retina due to him self soothing.</p> <p>AH (Year 10) - Epilsepy, diagnosed ASD and high anxiety - poor attendance for most of the year - reduced timetable, we now have the local authority working with Amy via their Health Related Education team.</p> <p>JW- (Year 8) diagnosed ADHD and awaiting confirmation of ASD - school are working with his Mum to support engagement into the ERP.</p>
Students with anxiety/ complex health needs and managing parental expectations – reduced TT's.	Number of students on reduced timetables: 19(from Yr 7-10)- to include students with identified SEND/ anxiety and social and emotional needs
Managing parental expectations v's the availability of the services	<p>Small steps service have a waiting list of up to 2 years for pupils to be see by a peadiatrician. This has hugely impacted students and families – particularly for those students struggle to manage outburst and strong emotions in school or sleep.</p> <p>IMPACT – many families are frustrated and needing more support, as SENCO I have offered what I can and supported family service referrals.</p>
Managing students with increasingly challenging SEMH needs	<p>Some staff within the TA team struggle to manage the ever challenging behaviours of our young people within school and within a classroom setting.</p> <p>Learning support have had to increase the security and vigilance and access more training around how to deal with dysregulated pupils.</p> <p>This continue to be a challenge as our specialists provisions remain full in the LA.</p>

Training:

Training of specific SEND happens regularly in school and is reviewed to meet individual needs.

Training will sometimes take the form of whole school training and also occurs with small teams who are working with individuals and who might need a more targeted approach.

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2022- 23

Cognitive Load – June 2022

Scaffolding and Quality First Teaching at BC (September 2022)

The role of the TA (September 2022)

Supporting behaviours that challenge (Jan 2023)

Supporting HI needs – specific training (Jan 2023)

Trauma informed training March 2023

Enhanced Resource Provision: (see attached individual ERP action plan)

Strengths:

<p>3 students in KS3 at risk of PX with significant needs at BC and AW 6 students in KS4 at risk of PX, with complex SEMH needs supported via individualised timetables 4 students from Alderman White and Chilwell have been supported for sustained periods of time within the ERP</p> <p>2 of these students completed GCSE's in English and Maths this year</p>	<p>Pupils are accessing an education appropriate for their individual needs Pupils are making progress academically and socially</p> <p>Parents and students feel supported and attendance has improved. The no of exclusion has significantly reduced – improved service involvement and parental engagement.</p>
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<p><u>Change of staffing this year -</u> Ben Marlow - ERP Lead - taking ownership of external links, risk assessments, alternative pathways</p> <p>Fiona Lockwood (new teacher since May 2023) guiding and teaching the provision pathways</p> <p>Amy Rothery (new TA within the team started 2023) working specifically as the KS3 lead</p>	<p>Ben Marlow - ERP Lead has developed curriculum plans, risk assessments, parental engagement, outside work with Alderman White and Chilwell.</p> <p>IMPACT – pupils are building trusting relationships and attendance/ behaviour has improved. Students are making progress at their level. Parents are becoming more open to support and more trusting with school – outside services involved where this has been possible.</p> <p>Fiona Lockwood - is working more closely with the main school, the ambition is to support pupils within the ERP to access main school lessons with increased confidence and additional adult support.</p> <p>IMPACT - increased outcomes and confidence for pupils.</p> <p>Amie - is reaching out and supporting some extremely complex KS3 pupils, working closely to keep the school link as well as the nurture and small group working within the ERP.</p>
<p>Links with AW and Chilwell have developed and strengthened</p>	<p>Ben has developed strong links with both schools to support and promote effective inclusion. Student from AW staying on next year to support engagement and relationships.</p>
<p>Training accessed and resources created to support OCN qualifications – strong links developed with curriculum leads in school</p>	<p>Curriculum plans and OCN quals implemented</p>

Challenges:

<p>Links between ERP and school</p>	<p>Managing expectations between school provision and the ERP continues to be a challenge. The intention was to allow students to take part in lessons and social time in school as well as the ERP. Staff within the ERP are working closely with SLT to manage these transitions and expectations for behaviour – reducing the number of adults that deal with challenging behaviour and maintaining consistency.</p>
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Establishing rules and boundaries within the space and effective consequences	Staff are working on the rules and boundaries on a termly basis – (tiered system) New home school contracts have been created and rules/ sanctions and rewards agreed. Reset in September
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Ambitions for next year and plans:

Plans Sep 2023	Whom/ when
Run a nurture/ SEND English and Maths group x 3 weekly to support those pupils to be able to access all other areas of the curriculum	KIR and LOCK to work collaboratively to support those pupils for Autumn term and review Utilising 'The Reading Thing' - working with the Governments agenda for phonics support but also recognising individual need
Adjust TA's working hours to allow for the offer of - x2 weekly homework clubs after school Further staff training Allow VI prep time to come out of hours where pupils' aren't in school	KIR and GAL to have confirmed by July 23 with individual staff
Closer working with the English, Maths and Science departments to continue to improve our quality first teaching offer	LOCK and KIR to initiate half termly meetings with training and staff expectations shared and reviewed.
Piloting the EEF project and a project with Derby University to improve outcomes for SEND	KIR liaising with teams and sharing learning

<https://bramcote.college/parents/sen-information>

ERP action plan: June 2023

Recommendations	Actions / suggestions	Timeline/ by whom
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<p>1. Aiming high for learning and achievement with Students</p>	<p>1. Map out exactly what soft skills qualifications are on offer from the sports organisations and what has been offered in ERP before. Then look into providing soft skills qualifications chosen by students and staff then developed by a teacher but which could be taught and supported by ERP staff.</p> <p>Set out for each student a clear learning aim for the term or year setting out what qualifications they are going to do in order to meet their needs and abilities. Then review these aims regularly to ensure they still fit the students needs.</p> <p>Create a learning tracker. Track progress on all learning so students and all staff can very quickly get an update on where each student is up to and everybody knows where they need to focus next on each subject or qualification they are undertaking. This should be a bar graph with bright blocks of colour on a single side of paper so everyone has an at a glance overview of student progress in learning and qualifications.</p> <p>Window of Tolerance. Staff can use their skills in coregulating students and their trusted relationships to stretch the students in conversations around SEMH and behaviour as well as in pushing them in their learning. If done correctly this will stretch the students within their window of tolerance and not push them into survival mode. This will then over time increase the students ability to self regulate and increase their window of tolerance gradually allowing them to be challenged more in these areas and therefore grow further and faster. See appendix 6 & 7.</p>	<p>Fiona/ Mary and Ben (5.5.23)</p> <p>Consider KS3 and KS4 learning plan</p>
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<p>2. Ensure each student within the ERP has a clear transition plan – this might include moving back into mainstream or going onto a bespoke college course/ into work</p>	<p>Some students may benefit from remaining on a hybrid timetable with some sessions in the ERP and some in main stream school. Again depending on the student this may be a short term need or long term plan. Especially with students where the plan is to reintegrate back into mainstream school there needs to be a focus on not deschooling students by creating an environment that is so different to school that they get out of school habits. However also recognising that the ERP needs to have a different approach as all the students are in there because of challenges they have faced in the main stream school. Transition back into main stream school needs lots of planning and thought and should be graduated where ever possible with ERP staff and main stream teachers crossing into the other setting to make the transition easier for students.</p> <p>Every child should have a clear transition aim from before they start in the ERP – these questions could be driven from work with individual pupil/ home/ previous school- this way everyone is clear re where they are headed.</p> <p>The aim should be on reschooling not deschooling – see reschooling matrix</p>	<p>Discuss transition plans for KS4 students – BS, KW, SH</p> <p>Discuss personal pathways for key stage 4 pupils in Yr 10</p> <p>Discuss personal pathways for pupils from AW</p> <p>Pupil views/ transition document to support pupils and staff to know what they’re aiming for in terms of academic development but also social/ personal</p> <p>Transition plan should include: Awareness of triggers, coregulation techniques, self-regulation techniques, safe person, safe space, sensory breaks , clear comms with staff re ACES (sensitively and proportionately) and a list of reasonable adjustments school could make. (This document needs creating and sharing with all staff)</p>
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<p>3. Ensuring each student within the ERP has an allocated member of staff that they have 1:1 time with (ASH KS4 and ROTH KS3)</p>	<p>During this time it is primarily about connection and regulation and talking through the past week from the students perspective. Then the staff member can build upon those conversations to talk about SEMH (Social Emotional Mental Health), behaviour improvement and Learning. Use the following documents to guide the conversations.</p> <ul style="list-style-type: none">• SEMH - appendix 4 from beacon house.• Behaviour - Reschooling Tracker/matrix.• Learning -the learning tracker for qualification progress.	<p>Fiona/ Ben to decide who is going to lead on the pastoral mentoring role here and support the team to utilise resources and approaches out there.</p> <p>Fiona/ Ben – agree who’s timetabling</p>
<p>4. Use of PACE. The team can continue to use PACE (Playfulness, Acceptance, Curiosity, and Empathy) to help regulate students as well as encouraging staff to use these strategies to help regulate students in the main school and especially during transition.</p>	<p>Consider the following to support students:</p> <ul style="list-style-type: none">• High structure high nurture• Consistent weekly timetable that is adhered to• Consistent staffing – warned of changes• Familiar room layout and lesson structure?• Weekly TT’s – to include touch base points (at the beginning of the day)	<p>Highly structured interactive lessons have been poor – the number of students is infrequent/ attendance poor</p> <ul style="list-style-type: none">- Discuss the plan for the TT once the Yr 11’s are out- Expectations for attendance/ new TT

<p>5. Have a consistent plan for lesson structure and delivery and approaches to dysregulated behaviours</p>	<ol style="list-style-type: none"> 1. Lesson structure 2. Short sensory breaks – crunchy snacks, football- let’s do 20 mins of work then outside 3. Offering two good choices ‘fixed choice ‘ – you can either do measurements or percentages’ – offering a feeling of control <p>See the sensory breaks article in appendix 3 for more information but examples could include going for a walk outside, lifting weights, doing press ups, tug of war, hitting a football against a wall, obstacle course, cooking, art, a garden space to sit in, calming music, scrunching up paper, fidget toys, doodling, stress ball, jumping, or lifting or pulling heavy things (e.g. taking out the rubbish, moving chairs etc).</p> <ol style="list-style-type: none"> 4. Bite sized learning time (20 mins slots) 5. We’re in this together – ‘ I used to struggle with maths in school too why don’t we work together’. 6. Use a timer 7. Safe room 	<p>Discuss lessons pros and cons Decide of lessons that Fiona might need to plan for a deliver – how many students/ timings etc</p>
<p>6. Define what success looks like in the ERP</p>	<p>If we measure success by mainstream standards such as:</p> <ul style="list-style-type: none"> - Achieving grades, standards of behaviour – then we would be permanently demotivated. <p>Route to success is:</p> <ul style="list-style-type: none"> - Understanding why the student is there - What early trauma/ co learning needs are present - ACES and planning for a consistent approach 	<p>Share approaches and reasons with mainstream staff Offer training and further info re approaches</p>

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