

SEN Information Report 2022-23

The Special Educational Needs and Disability Regulations 2015 require the school to publish certain information regarding our provision for learners with SEN. Braidwood is a special school for the Deaf, therefore all our learners have Special Educational Needs (SEN).

Some of our learners have learning needs **in addition to their primary SEN of deafness**, i.e.SEN+

- Cognition and learning needs (38%)
 - Moderate Learning Difficulties (MLD)
 - Profound Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)

- Communication and interaction needs (43%)
 - Speech and Language Difficulties (Including Expressive and Receptive Language Difficulties)
 - Autistic Spectrum Conditions (ASC)
 - Communication Difficulties

- Social, emotional and mental health needs (21%)
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactive Disorder (ADHD)
 - Oppositional Defiant Disorder (ODD)

- Sensory and/ physical needs (38%)
 - Vision Impairment (VI)
 - Physical Disabilities (PD)
 - Medical Needs (MN)

The school also adheres to relevant legislation set out in the Equality Act 2010, ensuring reasonable adjustments are made, including the provision of auxiliary aids and services for disabled young people, to prevent them being put at a substantial disadvantage.

The school also makes arrangements and supports learners with medical conditions, as per out in the Children and Families Act 2014, implementing statutory guidance as set out in 'Supporting pupils at school with medical conditions'.

We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Provision

Braidwood is a Trust School for the Deaf, provides education for learners whose first special educational need (SEN) is deafness, from partial to profound, aged between 11 – 19 years of age, from across the whole Midland region. We currently have on roll 71 learners from eight different Local Authorities:

- Birmingham
- Coventry
- Dudley
- Sandwell
- Solihull
- Walsall
- Warwickshire
- Wolverhampton

Most of our learners require the use of British Sign Language and / or Sign Supported English in order to access the curriculum and for a number of pupils BSL is their first language. Many of our learners also have good speaking voices and make excellent use of their residual hearing through the good use of hearing aids and cochlear implants.

In addition, some of our pupils have a second special educational need (SEN+) i.e. autism, language difficulties/delays, cerebral palsy, moderate learning difficulties, a range of medical syndromes, visual impairment, Type 1 diabetes.

Our Values are RESPECT, HONESTY and EFFORT.

Our Vision - *Turning potential into success*

We understand that realising the potential contained within each individual is the work of a lifetime. Every individual, and every situation has 'potential' and a myriad of outcomes are possible, but what do we mean by 'success'?

Carol S Dwek says "*Becoming is better than being,*" and this growth mindset is one that we share. Our vision, for everyone in our school, is one of on-going development: individually, socially, spiritually, emotionally and physically.

We understand that respecting, supporting and caring for one another is the responsibility of everyone in our school. We take a dynamic approach to protecting and promoting physical and emotional wellbeing and mental health that is inclusive of learners, parents, carers and staff.

We encourage an open and honest approach so that everyone can feel understood, nurtured and supported.

We work together to develop and build character, citizenship and a love of learning. We work together to build a passion for stretching ourselves and to keep going when things are tough, because this is a mindset that will sustain us through the most challenging times of our lives.

For us, 'success' is the knowledge that we are on a journey of learning and discovery about ourselves and the world with an appreciation and joy for that journey of a lifetime.

We identify and assess pupils with SEN using the following methods:

All our learners have an Education and Health Care Plan (EHCP) when they are admitted to our school. The exceptions are those learners who arrive from abroad and require a school place.

All our leavers, who went on to educational placements, in summer 2021 left with an Education, Health and Care Plan.

We are vigilant in our care and education of learners and where staff have a concern regarding the possibility of additional needs to those identified within the EHCP a referral is made to the SEN Team leaders who use a range of diagnostic tools and the expertise of outside agencies to identify and review the specific needs of learners.

We evaluate the effectiveness of our SEN provision in the following ways:

The school self-evaluation strategy is used to monitor the effectiveness of the provision made for SEN+ learners by regularly monitoring, evaluating and reviewing the provision and the progress of pupils.

The SEN Teams follow up on suggested strategies and track learner progress specifically for SEN+ learners, making use of: observations, learning walks, work scrutiny and detailed staff discussion regarding individual progress.

Our arrangements for assessing and reviewing the progress of learners are as follows:

The school continuously assesses the progress and achievement of all learners including SEN+ learners, in line with the school's assessment policy and strategy.

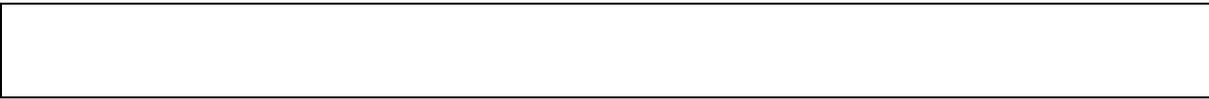
The school reviews the progress and achievement of those SEN+ as individuals and as a distinct school data group.

Our approach to teaching:

The teaching and learning and intervention procedures ensure that the individual needs of all learners, including those with SEN+ are met appropriately and effectively.

Small group teaching is part of our school's normal organisation.

The provision of 1:1 support for some learners in some or occasionally all lessons is available as identified for the individual learner.



We adapt the curriculum for learners in the following ways:

All learners are given equal access to the school curriculum.
Teaching and learning is differentiated to take account of the individual needs of all learners. Where the learning environment needs to be modified or where specialist teaching and learning equipment or materials are needed by SEN+ learners, the school does what it can within its budget, to meet those needs.

We enable all learners to engage in the activities of the school, in the following ways:

The school ensures that all learners are enabled to participate and engage appropriately in the activities provided by the school.
Whole school activities are well supported by staff.
Additional provision in terms of additional staffing or alternative travel arrangements are made available to ensure that SEN+ learners are able to take part in a range of school trips and visits.
P.E. activities are varied and include a range of sports that those learners who are less physically adept are able to participate in e.g. Boccia. These activities are done in mixed groupings.

Emotional, mental and social support is available for all learners:

All learners are given appropriate pastoral care and support to ensure that they thrive in school.
Individual teachers and members of support staff (mentors) are designated to provide pastoral care and support for every learner.
All members of staff are trained Youth Mental Health First Aiders, enabling them to spot the early signs of a mental health issue and provide help on a first aid basis.
In addition our Wellbeing SEN Team has well qualified and experienced members who can offer a range of support and therapies.
All learners are listened to and the anti-bullying policy is strictly enforced.

SEN Teams

Rather than one SENCO, our school works in teams across the whole school with every member of staff contributing to the education and welfare of all learners:

Cognition and Learning - Team Lead - [Karen Saywood](#)

Communication and Interaction - Team Lead - [Andrea Huhle](#)

Physical - Team Lead - [Christine Weston](#)

Sensory - Team Lead - [Rob Young](#)

Wellbeing - Team Lead - [Ryan Sutton](#)

Transition - Team Lead - [Tracy Haynes](#)

Careers - Team Lead - [Phil Bailey](#)

The expertise and training of staff to support children and young people with SEN+, including how specialist expertise will be secured

Because we are a school for the Deaf, all teachers are required to have begun the statutory training for Teachers of the Deaf within three years of their appointment. Three members of staff will be completing the course at Birmingham University in June 2022.

All teachers are required to achieve a minimum BSL Level 2 and all teaching assistants are appointed with BSL level 3 or above.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core training programme related to their role and put into action through Performance Management.

Whole staff training is specifically related to the needs of children in our school and also as required by statutory guidance.

In-service training in special educational needs is provided for all staff.

Where specialist outside expertise is required the school liaises with appropriate agencies.

We work with a range of services and specialists:

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the new SEN Code of Practice:

- Access to Education
- Audiological Service
- Birmingham Health Education Service
- Forward Thinking Birmingham
- Communication and Autism Team

- Deaf CAMHS
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy Service
- Speech and Language Service
- Independent Speech and Language therapists
- School Nurses
- School Doctors
- Visual Impairment Team

Parents are fully consulted and involved when the support of external agencies is sought.

We currently possess the following equipment and facilities to assist our pupils with SEN+:

Our building has an audiology suite used for audiology and speech and language work. iPads for every pupil with a range of access possibilities.

We have a quiet room for first aid and for learners who might need a quiet five minutes.

We are developing a Wellbeing room for private meetings with the wellbeing team members and external services e.g. Deaf CAMHS

Our building has been built specifically for the education of Deaf young people and has been sound treated in order to provide the very best audiological conditions.

We have recently added three external classrooms.

We recently purchased a new radio aid system.

The main building has male and female toilets on both floors all including within, a large private disabled toileting facility. These are also additionally equipped with emergency assistance alarms. Our smaller building has gender neutral toilets and a disabled facility. There is an additional disabled toilet on the ground floor with a shower.

Specialist chairs that can be altered for height.

Sloped cushions providing posture correction and support where needed.

There are writing slopes and anti-slip mats for writing and reading.

Pen and pencil grips. Moulded pens for the use of those learners who find holding a pen difficult.

Wheelchairs available in school and when undertaking visits off site.

Our arrangements for ensuring the involvement of parents of learners are as follows:

Parents/carers and the learners themselves, are fully involved in the decisions being made about education and welfare through preparation for and attendance at annual review of the Education and Health Care Plan.

Where outside agencies are involved in the provision being made for learners with special

educational needs and disability, the school ensures that the parents are kept well informed and involved at every appropriate stage.

Parents/carers are fully included through:

- Annual Review meetings and reports
- Coffee mornings
- Initial visits to school
- Information exchanges and key messages by telephone, email and SMS messages
- Introductory meetings
- Parent/Carer and teacher meetings
- Parent workshops and training
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Transition meetings

Our arrangements for ensuring the involvement of learners are as follows:

All learners are treated with dignity and respect. There is full personalisation for the curriculum for each learner in order that they can access and experience success through-out their school life.

The School Council involves learners to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of EHC Plans includes the choices and views of learner.

Our arrangements regarding complaints from parents / carers are as follows:

The process for all complaints is made available on the school website and in the Home School Agreement and the Parent Handbook which is updated each year and sent out directly to families.

Our transitional arrangements for learners include:

All transitions are well planned for throughout school as learners move through the Key Stages.

Learners are increasingly supported in planning for their transition from school to adult life. The School Careers Advisor works with learners in school to get to know them and to advise on what is available after leaving Braidwood.

Useful contact details for parent / carer support

Birmingham SEND Information, Advice and Support Service – SENDIASS

0121 303 5004

email : SENDIASS@birmingham.gov.uk

website : <https://www.birmingham.gov.uk/SENDIASS>

Birmingham's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://www.localofferbirmingham.co.uk/>

School website: www.braidwood.bham.sch.uk