

## Brymore Academy SEN Offer

<b>Type of Academy:</b>	<b>State Boarding Academy</b>
<b>Specialist provision on site</b>	<b>None</b>

### Local offer statement :-

All Somerset maintained settings have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All settings are supported to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

<b><u>A. Who are the best people to talk to at Brymore about my son's difficulties?</u></b>	
<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>Mrs Nicola Anstice (SENCo – Special Educational Needs Co-ordinator)</p> <p>Mrs Anstice is on maternity leave in the academic year 2014-2015. <b>The role of the SENCo during this time will be covered by Mrs Fiona Turnbull.</b></p>	<p>Ensure that boys with SEN receive appropriate support.</p> <p>Co-ordinate the academy's SEN provision and deployment of the Learning Support Team.</p> <p>Run Annual Review meetings for boys who have a Statement of SEN (now being replaced with Educational Health Care plans).</p> <p>Apply for High Needs funding (additional funding available through Somerset for students with the most severe and complex learning needs).</p> <p>Liaise with other schools and other professionals about your son (where appropriate) including Looked After Children.</p>

<p>Mrs Samantha Austin (2i/c Learning Support and Deputy Child Protection Officer)</p> <p><b><u>Leaning Support Team:</u></b>  Miss Clare Scott-Ison (HLTA – English)  Mrs Joanne Rundle (HLTA – Maths)  Mrs Alison Richards (LSA-Horticulture)  Mr Jon Ball (LSA – DT and Forest School Co-ordinator)  Mr Gary Simmons (LSA – ICT)  Mr Philip Ward (LSA – 1-1)  Miss Lisa Gardner (LSA)  Vacancy (Science)</p>	<p>Ensure that boys have support plans in place where there is a clear need (eg statement of SEN).</p> <p>Ensure that the SEN policy is implemented.</p> <p>Liaise with all staff on meeting the needs of SEN students.</p> <p>Responsible for co-ordinating transition arrangements as boys join Brymore including liaison with the SENCo at his current school.</p> <p>Work closely with SEN students to tailor provision for them.</p> <p>Attend interviews for boys hoping to start Brymore who have SEN.</p> <p>Liaise with other schools and other professionals about your son (where appropriate).</p> <p>Disseminate SEN information to staff.</p> <p>Maintain the overview of most severe and complex students and their provision across the academy.</p> <p>Support boys in lessons (often, but not exclusively, in the subject identified).</p> <p>Know which students have SEN and liaise with the class teacher to support their learning needs.</p> <p>In liaison with the SENCo and class teacher, run small group or individual interventions (see Section B) and report on the progress of these groups to the SENCo/teacher.</p>
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**Agriculture and Horticulture team:**

Mr Paul Kingston (Farm Manager)  
Mr Steve Bryant (Farm Technician)  
Mrs Kate Whyte (Farm Technician)  
Mrs Fiona Stanley (Gardens Technican)  
Mrs Sarah Nash (Gardens Technican)  
Mr Oliver Mahon (Grounds Person)

Mrs Ann Dyer (SEN governor)

Mr Robert Watts (Head of Boarding)  
Mrs Jeannie Lillywhite (Director of  
Boarding and Designated Child  
Protection Officer)  
Mrs Lillywhite starts in September 2014

Provide support for boys in practical Agriculture and Horticulture lessons allowing a small group ratio to operate (approximately 1:4).

Support boys in the completion of feeding or garden duties.

Ensures that the academy SEN policy is in place.

Meets with Mrs Anstice throughout the year and has awareness of the developments in the SEN provision for boys at Brymore.

Runs the boarding provision at Brymore for all boys.

Meets with Mrs Anstice to plan transition and induction of key students and adapt programme if appropriate.

Liaise with houseparents and gap tutors to ensure that they are briefed and able to support SEN students in the boarding environment.

Oversees the boarding section of the student support plan.

Investigate Level 3 behavioural incidents arising in boarding time, decide on sanctions in line with the academy behaviour policy and contact parents to inform.

**Houseparents:**

Mr Bagshaw – Reid House

Mr Fewtrell – Kemp House

Miss Gardner – School House

Cares for boarders and outboarders in their house outside of the academy day (before and after lessons, weekends, meals).

Support boarders with their academic work in Prep.

Ensure that boarders feel safe, secure and enjoy their time boarding at Brymore.

Listen to boarders if they are worried or have a concern.

Liaise with parents on boarding matters including any behavioural concerns.

Complete the boarding section of the student support plan for SEN students where appropriate.

Gap tutors

Support boarders by running activities in the evenings and weekends.

Support the boarders and houseparent at key times in the boarding house.

**Matrons led by**

Mrs Alison Roberts (Head Matron)

Provide medical support for all boys and support any physiotherapy needs.

Administer prescribed medication where necessary.

Provide first aid and attend to any boy who is ill.

Contact parents if there is a concern or a boy needs collecting.

Mr Luke Winter (Acting Assistant Head – Pastoral)

Line manage the heads of Pastoral House and the Vertical Tutoring system at Brymore.

Oversee the welfare of all boys at Brymore.

Monitor the rewards system and lead the Senior Student Leadership Team (SSLT).

Support boys with behavioural needs through the academy behaviour policy.

Monitor behaviour of all boys at Brymore and implement strategies to support them where necessary.

Create and review Pastoral Support Plans (PSPs) for boys returning from exclusion in line with the academy behaviour policy.

**Heads of Pastoral Houses:**

Galsworthy – Mr Ian Ashton

Taylor – Mr Luke Winter

Walker – Mrs Eva Garrod

Co-ordinate pastoral care for your son if he is in their house and liaise with his tutor.

Develop a house ethos throughout the year and encourage your son to participate in school events.

Investigate Level 3 behavioural incidents arising from the school day, decide on sanctions in line with the academy behaviour policy and contact parents to inform.

Attend re-entry meetings for boys who have been excluded in their house.

Place boys on academy report when necessary.

Tutors:	<p>Tutors work with a vertical tutor group (with boys from each year group forming the whole tutor group).</p> <p>The tutor will have regular contact with your son (twice a week) and will oversee and collate his reward totals from the merits and commendations he gains.</p>
Subject teachers:	<p>Looking at your son's timetable will tell you who teaches him for each subject. You can contact them if you have a subject question or curriculum concern about your son.</p> <p><b>We encourage contact between parents and staff so please get in touch if you have questions or concerns. Email addresses for all staff can be found in the parent handbook. You can also telephone the school office during normal hours to speak to a member of staff on 01278 652369.</b></p> <p><b>In addition, boarding staff can be contacted directly by telephoning the relevant boarding house in the evenings. Telephone numbers are in the parent handbook.</b></p>

## B. HOW COULD MY SON GET HELP?

Boys at Brymore will get support that is specific to their individual needs. This may all be provided by the subject teacher or may involve:-

- Other staff working here
- Advisory teachers who will visit Brymore from the Local Authority central services such as the Learning Support Service or the Autism, Language and Communication Team
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service

<b><u>What are the different types of support available for boys with SEN at Brymore?</u></b>		
<b>Stage of the Code of Practice (the document that schools use to plan their SEN input) boys will be at when receiving this input.</b>	<b>What would this mean for your son?</b>	<b>Who can get this kind of support?</b>
Class Teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<b><u>Lessons that are planned to ensure all boys:</u></b> Know what they are learning (use of learning objectives).  Understand how to be successful (success criteria outlining the key to success in a task, piece of work or assessment).  Know their current levels and grades and an understanding of their next steps to make progress.  Can use a writing frame to scaffold and extend their written work.  Use resources that are accessible for their ability. Receive regular feedback (oral and written) to identify their areas of success and their next steps.	All students in school should be getting this as a part of excellent classroom practice when needed.

	<p>Are inspired to achieve their best.</p> <p>Understand the boundaries and expectations within the classroom.</p> <p><b><u>At Brymore, your son will also receive:</u></b></p> <p>Small class sizes. On average there are 18 boys in a class. In lower sets, this number is normally under 10.</p> <p>In practical lessons, there are additional subject specialist technicians meaning that an average staff to student ratio of 1:4 is achieved.</p> <p>In lower sets, an LSA is often present in addition to the class teacher and will support boys.</p> <p>Y7 Forest School lessons in our own woodland.</p> <p>A mentor who will meet with your son once each half term to review his academic and pastoral achievements. The mentor will set your son targets which will be reviewed next half term. You will receive a copy of these targets.</p> <p>Prep (homework) sessions that are led by your son's houseparent or a member of the boarding team as well as gap tutors on hand to work with him where appropriate. All boarders (and outboarders who are in on feeding duty) attend prep Monday to Friday for one hour each night. Prep is available to all outboarders who wish to attend.</p> <p>Access and referral to the School Counsellor where deemed appropriate.</p>	
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<p><b><u>Code of Practice stage:</u></b> <b><u>SEN support</u></b></p>	<p><b><u>Interventions and support at Brymore:</u></b></p> <p>Corrective Reading (a small group programme designed to develop accurate reading and comprehension of texts).</p> <p>Individualised Literacy Intervention (a 10 week 1-1 literacy programme planned to meet the needs of the student and their phonological stage).</p> <p>Rapid Maths (a small group numeracy support programme that addresses gaps in mathematical knowledge).</p> <p>Lunch Club (a weekly group who meet to eat, play games and socialise).</p> <p>Prep Support (additional support during homework time in the evenings staffed by the Learning Support Team in a separate classroom).</p> <p>Visual timetable (a picture based timetable designed with the student to help him develop independence in the school day or evening time).</p> <p>Forest School (a small group of students who complete Forest School sessions that are different from those taught in Y7. These sessions help to develop social skills and are delivered in our own woodland).</p>	<p>Students who need additional support to access areas of the curriculum.</p> <p>Your son may require one intervention to address a gap in his learning that is impacting on his progress in an area of the curriculum.</p> <p>Alternatively your son may have a history of SEN, historic involvement from other agencies and support throughout their time in education and may require several interventions.</p>
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**Specified Individual Support:**

***This is usually provided via a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP).*** This means your child will have been identified as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

However in Somerset, SENCos can also apply for **High Needs funding** for individual students who require significant, additional support which goes beyond that available at SEN support. This money is strictly allocated on an individual basis and is subject to the boy meeting the criteria set out by the Local Authority. Students in receipt of High Needs funding will not automatically require a statement or EHC plan.

**In both cases:**

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as the Learning Support Services or Autism and Language and Communication team.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

**Interventions and support at Brymore: (Some of the interventions at SEN support may also be used).**

Individualised Forest School (a 1-1 programme planned to develop the social skills of the individual. For example developing their self-esteem, self-regulation, motivation, empathy).

Mentoring (a 1-1 weekly, sometimes more frequent, meeting with a member of the Learning Support team to ease the transition into the day and support your son's social and emotional well-being).

Individualised Literacy Intervention (a 10 week 1-1 literacy programme planned to meet the needs of the student and their phonological stage). This may be repeated following assessment of progress.

Boys whose learning needs are:

- Severe, complex and lifelong

<p>Talkabout for teenagers (a 1-1 programme that is designed to develop your son's social communication).</p> <p>Supervised breaktime (a supportive quiet breaktime, usually 1-1, with a trusted adult).</p> <p>Support getting from one place to another in between lessons. This support is usually only provided to students who have a 1-1 LSA or have physical access needs.</p> <p>1-1 LSA support in class: this is available only when funded through a statement or EHC Plan.</p> <p>Supported feeding duties: 1-1 support can be arranged in exceptional circumstances for boys who have additional High Needs funding or are funded through their statement/EHC plan.</p> <p>Withdrawal from a GCSE subject: occasionally we may review an individual's timetable and disapply him from a GCSE subject to concentrate on developing his literacy or numeracy skills at a more appropriate level (Entry level). This is only done in a minority of cases and after discussion with the Head of Department, SENCo and parents. The Headteacher will also be informed.</p>	
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<p><b>How does the academy know if my son needs extra help?</b></p>	<p><b><u>Through the application and transition process:</u></b></p> <p>The application form asks your son's school to inform us of any SEN he has. You will be asked to complete a timeline of key events that have occurred in your son's life to support us with understanding his journey so far. Your son will also tell us of his likes and dislikes.</p> <p>Every boy is interviewed before being offered a place at Brymore. You will be interviewed separately to your son. If your son has SEN, Mrs Austin or Mrs Anstice will attend the interview to gather more information from you and him which will support his arrival and transition here.</p> <p>Following interview, and before your son starts at Brymore, we liaise closely with feeder schools usually via telephone or email to ensure that we have an accurate picture of his current needs. We try to attend Annual Review and planning meetings in feeder schools where possible (for local students with complex needs) and can arrange individual transition visits for your son here if needed.</p>
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	<p>All new boys are invited to attend our Induction event towards the end of the summer term prior to their arrival in September. Your son will join us for a 24 hour period, including an overnight stay in our boarding accommodation. The purpose of this Induction is for your son to gather a flavour of the Brymore experience. He will meet key staff who will be looking after him and the other boys in his year group. He will take part in activities and we will complete some online tests (Cognitive Ability Tests – CATs) to give us an accurate baseline of his ability. This helps us to plan his teaching groups and support for his arrival in September.</p> <p><b><u>On arrival:</u></b> Once your son starts at Brymore, we will complete an assessment of his reading age which helps us to identify if he needs any additional literacy support. His mathematical ability will also be assessed through the maths department and any additional numeracy support will be determined.</p> <p><b><u>In school:</u></b> Teaching staff are responsible for monitoring the progress of boys in their lessons and can raise concerns with Mrs Anstice if they feel a boy is not making sufficient progress and requires additional support.</p> <p>Learning Support staff meet regularly with Mrs Anstice and will make informal observations of boys in lessons. Any concerns they may have are shared.</p> <p>As a parent, we encourage you to contact us if you are concerned about your son. This could be a subject concern which should be directed to his teacher, a pastoral concern to his tutor or Head of House or a concern about his SEN which should be directed to Mrs Anstice.</p>
<p><b>How will the curriculum be matched to my son's needs?</b></p>	<p><b>Please see B (p7-11) for a detailed breakdown of the different provision available to boys at Brymore depending on their needs.</b></p> <p>We pride ourselves on our unique curriculum and specialist facilities which are often the reason why boys and parents choose us for their education. In addition to this we place a great deal of emphasis on developing the whole child. Boys are expected to help run the school through garden and farm duties which promote our 3 Rs (Resilience, Resourcefulness and Responsibility). We encourage boys to take advantage of the many activities available outside of lessons (available for parents to view each week on our Parent Bulletin). Boys are encouraged to</p>

	<p>keep fit through regular fitness sessions and Chads Hill (our 3 mile run available to boys in Y9 and over). These activities help to develop your son's self-esteem, self-belief and confidence which then spill over into his academic studies.</p> <p>All staff seek to challenge all boys to make the best possible progress and work closely with any additional staff in their lesson to meet the needs of the boys. Our small class sizes mean that boys receive greater individual attention and support in their learning.</p> <p>At the end of Y9, we identify those boys who may need additional support in their examinations and invite a specialist in who assesses them for Access Arrangements. This is completed on an individual basis and may entitle your son to one or more of the following: extra time, a reader or scribe for examinations and Controlled Assessments until the end of Y11.</p>
<p><b>How will I know how my son is doing and how will you help me to support his learning?</b></p>	<ul style="list-style-type: none"> <li>• Each half term, you will be sent a data report that shows you how your son is performing in each subject as well as his effort levels.</li> <li>• You will receive a full written report for each subject once a year followed by a Parent Consultation evening where you can meet individual staff and discuss his progress.</li> <li>• If your son has a statement or EHC plan, you will be invited to attend an Annual Review meeting.</li> <li>• Each half term, you will receive mentoring targets that have been set with your son.</li> <li>• You can meet informally with key staff at our school events.</li> <li>• You will be informed of the progress that your son has made on completion of a literacy based SEN intervention.</li> <li>• You are welcome to contact staff at any point in the academic year for a discussion of your son's progress.</li> <li>• The half termly newsletter and weekly parent bulletin will keep you updated of any activities and extra support sessions for your son.</li> <li>• If your son is in year 10 or 11 you will receive a Course Information booklet that details ways of supporting him in each subject as well as outlining the content of the qualification each term.</li> <li>• When your son is in year 11, you will be invited to attend our Raising Achievement days in English and maths so that you can support him with revision when he is at home. We also provide packs of work for him to complete at key times.</li> <li>• Your son will be asked to complete regular My Maths preps which you can monitor by using the parent login that will be provided.</li> </ul>

**What support will there be for my son's overall wellbeing?**

**Medical support:**

We have a team of Matrons who are on site from breakfast through to bedtime. They support boys who might be ill and can organise them an appointment at Cannington Health Centre. They co-ordinate the administration of any prescribed medications and liaise with parents where necessary. They keep key staff in boarding and pastoral care informed of any individual issues each day. Matrons also support boys who may have a physiotherapy programme to follow.

**Social support:**

**A list of the interventions to develop social skills is provided on pages 7-11.**

**Pastoral support:**

Pastoral support is provided through the Vertical Tutoring system and the behaviour policy. Boys that receive fixed term exclusions are supported on return through a daily report to their Head of House to provide regular feedback to him on his progress and to pre-empt any difficulties that may arise. In cases where a boy has been excluded more than once, a Pastoral Support Plan will be implemented and external agencies may be involved to avoid permanent exclusion. There are many opportunities for your son to make a positive contribution through leadership including: peer mentoring in the boarding house, form captain, Head of Department in Agriculture and Horticulture and through the prefect and senior prefect student leadership in Y11. All boys will be taught how to show visitors around the site and will be used to complete this important role. This might be to show around prospective boys and their families, interview candidates or other visitors. Part of our recruitment and interview process involves a student panel who devise and pose questions to candidates and then feedback to the staff before final decisions are made. Boys can also put themselves forward to be elected on to the Academy Council or the various groups that meet (House Improvement Team, Food group). We hope that by providing boys with these opportunities, they will be able to develop the 3 Rs and make a positive contribution to the life of the academy.

Each morning, we hold a staff briefing where key information about boys is shared with teaching, support and boarding staff.

**What specialist services and expertise are available to the academy?**

**Funded by the academy:**

- We have a counsellor who works two days per week and supports boys through various issues or problems they may be experiencing. Boys are referred to the Counsellor by the SENCo or a member of the Leadership Team. Boys can request to be referred by approaching a member of staff.
- Access Arrangements: testing for exam concessions is completed by a trained professional who comes into school at key intervals throughout the year.

**Local Authority Staff:**

Brymore has close links with key advisory teachers who are employed by the Local Authority and can be invited in (with parental consent) to assess a boy if the SENCo thinks this appropriate.

- The Learning Support Advisory Service can provide a detailed examination of the learning needs of your son and his particular areas of strength and areas to target.
- The Autism, Language and Communication team provide support and assessments for boys who may have an autism diagnosis or have identified Language and Communication needs. They are also able to assess boys where no diagnosis is in place.
- The Educational Psychology Service are issued with a number of hours to work with us each year but can be funded by the academy for additional support where necessary. An educational psychologist helps boys who are experiencing social and emotional problems with the aim being to develop their learning experience.
- PIMS team (Physical Impairment Mobility Service) are available to support students with a physical need.
- Hearing and Visual Impairment team are available to support boys with a hearing or visual need.
- EMAS (Ethnic Minority Advisory Service) assess boys who have just moved into the country or who do not speak English as their first language.
- PRU (Pupil Referral Unit) get involved when a boy is medically unable to attend the academy or when a boy is permanently excluded from the academy.

**Health Service:**

Integrated Therapy Services (ITS) are available in Somerset for us to refer boys to if the need arises. The three services that make up Integrated Therapy are:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy

	<p>Your son may have had involvement from them in the past and can be re-referred or we can make a new referral where appropriate (with parental consent). Involvement with these services usually triggers an action plan and may involve visits to the academy to check on your son's progress.</p> <ul style="list-style-type: none"> <li>• Child Adolescent Mental Health Service (CAMHS) provide support for boys with significant emotional, social or mental health problems. Referrals can be made from the academy or via the GP at the parent's request.</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• Social Services will be directly involved with Looked After Children and will liaise closely with the academy and the Designated Child Protection team. We run Personal Education Plan (PEP) meetings every six months for Looked After Children.</li> <li>• Somerset Direct are the Child Protection and Social Care service that we can refer to.</li> <li>• Careers South West provide careers advice to those boys at Brymore with a statement or EHC plan who reside in Somerset, Devon or Cornwall. Boys who reside outside of these counties will receive their careers advice from their Local Authority.</li> </ul>
<p><b>What training have the staff supporting boys with SEN had or are having?</b></p>	<p><b>All staff:</b></p> <ul style="list-style-type: none"> <li>• Managing behaviour – INSET from a behavioural consultant (October 2012).</li> <li>• Child Protection Basic Awareness training completed February 2014. This training is refreshed every three years.</li> <li>• Supporting students with dyslexia (staff meeting 2012).</li> <li>• Attachment and Resilience Level 2 training (September 2013).</li> </ul> <p><b>Mrs Anstice:</b></p> <ul style="list-style-type: none"> <li>• The National Award for Special Educational Needs Coordination.</li> <li>• Introduction to Child Protection (Level 1).</li> <li>• Attendance at Somerset SEN training days and local SENCo meetings.</li> <li>• Supporting children with Autism – input from advisory teacher.</li> </ul> <p><b>Mrs Austin:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Child Protection – Level 1.</li> <li>• Working Together – Level 2 Child Protection training.</li> </ul>



	<ul style="list-style-type: none"> <li>• ‘Settling troubled pupils to learn’ Louise Bomber.</li> <li>• Word Learning Programme training by Zoe Judge.</li> <li>• Elklan Language and Communication training.</li> <li>• Supporting children with Autism – input from advisory teacher.</li> </ul> <p>Miss Scott-Ison:</p> <ul style="list-style-type: none"> <li>• Initial Individualised Literacy Intervention training.</li> <li>• Individualised Literacy Intervention refresher course.</li> <li>• EMAS – supporting students with EAL in school.</li> <li>• Planning a curriculum for ELC English (Entry Level).</li> </ul> <p>Mrs Rundle:</p> <ul style="list-style-type: none"> <li>• EMAS – supporting students with EAL in school.</li> <li>• Dyscalculia assessment and intervention.</li> <li>• Numicon training.</li> </ul> <p>Mr Ball:</p> <ul style="list-style-type: none"> <li>• Forest School Leader Course – Bridgwater College (ongoing).</li> </ul> <p>Mr Ward:</p> <ul style="list-style-type: none"> <li>• Introduction to the Teaching Assistant role</li> </ul> <p><b>The Learning Support Team are constantly updating their skills and complete additional professional training in their particular areas of interest. Whole staff training in SEN is led by the SENCo or outside professionals in agreement with the Headteacher.</b></p>
<b>How will my son be included in activities outside the classroom including school trips?</b>	<p>At Brymore, we pride ourselves on the inclusive nature of the school and vast range of activities offered throughout curriculum and boarding time.</p> <p>Activities Week is run at the end of each year and all boys take part in a range of physical and mental challenges. If your son has a complex medical, physical or social need, his access to these events will be carefully planned to ensure that he is able to take as full a part as possible. You will be involved in any relevant discussions.</p> <p>All boys are expected to complete garden and farm duties and additional support is planned for</p>

	<p>boys who may find aspects of this difficult.</p> <p>The academy offers an annual Ski trip and has taken boys to France on a summer holiday residential. These trips are open to all.</p>
<b>How accessible is the academy?</b>	<p><b><u>Physical access:</u></b></p> <ul style="list-style-type: none"> <li>The teaching block is on the ground floor as is the Dining Hall. Two of the boarding houses have a disabled lift access to the upper floors. A ramp is used to access the steps leading to the Library and neighbouring classrooms. There are disabled shower and toilet facilities in two of the boarding houses.</li> </ul> <p><b><u>English as additional language:</u></b></p> <ul style="list-style-type: none"> <li>Boys for whom English is their second language are referred to EMAS for assessment and support is then put in place.</li> <li>An interpreter can be requested to support communication between a family and the academy where necessary.</li> </ul>
<b>How will the academy prepare and support my son when he transfers to a new setting or the next stage of education and life?</b>	<p><b><u>Leaving Brymore to attend another secondary setting:</u></b></p> <p>If your son moves to another secondary setting, we will liaise with the SENCo to ensure that they have an accurate picture of his SEN. If the new setting is local, we may be able to support your son by attending a transition meeting or visit where this is deemed appropriate.</p> <p><b><u>Work Experience:</u></b></p> <p>We are pleased to be one of the few secondary settings that still provides a work experience week for our year ten boys. This happens in a week at the end of the summer term and support in finding a placement is provided through Mr Willcocks and Miss Bradford who co-ordinate arrangements.</p> <p><b><u>Leaving Brymore to attend college or further education and training:</u></b></p> <ul style="list-style-type: none"> <li>As your son moves up into the older year groups, we invite local colleges to attend our annual Parent Consultation meetings so that you can pick up a prospectus and talk to their representative if you wish.</li> <li>Boys are taken to local college open evenings if they express an interest.</li> <li>The academy runs an annual Goals and Opportunities evening where boys and parents can get more information on careers and local colleges.</li> <li>In PSHRE (Personal, Social, Health, Religious Education) lessons, boys are taught how to</li> </ul>

	<p>write their CV.</p> <ul style="list-style-type: none"> <li>• In Year 11 boys will receive a mock interview from a visiting professional where they will present their CV and receive feedback on their performance.</li> <li>• The Headteacher interviews each boy in year eleven about his future plans to ensure that they have the next steps in hand.</li> <li>• If your son has a statement of SEN or EHC plan and resides in Somerset , Devon or Cornwall, he will receive careers advice from Careers South West from year nine through to year eleven. Part of this involves the creation of an LDA (Learning Difficulty Assessment) which ensures that the needs of your son are documented for the next stage of his education. Boys who reside outside of these counties will receive their careers advice through their own Local Authority.</li> <li>• Local colleges may attend Brymore and meet with the SENCo to discuss the needs of boys moving to them. For colleges further afield, this information is passed on via email, telephone or through the completion of college paperwork.</li> </ul>
<b>How are the academy's resources allocated and matched to my son's special educational needs?</b>	<p>All students attending Brymore are funded by the Local Authority and this money is used to employ teaching and support staff and purchase teaching and learning resources used in classrooms.</p> <p>The academy is also granted a sum of money each year to support the academy in meeting the needs of students at SEN support. This money is calculated by a formula based on our postcode and the termly Census (which provides data on the range of students within the academy). This money is used by the academy to run interventions at SEN support level. This money is not attached to individual students but is used to support the population of students at this level.</p> <p>High Needs funded students and/or students with a statement/EHC Plan that stipulates an amount of funding to support that student are paid to the academy in a separate budget. This money is allocated to supporting the needs of the individual student and will involve some of the interventions outlined on pages 9-11 of the Local Offer.</p>
<b>How is the decision made about what type and how much support my son will receive?</b>	<p>The type and amount of support that your son will receive will be based on the stage of the SEN Code of Practice that they are at. This is outlined on pages 7-11 of this Local Offer. Our robust application and transition process ensures that we have the correct information about your son before he arrives here. You are therefore involved at each stage of informing us about your son's needs and the intervention programmes he receives will be shared with you.</p>

<b>Intervention:</b>	<b>Criteria for a student to require this intervention and expected progress:</b>
Corrective Reading	For students who have a reading age that is more than three years behind their chronological age. Expected progress: double their rate of progress (make six months progress on their reading age over a three month period). Assessed through reading age tests.
Individualised Literacy Intervention	For students who have a reading age that is more than three years behind their chronological age and for whom it is felt they require 1-1 support to improve this (may be due to other needs). Expected progress: double their rate of progress (make six months progress on their reading age over a ten week period). Assessed through reading age tests.
Rapid Maths	For students assessed by the maths department (through standardised maths tests) as needing support in a key area of numeracy. Expected progress: through assessment at the end of the intervention.
Lunch Club	For students who may find it harder to make friends, are anxious in social time or like the structure of an adult supported group. This is voluntary – we will invite boys who we consider would benefit but attendance is their choice.
Prep Support	The list of boys who may attend the Prep Support room each day is agreed by Mrs Anstice and Miss Gardner. Boys must be at SEN support stage or above and able to work within a classroom setting with regular check in support.
Visual timetable	Available for boys who require a visual clue to enable them to access their timetable and the school site independently.
Forest School group (in addition to Y7 curriculum timetabled class)	For students who may be experiencing pastoral or social difficulties. These boys will be identified by the Learning Support team or at the request of the Head of House.
*Individual Forest School	For students with significant social, emotional, behavioural difficulties to give them time to relax in an outdoor setting with a trusted adult so that key social skills can be addressed.
*1-1 mentoring	Available for students with significant social, emotional, behavioural difficulties who may find transitions into the school day/evening challenging and as a strategy to reduce fixed term exclusions.
*Talkabout for teenagers	For students in need of support in their social communication. This programme may be recommended by one of our advisory teachers following assessment. Checklists and review of social skills are built into the programme.
*Supervised break times	Available for a minority of students who may experience significant anxiety in unstructured day time and require some quiet time to reset before the next lesson.

*Supervision between lessons	Available for students who may have temporary or permanent physical access needs or students who require intensive support when not under the direct instruction of a teacher.
*1-1 Learning Support Assistant	Only available to a student when stipulated in their statement/EHC plan and funded by the Local Authority to the academy who will then make the appropriate recruitment arrangements.
*1-1 supported feeding duties	Available to a minority of students who require individual support due to social, emotional or behavioural difficulties.
*Withdrawal from a GCSE qualification to complete Entry Level 1 certification.	For students who will not be achieve a G grade at GCSE.

- These interventions, as outlined on p7-11, are for students with severe and complex needs who are in receipt of additional funding through Somerset's High Needs audit or a statement of SEN/EHC plan.

<b><u>Glossary:</u></b>	
SENCo	Special Educational Needs Co-ordinator
SEN	Special Educational Needs
Learning Support Team	Group of support staff line deployed and managed by the SENCo to support the needs of students with SEN
LSA	Learning Support Assistant
HLTA	Higher Level Teaching Assistant (qualification)
Statement	A legal document written and maintained by the Local Authority to outline the educational needs and provision of students with most complex SEN.
Educational Health Care Plan	EHCP are the new documentation that will replace statements in the next three years.
High Needs Funding	In Somerset, SENCos can apply for additional funding to meet the needs of the most complex students in an annual audit or at specific points within the year. High Needs funded students will not necessarily have a statement/EHCP
Gap Tutors	Our gap tutors are from overseas and spend a year with us working in our boarding team and supporting the boys through the running of activities and time in boarding houses.
Vertical Tutoring	A pastoral system that tutors small numbers of students from each year group with one tutor allowing the tutor to devote more time to specific year groups at key times and greater mixing between year groups.
Quality First Teaching	This is what all students should receive in their lessons across the academy.

SEN support	A stage of the SEN Code of Practice that identifies students who may have gaps in their learning or SEN needs and require support that is different from other students.
Pastoral Support Plans (PSPs)	A plan that is agreed following more than one fixed term exclusion that sets clear targets and identifies any support that may be necessary.
Student Support Plans	At Brymore the needs of our most complex students are outlined for staff in a support plan that includes background information, educational interventions, boarding support and any other relevant information.
Looked After Children	Children in the care of the Local Authority
Personal Education Plan (PEP)	A meeting of professionals that reviews the educational needs of a Looked After Child every six months and sets targets.
CATs	Cognitive Ability Tests assess a student's ability to use words, numbers and their problem solving skills and provide us with a useful baseline.
EMAS	Ethnic Minority Advisory Service
EAL	English as an Additional Language