

Special Educational Needs and Disabilities (SEND) Policy and Information Report

History of Policy and Changes

Date	Change	Author
9/2017	Created	Briarwood School
7/2022	Updated and combined with information report	Georgina Andrews
15/8/2023	Updated to include: - Self-evaluation of SEND provision located within SEND Information Report - Updated admissions information - Updated Vision and Values - Updated core/non core therapies - Updated pupil/parent voice opportunities - Updated Linked policies e.g. Therapeutic Provision Policy - Updated information on CIC SEN provision	Georgina Andrews
30/8/2024	Updated	Georgina Andrews
21/8/2025	Updated	Georgina Andrews
12/8/26	Updated	Georgina Andrews

Introduction

At Briarwood School, we believe that, all pupils should have the opportunity to fulfil their potential, regardless of learning disability, diagnosis or need. As a school, we are committed to creating a community that recognises and celebrates differences within a culture of respect, tolerance and understanding.

This Policy was developed alongside all relevant stakeholders including health, social care, parents/carers and governors.

Vision and Values

We are committed to ensuring equality of education and opportunity for all pupils with SEND. We value not only equality, but also equity – ensuring pupils have access to a fair education which allows them to achieve the best possible outcomes in later life. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Pupils are provided with a supportive and stimulating learning environment, celebrating individual achievements and preparing for life after school; we provide a broad and balanced curriculum. An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs. All adults are required to interact with pupils positively, and in a manner which is age appropriate to their learning needs and disabilities.

The school environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support. Throughout the school there is a strong commitment to meeting the needs of pupils in partnership with parents, and a high level of contact and information is maintained with families.

Aims

Our SEND policy and information report aims to:

- Clarify SEND access and entitlement
- Detail how we support and make high quality provision for pupils with special educational needs and disabilities (SEND)
- Explain how we meet the individual needs of pupils through the effective allocation of available resources
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that all pupils get the support they need to access the school's broad and balanced curriculum.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.

- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making (additional) special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils
 - A SEND information report about the implementation of the school's policy for pupils with SEND.

Legislation and Guidance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2026) 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Links with other policies and documents

This policy links to the following documents:

- Accessibility Policy and Plan
- Admissions Policy
- Pastoral and Behaviour Policy
- Relationships Policy

- Equalities Policy and Public Sector Duty Statement
- Policy and Procedures for Supporting Pupils with Medical Conditions
- First Aid policy
- Sixth Form Policy and Handbook
- Careers Policy
- Curriculum Policy
- Assessment Policy
- Health and Safety Policy
- Data Protection / GDPR Policy
- Suspension and Exclusion Policy
- Complaints Procedures Policy
- Attendance Policy
- Safeguarding and CP Policy
- Anti-Bullying Policy

Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SEND Governor:

The governing board is responsible for ensuring that the school fulfils its statutory duties for pupils with SEND. The SEND link governor supports monitoring and challenge on behalf of the board. In particular:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Working with the Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Ensure arrangements are in place to support pupils with medical conditions and that pupils have access to a broad and balanced curriculum.
- Ensure accurate, up-to-date records are maintained about SEND provision and that parents/carers receive appropriate information about their child's progress.
- Ensure the school publishes and reviews its SEN information report, admissions/accessibility information and accessibility plan.

Executive Headteacher:

Nicolle Deighton (nicolle.deighton@bristol-schools.uk)

Responsibilities:

- Work with Head of Provision (SENCO) and the SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Maintain an overview of the school's resources, including additional funding allocated by the local authority.
- Work with the leadership team to identify staff training needs and incorporate these into continuing professional development.
- Work with the SENCO and teaching staff to review the breadth and impact of support and identify patterns or emerging needs that should inform teaching, provision and school improvement.

Head of Provision:

Georgina Andrews – DSL and SENCO (georgina.andrews@bristol-schools.uk)

Responsibilities:

- To lead and ensure the effective implementation of the EHCP process including annual reviews, action plans, training others in the process, monitoring and development of systems and processes.
- To have a strategic overview of provision for pupils across the school, maintaining an accurate provision map, monitoring and reviewing the quality of provision including the managing of Top Up requests. Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.

- Evaluate if funding is being used effectively and propose changes to make use of funding more effectively.
- Ensure the SEND policy is put into practice and the code of practice is followed, that the objectives of these policies are reflected in the school improvement plan. Also contributing to the school self-evaluation, particularly with respect to provision for pupils.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice. Be aware of the provision in the local offer.
- Work closely with other schools, educational psychologists, health and social care professionals, and other external agencies to ensure provision requirements are met and fulfilled to our best ability. To be a key point of contact for external agencies.
- Work with the leadership team to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Prepare and review information the Governing Body is required to publish.
- Monitor the single central record and ensure it complies with all relevant legislation.
- Support the development of an age appropriate optimum learning environment for specific cohorts through observations and CPD.
- Support the sharing of staff expertise both within the school and in the wider Bristol school community.
- Support the financial management of the school.
- Ensure effective dialogue with parents in accordance with school policies. In support of effective parental engagement, to liaise with families and carers; developing proactive communication and working relationships to ensure that the curriculum, teaching and learning offered meets the individualised needs of children.
- Liaise with the multi-professional team as well as external agencies to support the SEND code of practice and statutory duties.
- Lead the school based therapy offer including liaising with external therapists, co-ordinating the therapeutic offer and ensuring adequate training and monitoring for staff.
- Lead on medical and health within the school, including intimate care plans, HCPs, protocols, PEEPs, physical support, administration of medication, first aid and manual handling.
- Work with the LA when an emergency annual review or re-assessment of a pupils EHCP is required.

Class teachers:

Responsibilities:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review pupil progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Communicate regularly with parents/carers about agreed outcomes, progress, the support and activities that will help achieve those outcomes, and any changes to provision.
- Listen to parents'/carers' concerns and aspirations and, wherever possible, involve the pupil in decisions about their support using their preferred and accessible method of communication.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from their SEND and implement effective strategies to support these pupils.

Early years

All early years providers are required to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that all pupils get the support they need.
- Provide information for parents on how it supports pupils
- Prepare a reports and/or policies on the:
 - Implementation of SEND policy and procedures.
 - Admissions
 - Anti-bullying and child on child harm
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.

Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

The school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO when required, will meet with the parents regularly throughout the year, although at a minimum of 3 times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Publishing information

The school will publish information on the school website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEND Information Report will be prepared with the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

SEN Information Report

Types of SEN provided for:

Briarwood School caters for pupils with a wide range of Special Educational Needs aged between 3 and 19 years. Admission to the school is through the LA and is fully explained in the Admission Policy.

All pupils who attend Briarwood School must have an EHCP (Education and Health Care Plan). If Briarwood School is named as a suitable placement on a pupils EHCP, we have a legal duty to admit them. Our school currently provides additional and/or different provision for a range of needs, including the 4 main areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

All pupils who attend Briarwood School must additionally have severe to profound learning difficulties (*Please see Briarwood Admissions Policy for more details*).

Please note, it is the Local Authority who has the overarching responsibility for admissions in line with the consultation process. Briarwood School only allow admissions who have been placed through Bristol local authority admissions panel.

Local Offer

Briarwood School falls under Bristol Local Authority, who, alongside its partner commissioning bodies, are responsible for ensuring the education, health and care provision for children and young people within Bristol who have special educational needs and disabilities. This includes arrangements for securing EHC need assessments and ensuring provision specified in EHC plans.

Our local authority's local offer is published here: [About - Bristol's SEND Local Offer - bristol.gov.uk](https://www.bristol.gov.uk/about/bristol-s-send-local-offer)

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

The EHC Plan and Process

All pupils who attend Briarwood School have an EHCP plan.

The plan itself should specify:

- (a) the child's or young person's special educational needs;
- (b) the outcomes sought for the child or young person;
- (c) the special educational provision required by the child or young person;
- (d) any health care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs;
- (e) in the case of a child or a young person aged under 18, any social care provision which must be made for them by the local authority
- (f) any social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs, to the extent that the provision is not already specified in the plan under paragraph (e).

All pupils should be in receipt of an up to date EHCP on arrival at Briarwood School as per our Admissions Policy.

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Assessing and Reviewing Progress

At Briarwood, we have a legal duty to review EHC Plans within a 12 month period starting from the date the plan was first made, or the date from which the plan was last reviewed. We call this an Annual Review. If a parent/carer or young person requests a change to placement, local authority alongside school must ensure an emergency annual review is held. Similarly, if there has been a change in circumstance such as the pupil receiving an FTE, an emergency annual review should be held to gather pupil and parent voices and formulate next steps.

Each academic year, a pupil's EHCP is reviewed. The long term targets for this are used to populate a pupil's current learning map. The learning map features termly, yearly and long term targets for each EHCP area. These targets are incorporated within the curriculum subject areas each term and the topics that a class are studying, making it entirely pupil led.

The class teacher gathers assessment information and forms a clear analysis of the pupils needs drawing on:

- The teacher's assessment and experience of the pupil
- Work evidence and scrutiny
- Their behaviour, mental health and emotional wellbeing
- Their level of social skills and understanding
- Attainment towards their personal trajectory targets for core subjects
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Accessibility

Our Accessibility Policy and Plan highlights how Briarwood aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Policy and Plan ensures pupils have:

- Access to the curriculum - Increase the extent to which disabled pupils can participate in the curriculum

- Access to the environment - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Access to communication- Improve the availability of accessible information to disabled pupils

In line with our Accessibility Policy and Plan, pupils are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

We group learners primarily by key stage and learning need. All of our classes benefit from high staffing ratios to allow learners to have individual input as required. All classes have equitable provision according to statutory policy. Classes receive tailored provision offers according to each learner's individual pathways and EHCP. The provision needs of some cohorts of learners are different to others, but all provision supports holistic individual learning and progress.

Please see Accessibility Policy and Plan for more details which can be located on our website.

Curriculum Design and Adaptions

At Briarwood we believe an effective and powerful curriculum is flexible, allows for responsiveness, and continually develops through evaluation and review. Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the pupil and other professionals in their learning and development.

The overarching curriculum vision supports the idea of provision and curriculum linking together. Consequently, what a pupil needs at that point in time, becomes both a provision requirement and a learning opportunity. This means there are closer, consistent connections between the schools curriculum and the provision we offer. We provide positive challenges to foster individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of pupils over time; celebrating the challenging, enriching and developmental progress of all pupils.

The starting point for the curriculum is the individual, with a programme designed to meet his/her needs, delivered in a way that is enjoyable and will engage each child or young person. The Briarwood curriculum has been designed as a multi stranded approach to provide pupils with appropriate approach and content. We have adopted a curriculum structure which encompasses 3 broad levels: Acorn, Woodland, and Forest.

Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation. All pupils, regardless of the curriculum strand they are following, study English and Maths. These subjects feature heavily in our curriculum. They are taught both as discrete subjects and as cross-curricular skills within other subjects.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Differentiating by outcome to ensure pupils have realistic, achievable goals.

Please see Briarwoods Curriculum Policy for more information.

Learning Environment Adaptions

At Briarwood we follow a number of Optimum Learning Environments. These have been designed to ensure pupils have access to an environment most suited to their individual needs and learning barriers. There is an optimum learning environment for each of the main cohorts at Briarwood School including:

- ASD
- SLD
- PMLD
- HIVI/MSI

These have been written by experts alongside staff in order to ensure pupils can access a full education in the most suitable way possible, which enables them to succeed.

Briarwood is comprised of 4 sites with 6 buildings; our Infant School is located in Barton Hill, our Junior School and Sixth Form provision is based on our Briar Way site in Fishponds and our Secondary School and Nexus provision on Snowdon Road, Fishponds. In addition to this we have now opened Briarwood South. We have maximised our buildings to be accessible and adapted for all learners, staff and visitors.

- Automatic entrance doors
- Double door entry points in corridors
- Single level buildings
- A lift on secondary site for visitors and staff
- Disabled toilets on all sites
- Accessible changing spaces with ceiling hoists, adult sized changing beds
- Hydro pool is fully accessible
- Teaching spaces for PMLD have ceiling track hoists fitted
- Portable hoists are available
- Pupils have manual handling plans where applicable
- Toilets are different sizes depending on the needs of the learner such as Infants or Sixth Form
- Playgrounds have wheelchair accessible equipment, soft surfaces and play trays at wheelchair height
- Height adjustable tables
- All school mini buses are fully accessible for all learners, all drivers have passed MIDAS tests including clamping chairs into tracks for safety.
- Classrooms have been adapted for pupils with MSI needs in conjunction with SSS
- Individual equipment such as achievement beds and standing frames to enable learners to engage with activities in different postural positions

Availability of Accessible Information

The school supports translating for a wide variety of languages. Parents can indicate their preferred method of contact. School diaries are symbolised to support pupils to communicate their school experiences with parents.

We have a Family Link HLTA who support parents with the completion of forms and can signpost to relevant agencies and support groups.

Each site ensures consistent and meaningful communication between parents, carers and class teams. This communication happens face to face, via Microsoft Teams and telephone calls. Parents/carers receive regular information from class teams on effective communication and behaviour for learning strategies to implement at home through regular parents meetings, annual reviews, or multiagency meetings alongside a network of other professionals. Parents also receive updates via the home to school diary.

Briarwood has an email and text system in order to keep parents and carers abreast of any updates or information.

Relevant documents, policies and reports can be found on our school website.

Communication Strategies

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from objects of reference to PECs, SCERTS, and eye gaze to Makaton signing and speech.

Staff work collaboratively with speech and language therapists who maintain a regular training programme and support school systems. Please see 'core therapy' section for more information regarding SALT input.

We have a hearing and visual impairment (HIVI/MSI) intervener. This HLTA has been trained by Sense as a deaf/blind intervener, has had training from the sensory support service, and is trained in Audiology and Makaton. Interventions for pupils with Hearing and Visual Impairments are bespoke to each pupil.

Supporting pupils moving between phases and transitions

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Pupils EHCPs will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at a new setting.

Once pupils start their journey at Briarwood, they are guaranteed a place until they leave at 19, unless a change of placement is requested by parents/carers or the pupil themselves. There are also a number of different reasons why Briarwood may cease to be appropriate for a pupil, for example, relocation to a different local authority or a breakdown in placement (for example, school refusal). However, the majority of pupils migrate through our different sites, beginning at Briarwood Infants and ending up in our Sixth Form provision.

Transitions normally begin in terms 5 and 6 and take the form of pupils visiting their new department, alongside meeting new staff they are going to be working with. We ensure the pupil has a transition booklet ready to support them visually with their move and do a lot of preparatory work around easing anxieties and ensuring they have a clear understanding of what is going to happen in order to reduce anxieties.

Pupils have a 'transition passport' which is written by their current class teacher and shared with their new class, which enables us to monitor all information sharing and ensure best practice continues. Teachers and staff meet prior to the transition to gain a better understanding of the pupil and information swap. Alongside a passport, each pupil has a transition checklist which is monitored by Heads of School to ensure pupils have received all of their transition entitlement.

Parents/carers have the opportunity to visit their child's new site.

Preparing for Adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

Briarwood School caters for pupils age 3 – 19. As a result, we have a thriving Sixth Form provision.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils engage in the activities and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with the transition process through carefully planned transition passports.
- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

Our vision is that whilst at Briarwood, pupils will be taught the skills and attitudes required to enable them to become as independent as possible and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability and/or physical disability.

Briarwood acknowledges the importance of Preparing for Adulthood and this is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.

Please see Briarwood PfA Curriculum Planner within the Careers Policy alongside the Sixth Form Curriculum Policy for more information and guidance.

Our Sixth Form Curriculum Policy and Handbook states:

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate
- Communicate with confidence within their own means
- Enjoy learning that develops curiosity and expression
- Develop independence within life skills
- To engage with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills

- Learn strategies for social and emotional development to promote them to access successful relationships
- Have positive interactions to the community and gain sense of belonging

Transitions are planned carefully to ensure pupils have the best start to accessing their new provision. Transition visits will be scheduled, alongside information sharing and any multi agency meetings which support the smooth transition of the pupil.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Careers

The careers provision at Briarwood is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997 and the school fulfils their expectations within the Provider Access Legislation. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil (this is via EHCP outcomes and individualised learning approaches)

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

All learners have access to the following:

- Briarwood Life skills curriculum (Employability handbook; see Appendix 3). Preparing for life after Briarwood is a fundamental aspect of our life skills curriculum.
- Visitors in to school and offsite visits support learners in developing their understanding of a range of different post 19 providers.
- All learners from Year 9 have access to advice via an external careers advice provider where appropriate.
- Regular communication with families and Governors with regard to careers provision and its impact.
- Learners have access to relevant transitions and careers events hosted at Briarwood and other schools in Bristol.
- All learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate

Please see Careers Policy and Accreditation Policy for more guidance and information regarding our Sixth Form offer

Approach to teaching pupils with SEND

High-quality teaching is our first step in responding to our pupils with SEND. This will be differentiated for individual pupils. At Briarwood all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

Teachers are ultimately responsible and accountable for the progress and development of all the pupils in their class. A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil's needs. This may include strategies from structured teaching and the Briarwood Standard, Picture Exchange (PECs), Makaton signing and symbol use, intensive interaction and positive behaviour strategies. Staff use a range of methods and techniques in a flexible way that will allow all pupils to access learning.

A wide range of teaching materials, approaches and technological aids are used to ensure equal opportunities. The school ensures resources are available with a variety of role models / representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those pupils from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Interventions

Briarwood's Response/Intervener Team provide advice and guidance for the school, specifically within the following key areas; behaviour, wellbeing, therapies, attendance, personal development and parent partnership. Pastoral interventions can be accessed at various levels, as appropriate to the pupils needs. This can range from whole school upskilling to identifying pupils for appropriate interventions, or accessing a bespoke provision.

Support is distributed to the relevant team based upon information provided within the referral form (See Pastoral and Behaviour policy for more details) from the Head of School with input from the class Teacher.

Core Therapies

Many of our pupils require additional therapies within their timetable due to their medical or sensory needs. These are normally outlined within their EHCP. Please note, not every pupil will be entitled to therapeutic interventions – instead - these are identified through a robust triangulation process alongside therapist or medical reports and referrals. Please refer to Briarwood's Pastoral and Behaviour policy for more information on our graduated approach.

Physiotherapy:

Physiotherapy helps restore movement and function when someone is affected by injury, illness or disability. The children's physiotherapy team is primarily involved with children who have physical difficulties. The physiotherapist can become involved in the care of the child at any stage during the child's development depending on when problems are identified and when the appropriate referral to physiotherapy is made. At Briarwood, the physiotherapists assess the pupils needing their advice. They support these pupils, order specialised equipment and write programs and reports which support the pupils. The Physiotherapists also train the teaching team to carry out daily or regular Physiotherapy and Hydrotherapy programmes.

Hydrotherapy:

Hydrotherapy is exercise and stimulation in a specialised facility where the water is significantly warmer than in a swimming pool and, importantly, the surrounding air temperature is also very warm. The size allows up to two users to float horizontally at the same time with carers standing. The warm water, high air temperature and relief of bodyweight combine to deliver pain relief. Users manage to move in ways they cannot on land. Their exercises become more intensive and new movements are learned. These can be transferred to their everyday lives. For those with profound and multiple learning difficulties, this physical environment satisfies and calms their sensory needs. This allows them to use the more complex thinking and communication parts of the brain, helped by the multi-sensory equipment in the pool area.

Speech and Language Therapy

Speech and Language Therapy is commonly used to help people with language or communication difficulties, although it can also be used to help individuals with difficulty swallowing, eating or drinking. Speech and Language Therapists are trained to assess and treat speech, language and communication problems in people of all ages to enable them to communicate to the best of their ability. They may also work with people who have eating and swallowing problems and work directly with the child and provide support to them and their carer's.

In a case where communication is the priority the aim of the therapist is to aid the child to communicate as best as they can. In order to do this the therapist first assesses the extent of their problem by considering factors such as how they produce sounds and whether they are able to comprehend spoken language. Once the therapist has made a diagnosis a programme of care is developed for the child in conjunction with their family, and other individuals such as teachers and social workers and other healthcare professionals. At Briarwood, this is then delivered either by SALT or by the highly trained class teams and monitored at intervals by the Speech and Language Therapist.

Some of the communication systems used by pupils at Briarwood and supported by the Speech and Language Therapists include;

- Objects of Reference (OOR)
- Photographs for recognition and choice making
- Symbol exchange systems, including PECs
- High tech communication systems including electronic devices and iPads with specific software
- Makaton signing
- Verbal communication

Occupational Therapy

Occupational therapy (OT) treatment focuses on helping people with a physical, sensory, or cognitive disability be as independent as possible in all areas of their lives. OT can help children/ young people with various needs improve their cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment. In addition to dealing with someone's physical well-being, OT practitioners address psychological, social, and environmental factors that can affect functioning in different ways. This approach makes OT a vital part of health care for some students.

At Briarwood, Occupational Therapists assess pupils who are referred to them and then work with the teaching team or the integrated therapists (ITTs), to implement a plan to support a pupil around whichever need is currently important.

Non-Core Therapies

Occupational Therapy – Sensory

OT is a supportive service provided by trained professionals to address physical and mental health and the environmental and social factors that affect children's learning. The Core OT service now only supports pupils largely with motor skill development which left Briarwood with a large gap for support with sensory needs. With additional bought in support, we now have regular on-site OT support who help to support and upskill staff, review strategies and help create bespoke therapeutic provision to keep pupils regulated and engaged by meeting their sensory needs.

Music Therapy

Music therapy is a psychological therapy that aims to help to make positive changes in emotional wellbeing and communication through the engagement in live musical interaction between pupils and the therapist. Pupils are encouraged to use a range of instruments including their own voice. This allows them to explore the world of sound and to create a musical language of their own. The therapist also aims to enhance the pupil's quality of life by developing an increase sense of self awareness. Music can also be a great motivator. At Briarwood a Music Therapist works with specific pupils where music therapy is detailed on their EHCP.

Talking Therapy - Bridge Learning Foundation

Pupils are able to be referred to our supervision sessions with a qualified child therapist from the Bridge Learning Foundation. This therapy can take many different forms and a programme is carefully devised spanning a number of weeks to meet the individual needs of the child.

Art Therapy

Art therapy is a form of psychotherapy involving the encouragement of free self-expression through painting, drawing, or modelling, used as a remedial or diagnostic activity. It has been shown to improve communication skills with pupils with SEND and improve wellbeing.

Animal Assisted Therapy

This involves handle and care for a variety of snakes, lizards, tortoises and insects whilst learning about them at the same time in weekly sessions. Animal-Assisted Therapy has been shown to reduce certain brain chemicals associated with stress and anxiety, increase certain brain chemicals associated with healthy behaviour and social function and is associated with significant behavioural improvements in children as well as significant reduction in depression. At Briarwood pupils have access to our new Animalarium to support with a multitude of needs.

Rebound Therapy and Gymnastics

Rebound therapy is an inclusive sport that enables people with additional needs to participate in trampolining. Rebound Therapy is used to facilitate movement, promote balance, promote and increase or decrease in muscle tone, promote relaxation and sensory integration, improve fitness and exercise tolerance and improve communication skills.

Enrichment Opportunities and Use of External Agencies

At Briarwood we place a crucial importance on enrichment, with a high level of our core and foundation subjects being taught through art-based learning, making sure our pupils have access to suitable enrichment activities and experiences through external agencies.

We have adopted a creative, multi-sensory approach to learning and have many cross-curricular links with programmes devised from specialist external agencies such as Bristol Bears. Our curriculum design also demonstrates a strong commitment to high quality arts and culture provision through the implementation of specialist external agencies. We often come together as a community for whole school events such as the music festival.

We have been involved in a wide variety of external trips and excursions to experience enrichment in a wider context and to develop pupils' personal expression and individuality e.g. Create Centre, Bristol museum, pantomimes, cinemas and festival experience. It is through these authentic opportunities we aim to develop the

‘whole child’ and inspire and encourage pupils to be creative and develop a sense of individualism and authenticity.

We have designed both our core and life skills curriculum to incorporate a range of opportunities to perform, for example at our annual music festival, experience live performances such as pantomimes, orchestras and choirs alongside creating and evaluating their own work through self-assessment when appropriate. At Briarwood we take pride in developing teacher knowledge through utilising specialists. These enriching activities have also enabled personal progression, enthusing pupils to follow dreams and aspirations. No pupil is ever excluded from taking part in activities because of their SEN or disability.

Our curriculum policy has clear statements which reflect our policies on equality, however at Briarwood we place a strong focus on equity, recognizing that whilst all our children should be entitled to the same chances, this may not always be the most effective or suitable pathway for them. We have a strong understanding of our pupils needs and reflect this through accessible and appropriate learning opportunities. At Briarwood we believe in identifying learning barriers at the earliest possible stage in order to overcome them as quickly as possible. It is this key focus on striving to achieve an exciting, inspiring and overall, inclusive curriculum which enables our pupils to access enrichment activities within their curriculum.

Expertise and CPD

Where possible staff are recruited to the school who have additional qualifications or who demonstrate experience in the education of pupils with special educational needs. Staffing arrangements are reviewed annually to ensure a balance between teaching and non-teaching staff is as effective as possible in providing for the needs of pupils or dual placements where appropriate.

It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled teachers and assistants. There is a need to provide on-going staff development, in order to meet children’s needs effectively. All staff have an interest in meeting the needs of pupils with learning difficulties and physical disabilities and are supported by continuing professional development.

All staff are encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training and development. If staff wish to complete certain training they may request this via a training request form and submit this to their Head of School.

There is a wide range of training available to staff at Briarwood School depending on their role and which cohort of pupils they work with. Briarwood has a comprehensive CPD and Twilight offer which can be found in our CPD brochure. Some of this training includes, but is not limited to:

- Team Teach
- Manual Handling
- Tube/Peg feeding
- Mental Health First Aid
- First Aid
- Paediatric First Aid
- Admin of Medication
- Emergency Medication
- Safer Recruitment training
- Children in Care / Kinship Care
- Educational Visits Co-Ordinator training
- PECS

- Makaton
- Trauma Informed Practice
- SPELL
- SCERTS
- MSI
- HI/VI
- Middle Leader
- NPQs

Pastoral and Behaviour Support

Our approach to emotional, behavioural and social support is covered within our 'pastoral' framework and reflects our understanding of the complex needs of the pupils, taking a holistic, whole-person approach to behaviour that encompasses; sensory processing, positive behaviour strategies and appropriate physical environments. Therefore, a consistent behaviour approach amongst all staff is essential, and this begins with a shared understanding that all behaviour is communication.

We have high expectations for all pupils in terms of their ability to learn, therefore every day is viewed as an opportunity to extend their knowledge and skills. However, one of the biggest barriers to achieving this may be the pupils' difficulty to self-regulate. Access to the curriculum can be severely hindered if a pupil is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage.

Briarwood's aim is to truly understand pupils and their behaviour, implement research-based strategies with one aim in mind: to improve the quality of life for all of our pupils and their families. At Briarwood we endeavour to ensure that all pupils are able to access a provision that is inclusive to their individual needs. In order for our mission statement 'Enjoy, Engage, Learn' to be achieved, we must ensure the holistic needs of our pupils are met; emphasising the importance of pastoral care and support.

The Pastoral team is overseen by the Head of Inclusion to ensure that the educational, personal and social needs of learners are met through an effective provision and inclusive education offer.

Briarwood's Pastoral Team provides advice and guidance for the school, specifically within the following key areas; behaviour, wellbeing, therapies, attendance, personal development and parent partnership. Pastoral support can be accessed at various levels, as appropriate to the pupils needs. This can range from whole school upskilling to identifying pupils for appropriate interventions, or accessing a bespoke provision.

Support is distributed to the relevant person/team based upon information provided within the referral form from the Head of School (HOS) with input from the class Teacher. Referral forms can be sent once the HOS has established the pupil requires additional input, beyond their initial "Universal" support. Referrals are sent via email to the Head of Inclusion, and then disseminated as appropriate and level of support is outlined:

Universal

Whole-school approach and class based pastoral care (i.e. myself curriculum)

Targeted (Pastoral support plan implemented)

Universal pastoral care with additional intervention or strategies to support specific area (i.e. behaviour, wellbeing, attendance)

Specific/Complex (Pastoral support plan implemented)

Bespoke support package, with potential for modified provision (i.e. adapted environment)

Interventions are set up for pupils via the above levels of support, focusing on a range of topics from:

- Emotional Wellbeing
- Trauma
- Safeguarding
- Harmful Sexualised Behaviours
- Behaviour Support
- Sensory Support

Pastoral Response and Intervention Team

The Pastoral Response team are First Aid trained and trained to respond to any medical alert or issue across the school. They are trained in administration of medication and also have bespoke training for specific pupils medical needs, alongside extensive training in other areas such as administering medication for seizures and allergies. Each class has an alert system, when pressed will send a signal to the response team to indicate support is needed. The response team will respond in a timely manner and notify the Head of School should a more serious incident occur. The pastoral response team are also responsible for the intervention process and delivery mentioned above.

Therapy Team

The therapy team support with delivering core therapies under the guidance of the therapists alongside Head of Provision, this includes hydro, physiotherapy, HIVI support and occupational therapy.

Anti-Bullying

At Briarwood we also have a zero tolerance approach to bullying. Peer on Peer harm is monitored termly by Heads of School. Any incidents of bullying (repeated peer on peer harm) are reported to the Pastoral Assistant Head and an anti-bullying plan is put in place with immediate effect.

Our anti-bullying policy is available on our website for more information.

Safeguarding pupils with SEND

Briarwood School recognises that children with SEND, and children with certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. Staff will remain alert to additional barriers that can exist when recognising abuse, neglect and exploitation.

These barriers can include assumptions that changes in behaviour, mood or injury relate to a pupil's disability or condition without further exploration; greater vulnerability to isolation, bullying or prejudice-based bullying, communication barriers, difficulties recognising or reporting abuse, increased dependence on adults for care, risks associated with intimate care or isolation, and cognitive difficulties in understanding online content, risk or the difference between fact and fiction.

Staff must not assume that indicators of possible abuse are attributable to a pupil's SEND, disability, communication needs or medical condition. Concerns will be explored in accordance with the school's Safeguarding and Child Protection Policy.

The Head of Provision acts as the DSL and SENCO for the school and sits on the Executive Leadership Team, ensuring appropriate senior leadership oversight.

Where there is a safeguarding concern, the school will consider whether additional pastoral support, reasonable adjustments, advocacy or communication support are required so that the pupil can understand, communicate and participate effectively in safeguarding processes.

The school also recognises that pupils with SEND may face additional online risks, including bullying, grooming and radicalisation. Online safety, filtering and monitoring arrangements will take account of pupils' communication, cognition and accessibility needs.

Pupil and Parent Voice

Briarwood school endeavours to consult with both parents and (Where possible) pupils to actively involve them in decisions around their education.

We develop our pupil voice throughout the school by:

- School Council
- Eco Council
- Feedback forms and questionnaires
- Annual Review Pupil Voice forms
- Debriefs- medical and behavioural
- Young enterprise opportunities

Pupil voice is continually developed through strategies such as PECS, SCERTS, AAC devices to ensure we are creating opportunities for dialogue in their preferred method of communication.

We ensure we work collaboratively with parents/carers through:

- Questionnaires
- Audits
- Family Link/Pastoral Support Team
- Annual Review process
- Coffee mornings and enrichment events
- Transition support and careers guidance
- Parent training sessions
- Parent governors

Working with Key Stakeholders

At Briarwood we work very closely with a range of other professionals and agencies including; health, social care, local authority and voluntary sector organizations. This ensures we have a clear and consistent approach to information sharing. All other agencies will get the opportunity to contribute to a pupils annual review and get invited to the EHCP Annual Review meeting, where they may submit a report or attend in person.

Working collaboratively with health gives us an understanding the medical needs of our pupils and allows us to ensure the most effective use of our provision. We have monthly health meetings with all professionals involved with our pupils which involves discussions around new issues, solutions and sharing best practice. Head of Provision and Inclusion ensures policies, procedures and plans are up to date and in line health protocols seeking

medical expertise where required. All teachers work closely with any medical teams involved with their pupils. We utilise these health agencies to deliver training to our staff so we are able to meet the needs of our pupils.

Where a therapeutic need is identified within a pupils EHCP, our therapists work closely with pupils to ensure plans are put in to place. Our core therapy offer (SALT, Physio and OT) ensures we are able to provide our pupils with the support they need to develop skills and support them, both in school and at home. Head of Inclusion and Provision meets regularly with the therapists to discuss caseloads, referrals and targets, which in turn are delivered by a dedicated therapy team within Briarwood School. Through these therapists, our therapy team can access training around supporting meeting the therapeutic needs of the pupils' e.g. hydro, physio regimes, PECS, Makaton, etc.

As a school we are involved with many channels of social care, who offer support to families and young people within Briarwood. We have pupils on CP and CIN plans, and many pupils who receive direct payments and respite services through social care. We then also work closely with these respite providers to ensure a consistent approach to wellbeing for our pupils.

We work closely with Bristol Local Authority and other bordering Local Authorities to support pupils as best we can, identifying provision needs and applying for top up funding. We seek guidance of local safeguarding bodies such as Keeping Bristol Safe Partnership and Safeguarding in Education to protect and safeguard our vulnerable pupils. We also attend regular conferences, webinars and training updates to ensure safeguarding and child protection remains at the heart of our school.

We work closely with our EWO to support attendance concerns and offer advice and suggestions to improve attendance and punctuality.

Attendance and SEND

Many pupils with SEND can face complex barriers to attendance. Their right to education and the school's ambition for their attendance remain the same as for other pupils, while recognising that reasonable adjustments and additional support may be required.

Where absence is related to a pupil's SEND, disability or medical needs, the school will work with the pupil, parents/carers and relevant professionals to understand barriers and agree appropriate support. Further detail is set out in the school's Attendance Policy.

Teachers also work closely with other external partners such as CAMHs, FIF, BeSafe, FLORA and other services which are available to our pupils, usually through a referral process.

Joint commissioning, planning and delivery

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including improved educational progress and outcomes for pupils.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHCP and any clinicians involved in the provision of health care.

Evaluating the Effectiveness of SEND Provision, Facilities and Equipment

In order to ensure we are continually striving to ensure the best possible SEND provision for our pupils, Briarwood School are committed to evaluating the effectiveness of provision, facilities and equipment in line with our School Improvement Plan.

- Reviewing pupils' individual and group progress towards their individual targets
- Reviewing the impact of interventions through Pastoral Support Plans and Therapy Plans
- Seeking pupil, parent and staff voice and feedback through questionnaires, student council and regular audits
- Monitoring of budgets and top up funding to ensure we are meeting the provision needs of our pupils
- EHCP analysis and Annual Reviews to ensure progress towards targets and appropriate provision is in place
- Whole school provision mapping alongside individual provision maps
- A robust and supportive governing body
- Analysis of training needs and next steps through a rigorous appraisal system
- An excellent CPD offer
- Work scrutiny, lesson observation and learning walks
- Monitoring and Department walks
- Appropriate, individualised and bespoke resources
- Risk assessments, department audits and health and safety walks
- An equality plan and policy to ensure equal opportunities for all and next steps
- Mid and End of year data reports
- Regularly updated, compliant and ratified policies and procedures
- Equipment checks when appropriate
- Working closely with health to ensure equipment e.g. wheelchairs, hoists, shunts, etc. are appropriate and suitable for pupils in order to meet their therapeutic needs
- Health and safety procedures to ensure safety of staff and pupils
- Medical, Health and First Aid Audits

SEND Provision for Children in Care, PCIC and Kinship Care

Cathryn Davies (Complex Needs Assistant Head) is the designated teacher at Briarwood School, ensuring all teachers understand how a CIC/PCIC or Kinship care can affect pupil's circumstances and how their SEN might interact with this, and what the implications are for teaching and learning.

Children who are CIC, PCIC or Kinship Care are supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and EHCP are consistent and complement one another.

The designated teacher works closely with the Hope Virtual School to ensure cohesive approach to education.

Complaints about SEND provision

Where parents/carers have concerns about SEND provision, they should first raise these informally with the pupil's Head of School, SENCO/Head of Provision or Executive Headteacher so that the school can seek to resolve the concern promptly. If the concern is not resolved, a formal complaint may be made and will be handled in line

with the school's Complaints Procedures Policy. If parents/carers remain dissatisfied, they may use the further escalation routes set out in that policy and, where applicable, local disagreement resolution or mediation services.

Information about disagreement resolution, mediation and SEND advice/support is available through Bristol's SEND Local Offer.

For any concerns, please contact your pupils Head of School in the first instance and they can signpost you to the correct policy and procedures.

Georgina Andrews is the SENCO and DSL who can be contacted on Georgina.andrews@bristol-school.uk

Contact details of support services for parents of pupils with SEN

Support services for parents and carers with pupils who have SEN can be found here:

[Advice and support for parents and carers - Bristol's SEND Local Offer - bristol.gov.uk](https://www.bristol.gov.uk/advice-and-support-for-parents-and-carers-bristol-sen-local-offer)

Resources

The school has a delegated budget, which is managed by the Governing Body through its Operations Sub-Committee. The Executive Headteacher and Leadership Team identify recommendations for expenditure, but all members of staff have an opportunity to suggest areas of expenditure. A business case can be completed for additional items of expenditure that are not included in the original budget. See finance policy for further information.

Health & Safety

Electrical equipment, lifting & moving and PE equipment are checked regularly and repaired using appropriate technicians. Compliance is monitored.

Staff receive Health and Safety training at initial induction and refresher training is provided annually. The Health & Safety policy is available at the school for further information.

Monitoring Arrangements

This policy and information report will be reviewed by Georgina Andrews (Head of Provision) at least annually. It will also be reviewed and updated during the year where there are changes to legislation, statutory guidance, local requirements, school procedures or the information contained in the SEN information report. The governing board will approve the policy and monitor its implementation.