



THE
BRIAN CLARKE
CHURCH OF ENGLAND ACADEMY

SEND INFORMATION REPORT (ACHIEVEMENT FOR ALL)

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1. Introduction

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10).

Brian Clarke Academy ensures that the SEND Code of Practice (2015) core principles are followed, to ensure that all students are entitled to an education that enables them to make progress. Students:

- Receive an ambitious curriculum which is high quality and inclusive for all of our young people.
- Become confident individuals that are happy, safe and cared for.
- Make a successful transition into adulthood providing the tools to ensure they are everything they can be and everything they are meant to be.

2. SEND at The Brian Clarke CE Academy

We provide for a wide range of Special Educational Needs and Disabilities, which are divided into four broad areas. We also recognise that students often have needs that can fall into a combination of areas or that students' needs change over time.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or physical needs

3. How does the school know if my child has special educational needs and consequently requires additional support?

We have a clear approach to identifying and responding to SEND. All teachers are responsible for identifying students with SEND, in collaboration with the Achievement for All team. We use a variety of methods to identify students that require different or additional support at an early stage:

- We receive information and guidance from primary schools through our transition programme.
- Students with an EHCP will be visited at their primary school by a member of the Achievement for All Department. A member of the AfA team attends final annual reviews for year 6 students with an EHCP.
- Regularly tracking and monitoring of achievement and progress.
- Feedback from teachers and support staff.
- Liaising with parents/carers.
- Liaising with other professionals.

4. What provision is there for students with Special Educational Needs?

4.1 Universal Provision

We have an ambitious, broad and balanced curriculum which focuses on powerful knowledge, underpinned by pedagogies that enable students to know more and remember more. This is partnered with a rigorous approach to reading and literacy, a relentless focus on building character and resilience, having teachers with excellent subject knowledge; skilled at adapting their teaching, modelling and scaffolding. This universal offer removes potential barriers for all students and supports those who are most able to excel.

4.2 Selected Provision

Using transition data and information on entry and progression through school, there will be selected interventions for those students who might require additional support outside of the mainstream classroom. This approach includes EAL students and In Year Fair Access (IYFA) students. The intervention selected will depend on the additional needs of the student and could be short or long term. Examples include:

- Early reading interventions (e.g. Lexia and Fresh Start Phonics)
- Key worker
- Nurture group
- Speech and language programme
- Lego therapy
- Study skills
- Social communication intervention
- Guided learning
- Overlearning
- Access Arrangements

4.3 Targeted Provision

Targeted interventions are reserved for those with the highest needs (for example those with an EHCP). External reports are utilised to personalise advised interventions and support. Examples include:

- Personalised intervention
- Intense phonics/early reading intervention
- Personalised learning slots
- Decompression time

5. How will I know how my child is doing?

- Parents and carers of students with an EHCP will be invited to a person-centred review.
- Parents and carers will receive whole school reports, subject parents' evening and form tutor parents evening, in addition to this there will be additional progress reports for students with Special Educational Needs, this will be communicated through a phone call or face to face meeting with their key worker where SMART targets will be discussed as part of the 'Assess, Plan, Do, Review' process.
- We will evaluate the effectiveness of selected and targeted interventions. These will support students, staff and parents/carers to understand and assess the progress that students are making. Baseline assessments and relevant qualitative comments will start the chronology, and these will be updated as the student progresses through the intervention(s).
- Parents and carers have the opportunity to discuss how their child is doing through subject parents' evening, form tutor evening, in addition to discussing progress with a member of the AfA department during PCR meetings.

6. How is the decision made about what type, and how much support my child will receive?

- We will review the effectiveness of support for students and the impact of these interventions towards targets set with agreed outcomes. We will share this process with parents and carers, which will include the views of students.
- The decisions will be based on the rate of progress students are making in collaboration

with subject teachers and the AfA team.

- If a student continues to make less than expected progress despite support and interventions, we may seek additional specialist support from outside agencies.

7. How are the resources allocated and matched to the student's Special Education Needs?

- The SEND budget is allocated every financial year. This money is used to provide provision and resources which are dependent on an individual's needs.
- Additional resources may include: specialist assessments, specialist learning tools, materials or equipment and additional adult support.

8. What support is there for my child's wellbeing?

- All students receive support with emotional and social development through our PSHE (wellbeing) curriculum.
- Students all have an assigned key worker.
- Students have access to the pastoral team that support our students alongside their form tutor.
- The AfA room is available for students who wish to have a quiet space or support with home learning.
- Team 7s provides an opportunity to support students with their social skills.
- If necessary, a student may be referred for additional support from an external agency or from our pastoral team.

9. Will my child be included in all activities and trips?

- Yes, all activities are offered to all students, and reasonable adjustments will be made. Risk assessments are written where necessary, and procedures are put in place to ensure all of our students are able to participate.

10. Is additional support in place for Post 16/ Post 18?

- All students receive a CEIAG programme which is tailored to the needs of the individual and their interests.
- We have a leadership programme that develops the skills and qualities needed for post 16.
- We have interventions which support preparation for external examinations.
- At all annual reviews from Year 9 onwards there will be additional support and guidance provided for careers.
- We provide additional support during the transition process for our students when they move to Post 16 education.

11. How accessible is the school for children with disabilities?

- Brian Clarke Academy is a new build school; with a new build we are equipped with a lift to support students with disabilities.

12. Who will support my child?

- All of our staff are trained in effective pedagogies and approaches to support achievement for all. There are clear systems which communicate need and the strategies that teachers and support staff must deploy with identified students.

- Supported by the SENDCo, Assistant SENDCo, HLTAs and our Teaching Assistants are educated in evidenceinformed approaches to both selecting and evaluating interventions.
- Some students will be supported in class with a teaching assistant who will supportthe class teacher, they will use the independence model to support the student.
- If students have a medical need, they are supported by our admin team the pastoral team and the Achievement for All team; all staff are informed, and the student is placed on the medical register. We have a number of first aid trained staff who can be called upon to administer first aid where necessary.
- The Designated Teacher for Children Looked After and/or CLA Learning Mentor will be present at every formalmeeting for the CLA students that attend the school. They will also step in as the parent when appropriate (for example at parents' evenings, options evenings, information and transition evenings) to ensure the CLA student's journey throughschool is supported.
- We will actively seek support and guidance from external agencies to provideexpertise for individual students.
- When required we will seek the support of external agencies (in consultation withparents and carers) who can be best equipped to provide advice and support for individual students for example:
 - Educational Psychology Services
 - CAMHS
 - Occupational Therapy
 - Speech and Language
 - School Nurse

13. What should I do if I wish to make a complaint about my child's SEND support?

- Complaints about SEND provision in our school should be made to the SENDCo in thefirst instance.
- If parents or carers are not happy with the outcome, then please follow the school's complaints policy.
- If you are not satisfied with the school's response, you can escalate the complaint.
- If you feel that our school has discriminated against your child because of theirSEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- You can make a claim about alleged discrimination regarding:
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids andservices
- Before going to a SEND tribunal, you can go through processes called disagreementresolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. [Children and young people with SEND \(Local Offer\) | OldhamCouncil](#)

14. Independent Advice, Support & Guidance

SENDIASS is a free, impartial and confidential service which is independent of the local authority. This support is available to parents, carers or young people who are consideringrequesting an assessment of need and/or throughout the process of applying for a new Education, Health and Care plan.

15. Who can I contact for further information?

- Miss E Bezer- Assistant Headteacher for Achievement for All
- Mr M Bradley- SENDCo
- Ms M Miah- Assistant SENDCo