



Brentford School for Girls

School Information Report

Type of school: Academy Trust

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. The local offer provided by Hounslow can be found [here](#)

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| Specialist provision on site | ASD Unit – Hounslow Authority Provision Lead teacher ASD Unit: Ms Frances Dutton fdutton@brentford.hounslow.sch.uk |
| How do you apply? | Placements are made through Hounslow Local Authority SEND Panel |
| What sort of support should I expect my child to receive? | <ul style="list-style-type: none"> • The Unit aims to promote each student's self-confidence and self-esteem and will prepare your daughter to live independently as an adult, as a productive and happy member of society. • We want your daughter to achieve her academic, personal and social potential. • Students in our centre have full access to the National Curriculum at Key Stages 3 and 4 as well as specific programmes in Key Stage 4. • Specially trained teachers and teaching assistants will support your daughter's learning and progress in mainstream lessons or in the Unit either individually or as part of a small group. Your daughter will also have access to other forms of support including Occupational Therapy and Speech and Language Therapy if on their Statement/EHCP. |

A. PEOPLE WHO SUPPORT CHILDREN SEND:

| | Staff | Summary of Responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/SEND?</p> | <p>The Special Educational Needs Co-ordinator (SENCO): Ms Frances Dutton Deputy SENCO: Ms Sarah Gibson e SEND Administrator: Ms Helen Gething</p> | <p>Are responsible for:</p> <ul style="list-style-type: none"> • Coordinating the support for students with special educational needs/disability (SEND) and developing the school's SEND policy. • Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting. |
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| | <p>Tutors/Subject Teachers/Subject Leaders / Heads of Year</p> <ul style="list-style-type: none"> • Keeping you involved in reviewing how your child is doing and planning ahead for them. • Liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register and keeping records of your daughter's progress and needs. • Organising specialist support and training for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. • Completing Annual Reviews. • Liaising with the LAC designated teacher. • Ensuring teachers know the needs of students and use the best strategies to support them. <p>Are responsible for:</p> <ul style="list-style-type: none"> • Checking the progress of your child and identifying, planning and delivering any additional help your daughter may need (this could include targeted work, additional support) and letting the SENCO know as necessary. • Using the information provided related to your daughter's needs when planning lessons. • Ensuring that all staff working with your daughter in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional agencies, outside specialist help and specially planned work and resources. |
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| | | <ul style="list-style-type: none">• Ensuring that the school's SEND and Literacy Policy are followed in class. |
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| | <p>Head teacher: Ms M Leenders</p> <p>SEND Governor: Ms Nicola Gouldstone</p> | <p>Is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is put in place for any child who attends the school and who has SEND. • Making sure that the school has an up to date SEND Policy. |
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher but it may involve other staff in the school. In some cases support will come from staff who visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need), Behaviour & Learning Advisory Teacher or Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

| What are the different types of support available for students with SEND in this school? | Types of support provided | What would this mean for your child? | Who can get this kind of support? |
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| WAVE 1 | Class teacher input via high quality targeted classroom teaching | <ul style="list-style-type: none"> • Each class teacher has the highest possible expectations for your daughter and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Teachers will use different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing adapted resources. • Teachers will use a range of strategies (which may be suggested by the SENCO or outside experts) to support your child to learn. | All children in the school should be getting this. |
| WAVE 2 | High quality targeted classroom teaching and specific short term interventions possibly involving a smaller group of students or on a 1:1 basis | <ul style="list-style-type: none"> • Your daughter's teachers will have carefully checked on your daughter's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Teachers will use specific strategies (which may be suggested by the SENCO or outside experts) to support your child to learn. • The SEND team/Head of Year/Curriculum teams will plan interventions with targets to help your child to make more progress. • These interventions may be delivered by a teacher or a LSA/TA and may take place inside or outside the classroom. • They are likely to be short term. | Any student who has specific gaps in their understanding of a subject/area of learning. They have been identified by the class teacher as needing some extra support in school. |

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| WAVE 3 | <p>High quality teaching plus more specialised and possibly longer term intervention which is likely to involve advice/action from external professionals either in or out of school. This might include small group or 1:1 work, SL&C work, exam access arrangements, an alternative curriculum or providing specific resources</p> | <ul style="list-style-type: none"> • Your daughter will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialised input instead of or in addition to high quality teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your daughter to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your daughter's particular needs better and be able to support them more effectively in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> i. Making changes to the way your daughter is supported in class e.g some individual support or changing some aspects of teaching to support them better. ii. Support to set better targets which will include their specific expertise. iii. A group run by school staff under the guidance of the outside professional. iv. A group or individual working with an outside professional. • The school may suggest that your daughter's needs some agreed individual or small group support in school. They will discuss with you what strategies will be put in place. | <p>Children whose learning needs continue. The class teacher/SENCO has identified that a child is still not making expected progress despite high quality whole class teaching and short term intervention.</p> |
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| | | <ul style="list-style-type: none">• Your child will be placed on the SEND list/register and the school cycle of support will begin. | |
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| <p>Wave 4 - Statement or EHC plan</p> | <p>High quality teaching plus specific individual support for your daughter. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your daughter will have been identified by the class teacher/SENCO as needing a particularly high level of individual support. Expected progress has not been made despite appropriate interventions from the school. Your daughter may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or Behaviour & Learning Advisory Teachers | <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your daughter's needs. • After the school have sent in the request to the Local Authority (with information about your daughter from school and home), they will decide whether they think your daughter's needs appear complex enough to justify a statutory assessment. If this is the case they will ask you and all professionals involved with your daughter to write a report outlining your daughter's needs. If they do not think your child needs this, they will ask the school to continue with the support which they currently offer. • After the reports have been sent to the Local Authority they will decide if your daughter's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support currently provided and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible • The Statement or EHCP will outline the long and short term goals for your daughter. These will include provision which needs to be made for your child. • The additional money given to the school may be used to support your daughter with whole class learning, to run individual programmes or small groups including your daughter. | <p>Students whose learning need may require the Local Authority to determine that an EHCP is necessary and to formalise the child's needs, the provision to meet those needs and to secure the best possible outcomes across education, health and social care.</p> |
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| | <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. | | |
| <p>How can I let the school know I am concerned about my child's progress?</p> | <ul style="list-style-type: none"> • If you have concerns about your daughter's progress you should speak to your daughter's tutor or Head of Year initially. You can do this by telephone or email. • If you are not happy that the concerns are being managed and that your daughter is still not making progress you should speak to the SENCO: Ms Kelda Stevenson • If you are still feel that the concerns are not being managed and that your child is still not making progress you should speak to the Deputy Head teacher: Ms Devesha Singh • If you are still not happy you can speak to the Head teacher Ms Leenders. • If you are not happy with this response please contact the SEND Governor. | | |

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| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <ul style="list-style-type: none"> • At Brentford School for Girls there are 4 key data collection points. Information is sent to you setting out the levels your daughter is working at in all their different subjects. • Following these data collections, progress meetings are held by departments to discuss any concerns subject teachers may have. Your daughter's class teacher or the subject leader may contact you to discuss your child's progress and alert you to a specific concern. • There are termly meetings between Heads of Year, the SENCO and members of the Leadership team to review the progress of all children across all subjects. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress across a range of subjects the school will set up an academic review meeting to discuss this with you in more detail. At the meeting: <ul style="list-style-type: none"> i. We will listen to any concerns you may have. ii. We will plan any additional support your child could receive. iii. We will discuss with you any referrals to outside professionals to support your child's learning. • In addition, once a year, the school will send you a written report in which subject teachers will outline how your child is progressing and suggest ways to improve. • A parents evening is also held during the year where you can discuss your child progress directly with her class teachers. |
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| How is extra support allocated to children and how do they move between the different levels? | <ul style="list-style-type: none"> • The school budget, received from Government, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • These decisions take into account information about SEND in the school, including: <ul style="list-style-type: none"> i. The students getting extra support already or those needing extra support. ii. The students who have been identified as not making as much progress as would be expected. iii. All resources/training and support are reviewed regularly and changes made as needed. iv. Where a child requires intensive support, the school will make the necessary approaches to the Local Authority to access additional funding (top-up funding from the High Needs Block) for facilities or equipment to support their needs. | |
| Who are the other people providing services to children with SEND in this school? | A. Directly funded by the school | <ul style="list-style-type: none"> • Teaching Assistants/Learning Support Assistants • Counsellor • Hounslow Learning & Behaviour Advisory Teachers • Educational Psychology Service • The Wellbeing coordinator • The Community Coordinator • Literacy coordinators |
| | B. Paid for centrally by the Local Authority but delivered in school | <ul style="list-style-type: none"> • ASD Unit and provision linked to the students who access this • Speech and Language Therapists • Occupational Therapy |
| | C. Provided and paid for by the Health Service but delivered in school | <ul style="list-style-type: none"> • School Nurse • Occupational Therapy |

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| <p>How are the teachers in school supported to work with children with SEND and what training do they have?</p> | <ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for daughter with SEND. • The school runs staff training to improve the teaching and learning of children including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class or subject area. • This school runs staff training about the use of additional adults in the classroom and how to meet the needs of all learners |
| <p>How will the teaching be adapted for my child with learning needs?</p> <p>How will the school know if my child needs extra help?</p> | <ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of students in their class, and will endeavour to ensure that your daughter's needs are met. • Support staff may be used to enable your daughter's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Homework should always be adjusted to match your child's individual needs. <p><input type="checkbox"/> All children joining the school are interviewed along with their parents/carers by one of the Deputy Head teachers and this is an opportunity for you to tell us that your child might need extra help.</p> <p><input type="checkbox"/> We will also collect information on your child's progress from their previous school.</p> <p><input type="checkbox"/> In addition the school carries out its own screening and assessment tests for all new admissions.</p> <p><input type="checkbox"/> Your daughter's progress is then regularly monitored through our cycle of data collection.</p> <p><input type="checkbox"/> All this information is used to assess and review your daughter's progress and identify appropriate support or interventions.</p> |
| <p>How will we measure the progress of your child in school?</p> | <ul style="list-style-type: none"> • Your daughter's progress is continually monitored by her teachers, tutors, Subject Leaders and Heads of Year. • Her progress is reviewed formally every term and a National Curriculum sub level or GCSE/BTEC/A Levels fine grade is given in each subject via the school's data collection. • If your daughter is not at level 1, she may be assessed in other ways including the use of levels that assess attainment up to Level 1. The levels are called 'P levels'. • The progress of children with a statement/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. |

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| | <ul style="list-style-type: none"> • The SENCO will also review the progress of SEND intervention groups to inform further action. |
| What support do we have for you as a parent of child with an SEND? | <ul style="list-style-type: none"> • We would like you to talk to us so we know what you are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child and can share what is working in both places. • There are opportunities to speak to your daughter's teachers, tutor and Head of Year across the year in parents' evenings or academic review meetings but you are welcome to contact us at any other point if you are worried about your daughter's work and progress. • The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have related to your daughter's needs. |
| | <ul style="list-style-type: none"> • Our Community Coordinator also organises a number of events to support parents of new year 7 students and this includes a dedicated transition email transition@brentford.hounslow.sch.uk where you can ask questions about any aspect of your daughter's move to secondary school • All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a written report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • If your daughter has a Statement or EHCP you will be invited into school to review her progress as part of our target setting cycle. |
| How have we made this school accessible to children with SEND? | <ul style="list-style-type: none"> • We endeavour to ensure that the equipment and resources used is accessible to all children regardless of their needs. We provide targeted support with homework, reading at lunchtime and after school. We provide study clubs and targeted after school intervention. • Key words and literacy resources are used across the school to support learning. • If appropriate, specialist equipment may be given to the student to use e.g. pen/pencil grips, concentration aids. • The school buildings do not permit easy access for students with limited mobility. • Timetables may be adjusted where possible to accommodate accessibility. |

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| | <ul style="list-style-type: none"> • As a school we are happy to discuss individual access requirements and would invite prospective parents to see if the building is suitable for your child and work on an accessibility plan. • Breakfast clubs. • Staff trained in the administration of medicines and first aid, with reference to individual care plans. • Individual Student Risk Assessments as required. • Multi-disciplinary approach. On-going liaison with outside agencies e.g CAMHS, Early Intervention Service, Education Welfare. • Students are signposted for additional support to improve their emotional, mental and social development. This may include: mentoring, working with an Educational Psychologist and referrals to outside agencies. • The HUB is available at lunchtime which is a quiet and calm space for students. • Reward and recognition systems. • Good Safeguarding and Pastoral Support systems. • Consistency across classrooms – a common approach to enable students to settle easily whichever classroom they are in. |
| | <ul style="list-style-type: none"> • Anti-bullying initiatives, clear systems for reporting and dealing with bullying, opportunities for students and parents to feedback on Bullying at End of Term Reviews and student views through the Pastoral System and School Council. • Student voice through School Councils. |

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| <p>How will we support your child when they are joining or leaving this school or moving to another Key Stage?</p> | <p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>□ If your child is joining the school:</p> <p><u>Moving from year 6 into year 7</u></p> <ul style="list-style-type: none"> i. In most cases information on the needs of your daughter will be shared by primary school teachers with the SENCO and head of year 7 before she joins the school. ii. You and your daughter will be invited into school for a meeting where you can discuss any worries either of you might have. iii. In the summer all our new year 7 students are invited to spend a day in school to meet other girls who will be coming in September and enjoy a ‘Brentford experience’. iv. We have a dedicated head of year 7. v. We have a support network in place to help students who struggle to make the transition to secondary school. <p><u>Joining the school at any other point</u></p> <ul style="list-style-type: none"> i. All children joining the school are interviewed along with their parents/ carers by one of our Deputy Head teachers and this is an opportunity for you both to discuss any worries either of you might have. ii. We will also collect information on your daughter’s needs from their previous school to help us plan the support that might be needed. iii. In addition the school carries out its own screening and assessment tests for all new admissions. <p>• If your child is moving to another school:</p> <ul style="list-style-type: none"> i. We share information with the new school and ensure they know about any special arrangements or support that need to be made for your daughter. ii. We will make sure that all records about your daughter are passed on as soon as possible. |
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| | <ul style="list-style-type: none"> • When moving years in school: <ul style="list-style-type: none"> i. Information about your child will be shared with their new teachers. • When moving from KS3 to KS4 <ul style="list-style-type: none"> i. You and your daughter will be invited in to school for an interview to discuss her GCSE option choices. ii. If your daughter has a statement or EHC Plan the SENCO and Connexions Advisor will also meet with you and your child to discuss and advise on possible pathways. • When moving from KS4 to KS5 <ul style="list-style-type: none"> i. Brentford School of Girls is a partner member of Hounslow's Education Improvement Partnership [EIP] and as such works with other partners to ensure Hounslow's young people are effectively supported to stay in education or training and progress in their learning. ii. We provide an on-going programme of Careers Education, Information, Advice and Guidance which helps the young person to relate their current progress to their longer term goals and aspirations. iii. All students meet with our Careers Advisor to discuss their Post 16 options. iv. If your child has a statement or EHCP they will also meet with the Connexions Advisor and agree a plan for their post 16 education as part of the annual review process. v. We will help your daughter access alternative provision if our programme of study is no longer deemed to be meeting her needs. vi. The Connexions Advisor, Careers Advisor, SENCO, Head of Year or Student Service team will support your daughter in finding a new school/college. □ On leaving KS5 <ul style="list-style-type: none"> i. There is a comprehensive programme of support within the Sixth Form to support your daughter in making the best possible choices for her future. ii. Your daughter will have a number of opportunities to meet with the careers advisor to discuss her plans. |
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| What support will there be for my child's overall wellbeing? | <p>We believe that high self-esteem and confidence is crucial to emotional well-being and academic progress. A number of people have responsibilities for the well-being of every student in the school and if you have any concerns about your daughter please talk to one of the following members of staff:</p> <ul style="list-style-type: none"> • Your daughter's form tutor • Her Head of Year • The School's Attendance Officer <p>The school might provide support for your daughter in the form of nurture, social skills and friendship groups or counselling</p> <p>If your daughter has specific medical needs please contact the School's Well-being coordinator, Ms Jo Davies (jdavies@brentford.hounslow.sch.uk)</p> |
| How does the school listen to pupils views? | <p>□ There are a number of ways in which pupils are able to tell us what they think about their experiences in school.</p> <ol style="list-style-type: none"> Year Leaders speak to target groups of students as part of Monitoring Week. Subject areas collect pupil views on their work and progress in the classroom. Pupils and parents complete an annual questionnaire which enables us to see what you think about our school so we can identify areas to improve. Students with a high level of need or a statement/EHCP in place have an opportunity to tell us what they think as part of the review process. School Council |
| How will my child be included in activities outside the classroom? | <ul style="list-style-type: none"> • We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. • We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day. |

C. WHO CAN I CONTACT IN THE SCHOOL?

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| Who can I contact for further information? | Helen Gething (SEND Administrator) hgething@brentford.hounslow.sch.uk Frances Dutton (SENCO) fdutton@brentford.hounslow.sch.uk Sarah Gibson (Deputy SENCO) sgibson@brentford.hounslow.sch.uk |
| | If you are not satisfied with the school's response to your concerns and you wish to make a complaint please contact in writing; The Head Teacher Ms M Leenders, Brentford School for Girls 5 Boston Manor Road Brentford Middlesex TW8 OPG |

The SEND Information Report should be read in conjunction with Brentford School for Girls policies on Behaviour, Admissions, Equality, Safeguarding, SEND Policy and the Accessibility Policy and Plan.

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Glossary of Terms

- **SEND** - Special educational Needs and Disability
- **EHCP** - Educational Health Care Plan
- **SL&C** - Speech, Language and Communication
- **EP** - Educational Psychologist
- **SENCO** - Special Educational Needs Coordinator
- **ASD** - Autistic Spectrum Disorder - **TA** – Teaching Assistant
- **LSA** – Learning Support Assistant
- **SEMH** – Social, Emotional, Mental Health
- **LA** – Local Authority
- **SLCN** – Speech, Language and Communication Needs
- **SLT** – Senior Leadership Team
- **CPD** – Continuing Personal Development
- **FSM** – Free School Meals
- **LAC** – Looked After Child
- **EIP** – Education Improvement Partnership