BROOKVALE GROBY LEARNING CAMPUS
Valuing Everyone, Achieving Excellence
Will Teece, Headteacher
Telephone: 0116 287 9921 Website: www.brookvalegroby.com

SPECIAL EDUCATION NEEDS AND DISABILITY -

PARENTAL INFORMATION

Reviewed by the SENDCO: Spring Term 2025/26

Date of next review: Autumn Term 2026

Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

Our Vision

Valuing Everyone, Achieving Excellence

Our Motto

Work Hard, Be Kind

Our Core Values

Community, Aspiration, Resilience, Excellence

Special Education Needs and Disability - Parental Information

Regulations 3 Special Educational Needs and Disability Information Regulations

Brookvale Groby Learning Campus

Brookvale Groby Learning Campus is an outstanding secondary 11-19 school.

AIM OF THE LEARNING SUPPORT TEAMS

The aims of the Learning Support Teams are closely linked with the school aims of facilitating access to a challenging but supportive environment, and access to a broad, balanced and differentiated curriculum. It values students' personal qualities, affords equal value to all members of the school community, and encourages students to develop a sense of moral values. The Learning Support Team's vision and ethos is to adopt a "student centred approach" where a young person's aspirations and views are at the core of planning their learning journey.

Parents and students can expect to work collaboratively with the Learning Support Teams to ensure a smooth transition between the key stages.

We are guided by the *Code of Practice for Special Educational Needs (2015*) and the *Equality Act (2010*) which recognise that "students with special educational needs have learning difficulties that are significantly greater than the majority of children of the same age or have disabilities that prevent or hinder them from having full access to the facilities or curriculum."

There is a need to ensure that there is appropriate challenge in the learning of all our students, by developing the range of strategies for differentiated learning in the classroom.

For some students, needs will be long term and go across phases from primary school to post sixteen. For others, needs will be short term or temporary, perhaps the result of emotional or physical crisis. Some of these students will have an Educational Health Care Plan or a SEND support plan.

The SEND Team is led by the Special Educational Needs and Disabilities Coordinator Michelle Tointon, who is supported by Assistant SENDCO Mrs Kay Pratt, SEND administrator Mrs West and our Lead HLTA Mrs Dale. Together they are responsible for:

- Coordinating the provision for children with SEND and creating opportunities that allow them to access the curriculum in a safe and inclusive way
- Developing and reviewing the SEND policy
- The day to day management of the support for children with SEND.
- Giving the responsibility to Teachers and Teaching assistants for educational provision, but still having responsibility for ensuring that your child's needs are met
- Ensuring that parents are:
    - Involved in supporting their child's learning
    - Kept informed about the support their child is receiving
    - Involved in reviewing how their child is doing
    - Part of the planning ahead for their child

- Supporting successful transitions – whether this is between key stages or to external provisions
- Liaising with external agencies who can offer advice and support to school, students and parents
- Providing specialist advice and facilitating training to ensure that all staff in school are skilled and confident about meeting the wide range of SEND needs
- Developing appropriate interventions
- Ensuring appropriate access for exams

The SENDCo is supported by an Assistant SENDCo, a SEND Administrator, a Higher Level Teaching assistant, and a team of experienced Teaching Assistants; they provide the academic and personal support for students with SEND. Teaching Assistants may be allocated to a group of students or on a more individualised basis depending on the students' needs.

SEND TRUSTEE LINK

The SEND Trustee is a committed, experienced trustee who is responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made reasonable adjustments to meet the needs of all children with SEND
- Understanding the identification process and monitoring the support given to children with SEND in the school and being part of the process to ensure that students with SEND achieve their full potential in school

The SEND Trustee (Karl Stewart) can be contacted by emailing the Clerk to Local Academy Council, Debbie Phipps: dphipps@brookvalegroby-tmet.uk

Guidance Key:	**P/C = Parent / Carer YP = Young Person**
Section 2	**Information about the settings policies for and the identification and assessment of pupils with Special Educational Needs.**
Possible questions from P/C or YP	**Campus arrangements and responses.**
P/C: "How do you identify children with Special	The SEND teams work closely and meet regularly with student support and the pastoral team to ensure that pupils with SEND are supported through the process of transition • Early identification of pupils with SEND is essential

Educational Needs?" **YP: "How will you work out with me what extra help I need?"**	• Pupils with SEND have often already been identified at Primary school and this is shared with Campus SEND teams through close liaison with the Primary, and reinforced with a transition project which begins as soon as County Hall allocates places. • Michelle Tointon (SENCo 11-19), Kay Pratt (Assistant SENCo 11-19) and Tina Rumming (Student Support Manager) will attend all Year 6, 9, 11 and 13 annual reviews for Health Care Plans (EHCP) to support early transition to the next phase of learning. Enhanced transitions are offered to vulnerable students where it is felt that they would benefit from additional time at Campus to experience Key stage 3, 4 and 5 as appropriate. • An informal SEND parents evening/meeting is offered in June so that parents and pupils have the opportunity to ask questions and meet the whole team. Although pupils with SEND have very often been identified at Primary school, the Campus continues to monitor and assess our pupils. Early identification is paramount to a pupil's success and we use a variety of data screening tools to assess students; this allows the identification of any students who may have SEND. Some of the screening and data used on the Campus includes: • Key stage 2 SATs results and teacher assessments • Key stage 3 teacher assessments • Lucid exam access • Dash speed of handwriting • Dyslexia screening / dyscalculia screening (this is not a formal diagnosis) • Classroom observation • Coloured overlay testing

	• Rapid naming • CTOPP Most importantly the SEND Teams listen very carefully to the students, parents and staff; if there is a change in behaviour or there is a concern raised we investigate. This is sometimes with the help of outside external agencies which include the Educational Psychologist, learning support services and autism outreach. If you think your child has SEND you should contact Michelle Tointon (SENDCo). Your concerns will always be taken seriously – and we will support your child and you through the process. In addition, you may also wish to get advice from the Parent Partnership Service. You can find information on the Leicestershire County Council website SENA Leicestershire or Special education service at SEND Information Advice and Support Service You may wish to use the self referral form to report a concern - BGLC SEND Concerns Form
Section 3 **Section 3A** **P/C: 'How will you support my child?'** **YP: 'How will you help me?'**	**Information about the Campus policies for making provision for pupils with special educational needs whether or not pupils have Educational Health and Care Plans.** Students learning on the Campus may be supported in the classroom or by intervention which could be group, whole class and through extended support. Subject based interventions are usually provided by specialist Teaching Assistants. Classroom based support is provided by a team of experienced Teaching Assistants. Intervention can take place before school and/or during the school day. At key stage three Literacy and Numeracy support, including specialist dyslexia intervention, occurs through timetabled lessons and activities which are designed to enhance the learning experience of our

(Section 3B) **P/C: "How does the school know how effective its arrangements and provision for SEND are?"** **YP: "How will you make sure you help me the best you can?"**	students. This may involve revisiting basic skills or building on skills which our students find challenging. At key stage four interventions mainly take place during registration time or after school. Our learning support hubs are equipped with Google Chrome Books to ensure our students are empowered to learn. Touch typing could be offered before school to support ICT skills. The Campus also provides a nurturing environment in the hubs, where SEND students can spend their time. The SEND team is always on hand to ensure that the Hub is maintained as a safe and purposeful environment for those who don't like the hustle and bustle of the main areas. During these unstructured times students are encouraged to develop appropriate friendships, play a range of games such as chess, complete homework, read, and develop their own interest groups. The Hub is also a place where Post 16 SEND students can have supported study time. **How the Campus evaluates the effectiveness of its provision for Pupils with Special Educational Needs** The progress of students is monitored very closely by subject teachers, tutors and the SENDCo; students who are not making the expected level of progress are identified quickly in order for the most effective intervention to be put into place. Initial identification is often raised through the school's rigorous assessment cycle and termly data tracking. However the staff may also raise concerns if students: ● Have fallen behind expected levels ● Are not making sufficient progress ● Are not behind but are under performing in line with expectations for that student ● Are not behind but are reluctant to engage in lessons

	Concerns are discussed at department meetings and the SENDCo are informed. Learning support intervention may then be put into place, a plan of action drawn up and parents contacted to ensure a holistic approach to supporting the students. When a need is identified the student will be assessed. This could involve: ● Classroom observations and interventions ● Gathering of information from all staff, parents and students ● Data collection ● Formal and informal assessment where appropriate The outcome of the assessment will then form the basis of the action plan, and the appropriate intervention put into place to support the student. The plan of action will be based on: ● Wave 1 – Universal intervention based on classroom support through quality first teaching and differentiation ● Wave 2 – Identified intervention based on additional support small group (in school intervention) ● Wave 3 – Targeted and specialised support with the input from a specialist outside agency, support or training. Students identified as having a need and requiring support are added to our education plans which contain valuable information on how all staff in school can support your child to learn. Students identified as having an individual need will receive a support plan containing information and guidance to support them. In addition, students, parents/carers will be invited to help build a one page profile of information which will be shared with staff. Students will also be added to the campus

	education plans to keep staff fully informed and equipped to support your child in school. The support plans will be sent home and reviewed annually, although progress towards your child's targets will be reviewed as part of the school's assessment and reporting procedures. Parents are invited to review their child's progress at parents' evenings with subject teachers, tutors and the SENDCo. Students who are significantly behind their peers after continued 'wave 2 support' and /or receiving external agency involvement and/or an Education Health Care plan will also receive a one page profile as well as guidance and information sheets. The EHCP will be reviewed each term in line with campus reporting and assessing procedures. Student, parent/carer and staff will be asked to review specific targets and through working together will reassess the intervention and provision in place to ensure that good or outstanding progress is being made. **Campus arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.**
Section 3C **P/C: "How will both you and I know how my child is doing and how will you help me to support my child's learning?"**	Students who have an Educational Health Care Plan are reviewed on an annual basis. The reviews are led by the SENDCo, are student focused and take place in school. They involve the student, parents/carers, staff and any outside agencies and staff from transition schools if appropriate. The students, parents and carers are invited to complete a questionnaire and all documentation is shared in advance; meetings are held at a mutually convenient time. After the meeting, an annual review form is completed and returned to the local authority; a summary sheet is also shared with parents, staff and the student. Students who are noted to have needs that require external agency input and/or whose progress and attainment is significantly behind those of their peers will have a Support Plan and be identified on campus SEND records (this will include a one page profile). These pupils will not currently have an EHCP;

YP: "How will I know if I am meeting my targets?"	however, they will have a support plan drawn up by the SENDCo at a meeting with parents, outside agencies where appropriate, teacher and the student. All parties will work towards mutually agreed targets which are monitored each term. Parents will be asked to contribute to these targets and their input is invaluable to the success of their son or daughter. Support and intervention will be updated to support the needs of the students and parents will be informed accordingly. All students with an EHCP and those who are identified on the SEND record are data tracked on a termly basis by the class teacher and by the SENDCo in line with campus reporting and assessing procedures. Those who are identified as not making expected progress are discussed at department meetings and intervention progress meetings with the wider inclusion and pastoral teams to ensure the appropriate holistic support is in place to support the students. Progress data is shared with parents regularly via the online reporting system and in an annual progress evening. Students on the campus are provided with an organiser to ensure that parents are able to communicate with school. However the learning support teams operate an "open door" system, where we welcome communication from parents via telephone call, email or in person. Some students benefit from a more personalised diary to support home school communication. In addition, there are opportunities for parents with SEND pupils or those who are vulnerable to attend SEND clinics for a more informal chat with the learning support team. The SENDCo or a member of the inclusion team is available to discuss your child's needs on an individual basis should you wish to do so. This is usually by appointment to ensure privacy and confidentiality. The effectiveness of our provision is measured by the progress our students make over time. The school is required to measure progress using nationally agreed standards and criteria. The academic, social and emotional progress is tracked on an individual basis and as an inclusion group in subject areas. In addition to the subject area tracking, the SENDCo will track the progress of SEND students.

Section 3D **P/C: "What is your approach to individual learning?"** **YP: "How will you support me to access education?"**	**Campus approach to teaching pupils with Special Educational Needs** The campus offers a broad and balanced curriculum, which promotes equal opportunities for all students. Staff and teachers on the campus are trained to adapt their lessons to meet the diverse range of needs, especially of those with SEND. Daily planning takes into account the needs of the pupils in the classroom; this will include differentiation and quality first teaching which is delivered to ensure our students receive support and challenge to achieve their very best. Although careful consideration is given to groupings, they are always flexible and based on the needs of the pupils in order to maximise the learning opportunities for all. Teaching Assistants and additional adults are used flexibly to help groups and to meet the needs of individual students with the aim of developing and securing independent learning skills. Pupils identified with SEND who have an EHCP or SEND support plan will have a one page profile. Pupils, parents/carers and teachers agree on each pupil's strengths and barriers to learning and then agree targets which are reviewed on a termly basis. These are shared with staff to ensure a holistic approach to learning with the young person at the heart of the process. The staff are trained in the diverse needs of the students who attend the campus and this includes specialist training from outside agencies. These may include: Specialists in ADHD, Dyslexia, Autism, Diabetes, Speech and Language, Visual Impairment, Hearing Impairment, Specialist Teaching Services, CAMHS, Trauma Aware classrooms and emotion coaching.

	Inclusion training is built into the campus meeting calendar and staff are updated regularly by the SENDCo and Deputy Head. The SENDCo is a fully qualified specialist dyslexia teacher and is Level 3 Autism trained. In addition, the learning support teams have a number of staff who are skilled in autism, visually impaired support, dyslexia, positive handling, behaviour, mental health, attachment disorder, trauma, emotion coaching and ASDAN qualifications.
Section 3D **P/C: "How will the curriculum be matched to my child's/young person's needs?"** **Y/P: How will I be supported to plan for my learning needs and who will explain it and help me?"**	**How the settings adapt the curriculum and learning environment for pupils with Special Educational Needs and Disability.** The aims of the Learning Support Department are closely linked with the school aims of facilitating access to a challenging and supportive environment, and access to a broad, balanced and differentiated curriculum. It values students' personal qualities, affords equal value to all members of the school community, and encourages students to develop a sense of moral values. The Learning Support Teams' vision and ethos is to adopt a "student centred approach" where a young person's aspirations and views are at the core of planning their learning journey. We are guided by the Code of Practice for Special Educational Needs (2015) and recognise that "students with special educational needs and disability have learning difficulties that are significantly greater than the majority of children of the same age or have disabilities that prevent or hinder them from having full access to the facilities or curriculum." We ensure that there is appropriate challenge, whilst supporting the diverse needs of our learners, through effective differentiation. For some students, needs will be long term and go across phases from primary school through to post 16. For others, needs will be short term or temporary, perhaps the result of emotional or physical crisis.

	Some of these students will have Statements of Special Educational Needs or an Educational Health Care Plan. As part of our commitment to delivering an inclusive curriculum, groups are always flexible and based on the needs of the pupils in order to maximise the learning opportunities for all. Teaching Assistants and additional adults are used flexibly to help groups and to meet the needs of individual students with the aim of developing and securing independent learning skills. Some of our students require a more personalised timetable of support for both lessons and homework. This process begins with a discussion with the student and an in depth look at their timetable. After discussions with parents and teachers, the SEND department draw up a programme of support. This may include occasional withdrawal from lessons to attend:- ● Friendship Group ● Direct instruction ● School Counsellor ● Behavior support mentor ● Hickey multi-sensory language course ● Touch typing ● Acceleread/Accelerwrite ● Navigating the social world ● Outside agencies – to attend meeting or structured support plans ● Dockside ● Alba reading ● Reading plus

Section 3E **P/C: "How is the decision made about the type and how much support my child will receive?"** **Y/P: "What if I need extra help?"**	**Additional support for learning that is available to pupils with Special Educational Needs.** The progress of students is monitored very closely by subject teachers, tutors and the SENDCo; pupils who are not making the expected level of progress are identified quickly in order for the most effective intervention to be put into place. Initial identification is often raised through the school's rigorous assessment cycle and termly data tracking. However the staff may also raise concerns if students: ● Have fallen behind expected levels ● Are not making sufficient progress ● Are not behind but are under performing in line with expectations for that student ● Are not behind but are reluctant to engage in lessons Intervention may be: ● Wave 1 – Universal intervention based on classroom support through quality first teaching and differentiation ● Wave 2 – Identified intervention based on additional support through small group (in school intervention) ● Wave 3 – Targeted and specialised support with the input from a specialist outside agency support or training. Students identified as having a need and require support are added to our education plans which contain valuable information on how all staff on the Campus can support your child to learn.

	Students identified as having an individual need will receive a support plan containing information and guidance to support them. In addition, students, parents/carers will be invited to help build a one page profile of information which will be shared with staff. Students will also be added to the education plans to keep staff fully informed and equipped to support your child in school. The support will be sent home and reviewed annually, although progress towards your child's targets will be reviewed as part of the campus assessment and reporting procedures. Parents are invited to review their child's progress at progress evenings with subject teachers, tutors and the SENDCo. Students who are significantly behind their peers after continued 'wave 2 support' and/or receiving external agency involvement and/or have an Education Health Care plan will also receive a one page profile as well as guidance and information sheets. The EHCP will be reviewed each term in line with the campus reporting and assessing procedures. Students, parents/carer and staff will be asked to review specific targets and through working together will reassess the intervention and provision in place to ensure that good or outstanding progress is being made. Students who have an Educational Health Care Plan are reviewed on an annual basis. The reviews are led by the SENDCo and occasionally Assistant SENDCo and take place on the campus. They involve the student, parents/carers, staff and any outside agencies and staff from transition schools if appropriate. The students, parents and carers are invited to complete a questionnaire and all documentation is shared in advance; meetings are held at a mutually convenient time. After the meeting an annual review form is completed and returned to the local authority; a summary sheet is also shared with parents, staff and the student.
Section 3F	**Activities available for pupils with Special Educational Needs in addition to those available in accordance with the curriculum.**

P/C:"How will my child be included in activities outside the classroom including trips?"	The campus believes that all students should have the opportunity to experience a broad and balanced curriculum; as part of our commitment to this we provide enrichment opportunities. Students are able to access collapsed timetable days, extra-curricular trips and educational trips which include residential trips and opportunities. Students with SEND will be able to access the same activities as their peers; we pride ourselves on making reasonable adjustments to the required support, in order for your child to participate in extra-curricular activities. This may mean meeting with parents and outside agencies to ensure that all needs are taken into consideration and accommodated. This sometimes means completing a risk assessment and pre visits in order to meet the needs of the students.
Y/P: "How will you help me to be included in school activities?"	In addition to the extra-curricular activities there are a number of after school and lunch time clubs. We actively encourage all students to attend the clubs and make adjustments to support, if needed, to ensure our pupils with SEND can join in and enjoy themselves in a safe, friendly environment. The learning support teams run a lunchtime club which supports our more vulnerable students; this is a fun club where students are able to choose their lunch time activities whilst being supported by the learning support teams. Students who need support before school can also join the breakfast club which runs every day from 8.00 in the morning. The breakfast club provides a social background where students can have breakfast and a hot drink whilst enjoying each other's company before school. A list of the extracurricular activities is updated termly and circulated to staff and students; an updated version of the list is placed on the school website and in the newsletter which parents receive regularly.
Section 3G	**Support that is available for improving the emotional and social development of pupils with Special Educational Needs.**
P/C: "How will you help to develop my child's emotional	Once your child arrives on campus they are assigned a tutor group. The choice of tutor group is based on information from parents and teachers to ensure our pupils with SEND are fully supported through transition and assigned to the most suitable tutor group. At each key stage our tutor groups are organised in year groups. Students meet each morning to share form time activities and meet with their

and social development?"	form tutor. At key stage four and five, opportunities are made available for one to one tutoring where appropriate. Alternatively, the Learning Support and Student Support teams are always available to support students who are experiencing difficulties on the campus.
Y/P: "How can I get help if I am worried about things other than my school work?"	Students moving to or attending the campus are supported through the period of transition by the SEND and Pastoral/inclusion teams. This involves visits from the Learning and Student Support teams to primary school, FE colleges and in some cases local universities. The SENDCo is happy to meet with parents to ensure that any worries or concerns are dealt with quickly to reduce the risk of anxiety. In addition referrals to the Teen Health, our school counsellor or behaviour mentor are made if appropriate. The campus also offers a careers advice service through our careers advisor. These sessions are differentiated to meet the needs of the SEND students. Where appropriate, parents /carers are encouraged to attend the careers meetings. The campus has a team of designated people who are responsible for first aid and medical needs. In the case of a medical emergency staff are instructed to contact a first aider who then makes an initial assessment and decides whether an ambulance and further assistance is required. Should a serious incident occur, which requires immediate attention, an ambulance will be called immediately. The Senior Team is always kept fully informed of medical emergencies. Please click on the links to access our Health and Safety Policy and Supporting Students with Medical Conditions which clearly outlines our commitment to ensuring that the needs of the child are met. Health & Safety Policy Supporting Students with Medical Needs Policy 2023-25

	To support the emotional and mental well-being of our students, the campus also has the facility to refer to the school councellor. In addition the SENDCo works closely with Community Paediatricians, Educational Psychologists, CAMHS, Social Care, Menphys, and parent partnership. Any service can make an appointment to visit a child on site, with parent/carer permission and subject to school safeguarding procedures. Please use the link to view our safeguarding policy. Safeguarding & Child Protection Policy The voice of pupils on campus is important and we seek to gain their views at every opportunity. Pupils with SEND are included on the school council and are actively encouraged to be part of focus groups within the Learning Support department. Students participate in student interview panels and regularly give tours of our campus to visitors. Their voice is also gathered through Lifeskills, Citizenship lessons, Student Council and through form representatives.
Section 4 **P/C: "How will I be able to raise any concerns I may have?"** **Y/P: "What can I do if I am worried about something?"**	**Contact Details of Special Educational Department** In the first instance you can raise a concern with the student's form tutor. However if your concern is SEND related, contact the SENDCo, Michelle Tointon, at mtointon@brookvalegroby-tmet.uk or 0116 2879921 ext 288. BGLC Student of Concern - SEND If students are worried about something, they can talk to their form tutor or any member of the Student or Learning Support teams.

Section 5	**Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and about how specialist expertise will be secured.**
P/C: "What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?' **Y/P: "What staff are there in the school with special training to help young people who need extra help?"**	The campus is committed to the ongoing training of all staff to ensure they are fully equipped to provide the best support for the students. We have an ongoing training programme for all staff to support their knowledge of SEND and to enhance their expertise and resources. Training has included: • Dyslexia • Safeguarding • E safety • SEND – new code of practice • Mental health awareness • ADHD • Autism level 1,2 and 3 • Attachment disorder • Self-harm • Assessment for learning • Positive behaviour management • Positive handling • Visual impairment • Speech and language • Trauma and Attachment If a need is identified during transition, we will ensure that the relevant agencies, along with parents and the previous school, are involved so that we can ensure a smooth transition.

	The SENDCo is a qualified specialist dyslexia teacher, and has completed an MA in Education, is up to date on current legislation and promotes the sharing of good practice and expertise across our family of schools. She is up to date on current and national policy and initiatives to support students with SEND and regularly attend the SENDCo net meeting where local and national updates regarding SEND are discussed. The SENDCo works with a number of external agencies and the local authority to seek advice and support to make sure all students are supported and to ensure that their needs are met. These include working with health care professionals through: ● Inclusion referral (including children missing in education and Children with medical needs) ● Working with medical professionals to refer young people to Child and Adolescent Mental Health Services. ● SENA (County) and SES (City) Other agencies the school liaises with are: ● Educational Psychology service ● Inclusion Support Service and Early Help ● Specialist Teaching service ● Speech and Language ● Autism Outreach ● ADHD Solutions ● CAMHS – Westcotes and Valentine centre ● School Nurse

	• School Attendance Officer • Social Care • Youth Offending • Occupational Therapist • Hinckley and Bosworth Behaviour Partnership • Youth Service • Menphys
Section 6 **P/C and Y/P: "How accessible is the setting, both indoors and outdoors?"**	**Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured.** The campus is an 11-19 school. The building has minimal steps and is adapted to meet the needs of pupils with SEND. These include: • Lift access to all areas • Accessibility plans which include outside routes and mobility plans • Ramp access to classrooms - the building is fully wheelchair accessible • Disabled changing and toilet facilities • Access friendly toilet facilities • Disabled parking bays • Identified routes for visually impaired students Although the campus operates a movement plan which involves students using outside doors, needs are considered on an individual basis and individual accessibility plans are created and reviewed. We pride

	ourselves in promoting equality and seek the advice from the appropriate outside agencies when required; these include the visual and hearing impaired services and the occupational or physiotherapist teams. This ensures that we are able to adapt our setting to meet the diverse needs of our students.
Section 7 **P/C: "How are parents involved in the setting? How can I get involved? Who can I contact for further information?"** **Y/P: "Which parts of my education will my parent or carer be involved in?"**	**The arrangements for consulting parents/carers of children with Special Education Needs about their child's education, and involving such parents/carers in the education of their child.** The campus actively encourages parents to take an active role in their son or daughter's education. All parents are encouraged to contribute to their child's education through: • Progress evenings • Discussion with the SENDCo and SEND clinics • Parent Focus groups • Questionnaires • Discussions with professional outside agencies if appropriate. • Home/school communication planners • Attendance at annual /send support reviews • Development of one page profiles • Home School agreement If you have concerns about your son or daughter's SEND needs please contact the SENDCo - Michelle Tointon. Alternatively, you may wish to contact the Senior Deputy Headteacher, Greg Godwin, the Headteacher, Will Teece, or the SEND Trustee, via the Clerk to the Trust Board.

	Your concerns will always be taken seriously – on our campus we will support your child and you with any concerns you may have. In addition, you may also wish to get advice from the Parent Partnership Service. You can find information on the Leicestershire County Council website SENA Leicestershire or Leicester City at SEND Information Advice and Support Service
Section 8 **P/C: "How will my child's views be listened to?"** **Y/P: "How will my views be listened to?"**	**The arrangements for consulting young people with Special Educational Needs about, and involving them in, their education.** Students who have an EHCP or SEND support plan or are on the campus SEND record are regularly asked about their learning. This could involve the feedback from mentoring, tutoring or key worker sessions. Questions are carefully differentiated in order for us to gain valuable information which then forms part of the 'plan, do, review' process. The information will be updated on their one page profile if appropriate and any targets modified to reflect the discussions.
Section 9 **P/C: "What should I do if I have a complaint?"** **Y/P: "What should I do if I**	**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with Special Education Needs concerning the provision made at the setting.** If you have concerns about your son or daughter's SEND needs please contact the SENDCo - Michelle Tointon or you may wish to contact the Senior Deputy Headteacher, Greg Godwin, the Headteacher, Will Teece, or the SEND Trustee via the Clerk to the Trust Board. Please follow the link for further information on the complaints procedure. COMPLAINTS POLICY

am unhappy about the support I am receiving?"	If the student is unhappy with their support they should tell Michelle Tointon (SENDCo), or any member of the Learning Support or Student Support teams as soon as possible. We pride ourselves on the support given to our students with SEND and take seriously any views or comments from students and parents.
Section 10 **P/C: "Who else has a role in my child's education?"** **Y/P: "Who else might help me with my learning?"**	**How the governing body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of the pupils with special educational needs and in supporting the families of such pupils.** The SENDCo works with a number of external agencies to seek advice and support to ensure all students are supported and to ensure that their needs are met. These include working with health care professionals through: ● Inclusion referral (including children missing in education and Children with medical needs) ● Working with medical professionals to refer young people to Child and Adolescent Mental Health Services. ● SENA (County) and SES (City) Other agencies the school liaise with are: ● Educational Psychology Service ● Specialist Teaching Service ● Speech and Language ● Autism Outreach ● ADHD Solutions ● CAMHS – Westcotes and Valentine centre ● School Nurse

	• School Attendance Officer • Social Care • Youth Offending • Occupational Therapist • Hinckley and Bosworth Behaviour Partnership • Youth Service • Menphys
Section 11 **P/C: "What other support services are there who might help me and provide me with information and advice?"**	**The contact detail of support services for the parents and carers of Pupils with Special Educational Needs.** There are a number of support services who can be contacted to help support and guide you and your child. You can find information on the Leicestershire County Council website SENA Leicestershire or Leicester City at SEND Information Advice and Support Service The SENDCos will also be able to help guide you through the process of seeking advice and support from other external agencies. These may include the Educational Psychologist, Autism Outreach and learning services. Additional information can be found at Local Authority - Local Offer Special Educational Needs and Disability (SEND): A guide for parents can be found at SEND: guide for parents and carers (page 47 is particularly helpful for further information and useful contacts). British Dyslexia Association – https://www.bdadyslexia.org.uk/

	Dyslexia Action – www.dyslexiaaction.org.uk Dyspraxia foundation – Dyspraxia Foundation KIDS – www.kids.org.uk National Autistic Society – www.autism.org.uk National Blind Society – https://www.rsbc.org.uk/ Young Minds – https://youngminds.org.uk/ AET – www.autismeducationtrust.org.uk Tourettes Action - Tourettes Action If you are considering sending your child to the Brookvale Groby Learning Campus please consult our admissions policy which can be found by following the link: Admissions Policy 2025-2026 Admissions Policy 2026-2027
Section 12 **P/C: "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of**	**The settings arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.** The SEND teams work closely with student support and the pastoral teams to ensure that pupils with SEN are supported through the process of transition. We believe that early identification of pupils with SEND is essential. Pupils with SEND have often already been identified at Primary school and this is shared with the campus through close liaison with the Primary schools and reinforced with a transition project which begins as soon as County Hall allocates places. Equally, contact with FE colleges and universities helps students to access appropriate support in higher education. The SENDCo and Tina Rumming (Student Support Manager) will attend all appropriate transition annual reviews for students with Educational Health Care Plans (EHCP) to support successful transition.

education and life?" **Y/P: "What help is there to help me get ready to start at my next setting / school?"**	Enhanced transitions are offered to vulnerable students where it is felt that they would benefit from additional time on the campus to experience Key Stage three, four or five. An informal SEND parents' evening/meeting is offered in June so that parents and pupils have the opportunity to ask questions and meet the whole team.
Section 13 **P/C and Y/P: "Where can I find the local offer?"**	**Information on School's contribution to the publication of the 'local authorities' local offer.** Following on from the Government's SEND reforms and the New 'Code of Practice 2015' the Leicestershire Local Authority is duty bound to set out and publish a local offer. Through the Special Educational Needs and Disability reforms (SEND reforms), the government requires services to work together across the 0-25 age range. Under the new system there is a clear emphasis on offering help at the earliest possible point. Children and young people with Special Educational Needs or Disabilities and their parents or carers should be fully involved in decisions about their support and what they want to achieve. The reforms are set out in the Children and Families Act 2014, and the new Special Educational Needs and Disability Code of Practice: 0-25 years. The Leicestershire Local Offer: • Describes what all children, young people and their parents and carers can expect as a minimum standard from all schools in the County.

	In addition it encompasses arrangements for assessing children's needs in schools. All children and young people are entitled to an education that enables them to make progress so that they: • achieve their best • become confident individuals living fulfilling lives • make a successful transition into adulthood, whether into employment, further or higher education or training. For some children, SEND can be identified at an early age; however, for other children and young people difficulties become evident only as they develop. Up to date information on Leicestershire's Local Authorities 'Local Offer' can be found at the following web address. Local Authority - Local Offer
Glossary of Terms	SEND – Special Educational Needs and Disability SENDCo – Special Educational Needs Coordinator CAMHS – Child and Adolescent Mental Health Service SENA – Special Educational Needs Assessment EHCP – Education and Health Care Plan MAT – Multi Academy Trust LEBC – Leicestershire Education Business Company