



## Local Offer (Secondary)

By law this policy must be reviewed annually.

**DOCUMENT CONTROL**

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Version	Date	Comments	Author
1	23/06/2015	For approval by Management Committee	Krystal Le Francke
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<b>Review Process prior to Ratification</b>	
Name of Group/Department/Committee	Date
FMC	

Brent River College is a KS3 and KS4 Pupil Referral Unit. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to a social, emotional or behavioural difficulty or a medical condition.

We admit children from across the Brent Borough.

Brent River College upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school values are '*Belief, Respect, Integrity, Vision, Excellence, Responsibility, Courage*'.

We welcome engagement from our parents/carers and wider support agencies to bring about protection, provision and progression for pupils of Brent River College so that they are well prepared for the future both as learners and citizens.

Brent River College is an inclusive school and may offer the following range of provisions to support children with SEND:

	Whole School (KS1 – KS4)
Provision to facilitate/support access to the curriculum/independent learning	<ul style="list-style-type: none"> <li>• Class sizes are small across Brent River College, up to 10 in a class, with at least two adults in the class: A teacher and 1 Teaching Assistant. Where young people have an Education Health Care Plan or are on a 1:1 programme, there may be additional support according to need</li> <li>• Robust baseline assessments so that clear targets are identified that match individual pupil need</li> <li>• Regular progress meetings</li> <li>• Teaching and Learning Policy with regular monitoring and review. There is a continued focus on challenge and independent learning</li> <li>• Accurate data analysis to support early identification of additional need</li> <li>• Robust risk assessments</li> <li>• A stimulating learning environment with engaging learning activities</li> <li>• High levels of adult support and intervention</li> <li>• Well-resourced classrooms and specialist equipment</li> <li>• Access to a range of therapeutic interventions to support the development of self-esteem, confidence and emotional well-being</li> <li>• A highly committed staff team who know our children well</li> <li>• Pupils develop literacy and numeracy skills through weekly lessons as well as a reading recovery and numeracy catch up programme to access public examinations at an appropriate level</li> <li>• Vocational courses are offered at KS4 as well as Connexions and work experience</li> </ul>
Identifying if a pupil has special educational needs	<ul style="list-style-type: none"> <li>• Progress significantly below National Expectations and/or has slowed or stopped – tailored interventions and resources do not enable improvement</li> <li>• Regular communication between teachers and parents</li> <li>• Referral of pupils causing concern through the SEND referral process. This process involves the gathering of information about pupils referred, discussion and sharing of teaching strategies to address needs</li> </ul>
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	<ul style="list-style-type: none"> <li>• Interactive whiteboards in every classroom.</li> <li>• 1:1 access to computers/laptops for all pupils.</li> <li>• Tutors for every child</li> <li>• Access to therapeutic interventions</li> <li>• Pearson / Doodle online learning resources</li> </ul>
Strategies to support/develop literacy	<ul style="list-style-type: none"> <li>• Phonics based reading schemes</li> <li>• Tracked reading progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Literacy focus areas across curriculum</li> <li>• Active Learn Literacy Activities</li> </ul>
<b>Strategies to support/develop numeracy</b>	<ul style="list-style-type: none"> <li>• Differentiated learning built within the curriculum.</li> <li>• Timetabled numeracy sessions</li> <li>• Online numeracy resources</li> <li>• Numeracy focus areas across the curriculum</li> <li>• Whole school numeracy programme</li> <li>• Numeracy catch up sessions</li> </ul>
<b>Strategies to support/modify behaviour</b>	<ul style="list-style-type: none"> <li>• All staff receive a range of training including safeguarding and MAPA</li> <li>• School behaviour policy and handbook</li> <li>• Anti-bullying policy</li> <li>• Training sessions for teachers are all based on teaching and learning and SEMH</li> <li>• All staff are involved in developing educational and behavioural targets for young people through their ESP's</li> <li>• One page profiles for each student</li> <li>• Outline strengths, areas for development, triggers and strategies</li> <li>• Induction programme for staff and students</li> <li>• All provisions have regular debrief sessions so that the needs of the learners are always monitored, reviewed and adapted as needed</li> <li>• MAPA de-escalation and early intervention.</li> <li>• Weekly tutor team and mentoring sessions</li> <li>• Access to tutors</li> <li>• Reward and recognition systems</li> <li>• Extra-curricular programme of activities</li> <li>• Focus on students participating and engaging in their learning and through a range of activities</li> <li>• Working closely with families and external agencies – Police, YOT, CAMHS, Social Care, Educational Psychologists, School nurse and school based Family Solutions Worker</li> <li>• Restorative Justice approaches</li> </ul>
<b>Staff expertise and training</b>	<ul style="list-style-type: none"> <li>• Staff liaise with Brent SENAS and Brent Inclusion Team</li> <li>• Staff work closely with school based family solutions worker</li> <li>• Staff attend Termly SENCo Network meetings.</li> <li>• In school weekly training</li> <li>• Team of mentors</li> <li>• SENDCo works closely with the EP service</li> </ul>
<b>Strategies to enhance self-esteem/promote emotional wellbeing</b>	<ul style="list-style-type: none"> <li>• Rewards and achievement schemes</li> <li>• PSHE curriculum</li> <li>• Enrichment curriculum offered in Options, community events, art, music and sport.</li> <li>• Counselling</li> <li>• 1:1 mentoring sessions for all pupils</li> <li>• Child Therapy</li> <li>• Girls and Boys Groups</li> <li>• After school clubs</li> </ul>

	<ul style="list-style-type: none"> <li>• Solution focused approaches</li> <li>• Motivational speakers</li> <li>• Work Experience</li> <li>• Offer of vocational courses</li> <li>• Development of individualised student health programmes</li> </ul>	
<p><b>Support/supervision at unstructured times of the day</b></p>	<ul style="list-style-type: none"> <li>• High staff supervision ratio</li> <li>• Break time activities with continuous supervision by teaching and support staff</li> <li>• Breakfast club / after school clubs</li> <li>• Staff escort students to bus stop</li> <li>• Detentions/reflection are planned with regard to student individual need</li> <li>• Lunch involves staff and students eating together</li> </ul>	
<p><b>Social Skills programmes</b></p>	<ul style="list-style-type: none"> <li>• Targeted PSHE.</li> <li>• Targeted intervention according to need.</li> <li>• Adventure learning opportunities through learning, expeditions and adventurous activity – wall climbing, gym, boxing and football.</li> <li>• Structured play.</li> <li>• Games during breakfast and after-school club</li> <li>• Circle Time</li> <li>• Debates</li> <li>• Charity fundraising events</li> <li>• Whole school events e.g assemblies, in-house and external presentations</li> <li>• SALT group sessions</li> <li>• Events involving group discussions</li> <li>• Working in groups</li> <li>• Team sports as part of the PE curriculum</li> <li>• Trips and events</li> </ul>	
<p><b>Planning and assessment</b></p>	<p>The New Curriculum KS3 (Y7-9) with two year cycle plans .</p> <p>Primary long, medium and short term plans.</p>	<p>GCSE English Language, English Literature, Maths, Science, Geography, Citizenship, EDCL, BTEC Art, Health and SocialCare, Sport, Hospitality and Catering, Vocational courses; Music, Construction and Hair and Beauty.</p>
	<ul style="list-style-type: none"> <li>• Detailed academic Long Term Curriculum plans and lesson plans</li> <li>• Baseline and end of half term assessments</li> <li>• Online Google Classroom learning</li> <li>• Online tracking system</li> <li>• Online planning resources: Kerboodle, Pearson</li> <li>• 6-weekly assessments per subject</li> <li>• Homework opportunities</li> <li>• GCSE revision sessions term time and holidays</li> <li>• EHCP Referrals and Annual Reviews</li> <li>• Personal Development - Student Personal Record reports</li> </ul>	

	<ul style="list-style-type: none"> <li>• Academic reports</li> <li>• Fair Access Panel for re-integration reports</li> <li>• Transition plans and reviews</li> <li>• Placement reviews</li> </ul>
<b>Engagement with parents/carers</b>	<ul style="list-style-type: none"> <li>• Letters home</li> <li>• Weekly phone calls</li> <li>• Meetings in school</li> <li>• Key support worker</li> <li>• Website</li> <li>• Annual parents' evenings</li> <li>• Termly target setting meetings at the beginning of each term</li> <li>• Annual review process for EHCP pupils</li> <li>• EHCP Referrals</li> <li>• Referrals to external agencies</li> <li>• Termly Achievement celebration events</li> <li>• Termly academic and personal development progress reports</li> <li>• Parents surveys</li> <li>• Home visits</li> </ul>
<b>Pupil Contributions</b>	<ul style="list-style-type: none"> <li>• BRC Pledge</li> <li>• School Council</li> <li>• Suggestions box</li> <li>• Circle Time</li> <li>• Educational support plans (ESP's) – pupils discuss and set their targets with their tutor and parents</li> <li>• One Page Profiles</li> <li>• Pixl</li> <li>• Involvement in Charity events</li> <li>• Community events</li> <li>• Teaching and Learning interviews</li> <li>• Pupil surveys</li> </ul>
<b>Liaison/Communication with Professionals</b>	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Social Care Services</li> <li>• School counsellor</li> <li>• Child Therapist</li> <li>• Drama Therapy</li> <li>• Educational Psychologist</li> <li>• WDP Mentors – substance abuse</li> <li>• Multi Agency Meetings</li> <li>• School based Family Solutions Worker</li> <li>• SENAS</li> <li>• Brent Inclusion Team</li> <li>• Police and police based work in schools with the school safety officer</li> <li>• Youth Offending Team</li> <li>• PREVENT training</li> <li>• St Giles Trust</li> <li>• Brook Sexual Health</li> </ul>
<b>Arrangements for specialist expertise in school</b>	<ul style="list-style-type: none"> <li>• MAPA Trained staff</li> <li>• P.E specialists</li> <li>• Inclusion Team</li> </ul>

	<ul style="list-style-type: none"> <li>• Youth Engagement officers/mentors</li> <li>• Vocational provision – Music, Construction and Hair and Beauty.</li> </ul>
<p><b>Arrangements for specialist expertise from outside school</b></p>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Child Therapist</li> <li>• Speech and Language therapist</li> <li>• School counsellor</li> <li>• Motivational speakers</li> <li>• School based Family Solutions Worker</li> <li>• WDP - Substance misuse mentor</li> <li>• Sexual Health workshops</li> <li>• School Nurse</li> <li>• Prospects ( Careers advice and guidance)</li> <li>• School Nurse</li> <li>• SENAS</li> <li>• Brent Inclusion Team</li> <li>• External providers for extremism, gangs, CSE / Grooming and knife crime e.g. Youth Offending Service, St. Giles, the Police</li> <li>• PSHE sessions with the safety schools officer on use of social media, sexualised behaviour including sexting, Drugs, Cyber bullying, Knife crime, Stop and Search, robbery and theft.</li> </ul>
<p><b>Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEND</b></p>	<ul style="list-style-type: none"> <li>• Trackers and data analysis.</li> <li>• Pupil Premium analysis and report</li> <li>• Reading recovery and numeracy catch up reports</li> <li>• Attendance</li> <li>• Teaching and learning / marking, feedback and assessment and annual monitoring cycle e,g student interviews, book checks, lesson observations</li> <li>• Parent – teacher meetings,</li> <li>• Professionals meetings</li> <li>• ESP reviews</li> <li>• EHCP annual reviews</li> </ul>
<p><b>Transitions: Mainstream/further education</b></p>	<ul style="list-style-type: none"> <li>• Vocational offer</li> <li>• Work experience</li> <li>• Fair Access Panel – re-integration into mainstream</li> <li>• Detailed transition plans</li> <li>• Network with mainstream SENDCOs to provide smooth transition</li> <li>• Supported transition - Re-integration / Review meetings</li> <li>• Phased re-integration</li> <li>• Weekly visits by tutors to mainstream schools</li> <li>• Primary placements which includes a structured transition plan</li> <li>• Career plans</li> <li>• CV writing / practice interviews</li> <li>• Careers advice</li> <li>• Careers days</li> <li>• College open days</li> </ul>



