



Brentwood SEN information Report

2026-27

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BRENTWOOD SCHOOL
— Learning for Life —

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This SEN Information seeks to provide information to parents/carers about Brentwood's provision and resources. The Report is available on our website or please ask for a paper copy and we will provide one free of charge.

1. What types of SEN does the school provide for?

Brentwood School meets the needs of students aged 11-19 years who have special education needs and/or disabilities (SEND). All students have an Education, Health and Care Plan (EHCP). Our students have a range of needs including the following:

- Profound and Multiple Learning Difficulties
- Complex medical needs
- Autism
- Significant Learning Difficulties

Many students also have additional barriers to learning, such as physical needs and visual and hearing impairments.

The majority of our students are residents of Trafford with a small percentage from neighbouring authorities.

We share our site with Brentwood College, which is an Independent Specialist Provider for students with complex learning needs aged 19-22 years.

2. Which staff will support my child, and what training have they had?

All classes have a high staff: student ratio to support the diverse needs of our students. Our staff are trained and experienced in teaching students with SEND. Typically, each class has between 6 to 13 students, with a teacher and two or more teaching assistants, depending on the needs of the students.

All staff undertake comprehensive Continuing Professional Development and Learning (CPDL). Staff are highly skilled and share their expertise throughout our CPDL programme.

Moving and Handling Team

Our Moving and Handling team ensure high-quality training is provided to all staff across Brentwood. This is compliant with The Health and Safety at Work Act 1974 (HASAWA). The Moving and Handling team support class teams to ensure that students' individual needs are being met and that any moving and handling is carefully assessed, informed and updated through the appropriate paperwork (HS9 form).

Behaviour

At Brentwood, our approach to behaviour is underpinned by our Relational Behaviour Policy. Our Behaviour Lead and in-house Team Teach trainers provide training to all staff to provide a holistic approach to managing students' behaviour. This means that we build strong relationships and transform challenging situations into positive outcomes. Our focus on relational behaviour management, teamwork and communication ensures that we foster supportive working practices and recognise the needs of students if they become dysregulated. The Relational Behaviour Policy on our website provides more information about our approach.

Medical Team/First Aiders

School staff are medically trained to follow students' Health Care Plans and support students with their medical needs. This helps to ensure that students have access to the same education as other students. The School Nursing Team supports our medically trained staff with input from a Medical Teaching Assistant.

Speech and Language Therapists (SaLT)

Brentwood has a dedicated SaLT team including Speech and Language Therapists and a SaLT Assistant. This team works together to deliver the universal, targeted and specialist model of speech and language therapy. The SaLT Team works alongside school staff who are provided with a wide range of training delivered by the team. Through staff support and on-going training, students receive a total communication approach. All students receive a universal SaLT offer where they are supported with communication strategies.

Through assessment, some students are identified as requiring a SaLT intervention programme which includes the specialised training and delivery of interventions (through school staff).

A few students receive highly individualised programmes delivered by a therapist, usually working alongside a member of school staff.

In classes, teachers focus on students' individual communication needs to devise a communication passport. Our approach involves staff using verbal communication, Sign-a-Long, on-body signing, Augmentative and Assistive Communication (AAC) devices with programs such as Snap-Core, PECS, visuals, symbols and objects of reference.

Partnerships

We work closely with a wide range of agencies to ensure an holistic approach is taken in order to meet every young person's needs. These include:

- Physiotherapists,
- Occupational Therapists
- School Nursing Team
- Children's Social Care
- Adult Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Learning Disabilities Team
- Manchester United Foundation

Staff Training

All staff at Brentwood regularly access training and professional development so that they are well-equipped to meet the diverse needs of our students. There is a robust training package in place and training is delivered to relevant staff as part of their professional development.

New staff benefit from a comprehensive Induction Programme. This supports them to develop their understanding of our students' needs and how the organisation works.

All staff undertake the following training:

- Safeguarding

- Communication strategies
- Health and Safety
- Medical Training: Asthma and Epilepsy

Where appropriate, staff will also undertake specialist medical training including administration of medication, gastrostomy feeding and tracheostomy care. Other staff also receive training in Moving and Handling and Team Teach.

As an organisation we are continuously developing and our staff are consequently provided with ongoing CPDL opportunities. This helps to ensure that we are able to deliver appropriate learning opportunities. For example, in reading strategies, writing and recording and the use of specialist equipment.

Staff are supported to pursue external training programmes that are relevant to their role. There is also a professional learning library containing books and journals open to all staff.

3. How will the school measure my child's progress?

Members of the school team work closely with parents and carers to ensure that students' needs are met. This ensures they are able to make progress.

All students at Brentwood have an EHCP which outlines the individual students' needs and strategies required to meet those needs. Staff use the student's EHCP to develop Individual Education Plans (IEPs) which outline how EHCP targets can be broken down into smaller steps. Where possible, students are encouraged to be involved in their own target setting and parent feedback is encouraged. IEPs are shared with parents/carers every term.

We are keen to ensure that all of our students make strong progress. We have a bespoke assessment tool which we use to monitor students' progress. Evidence of progress made by students is recorded in our online system: Evidence for Learning (EfL). This allows us to record the progress made by a student towards their EHCP/IEP targets.

Students in Key Stage 4 and 6th form also complete external accreditations including ASDAN, Duke of Edinburgh Award, Ascentis and an Arts Award.

Our families are involved in the monitoring and evaluation of progress against individualised targets. We ensure that there are opportunities for formal feedback through the EHC Annual Reviews as per the SEND Code of Practice.

4. How will I be involved in decisions made about my child's education?

At Brentwood we recognise that effective communication with parents and carers is critical in order to fully support our students. Effective communication is achieved through:

- Class Dojo
- Face-to-face meetings
- Annual Review paperwork
- Individual Education Plans (IEPs)
- 'Meet the Team' events
- School website
- Celebration assemblies and school productions

Providing regular communication about behaviour plans
Family Support Worker
Coffee mornings, often with guest speakers
Parents' evening
Multi agency work to support a student.

5. How will my child be involved in decisions made about their education?

We recognise the importance of ensuring that our students are able to express their opinions and make choices. We do this through our Student Council, involving students in their annual reviews, involving them in target setting and undertaking student surveys. We recognise the importance of a relational approach. This means that staff have a very clear understanding about the needs of individual students.

6. How will the school adapt its teaching for my child?

At Brentwood, we have the resources, skills and expertise to deliver a differentiated and personalised curriculum to meet the diverse needs of our students. We provide a curriculum where students have access to a wealth of inspiring and enriching learning experiences, with the intent to enhance students' lives and promote their independence.

It is important to us that students:

- Are offered bespoke opportunities to be challenged
- Are motivated to learn
- Make strong progress
- Are allowed to develop maximum personal growth
- Develop functional and life skills
- Enjoy learning and having fun
- Feel safe to take measured risks
- Learn problem solving skills
- Maintain interest in learning.

Students at Brentwood access the curriculum through learning pathways within each key stage. Our learning pathways include:

- The Hub (for PMLD students)
- Independent Learners
- Structured Learners
- Therapeutic Learners

At transition into Brentwood, students are assessed to determine the learning pathway which is most suitable to meet their needs.

Our highly skilled staff then use a broad range of strategies to support students. Examples of specialist teaching includes:

- Reading strategies through Read Write Inc, Reading Eggs and Reading experiences
- Clicker to support recording
- Numicon
- Opportunities for multi-sensory learning

- Sensory regulation strategies being embedded in teaching
- Physical activities such as Rebound Therapy, swimming/hydrotherapy, gross motor sessions
- Attention Autism
- Intensive Interaction.

7. How will the school evaluate whether the support in place is helping my child?

We closely monitor the progress our students make, both academically and through other indicators including behaviour and attendance. Where we identify issues, we will work with parents and carers to develop strategies to support our students. In addition, we evaluate the effectiveness of provision for your child by holding annual reviews. This allows all agencies to evaluate the effectiveness of the support provided to students and to amend strategies as required.

8. How will school resources be secured for my child?

Brentwood is a modern, purpose-built SEN school and college and has been designed to be fully accessible for all students. There are a variety of specialist areas onsite, and specialist equipment is available to meet the diverse needs of our students. We provide a safe, supportive and accessible learning environment. The school has fobbed doors at key points which also serve to provide students with a degree of independence when moving around the site.

Resources are available to all and include:

- Food technology and life-skills rooms
- Sensory light room
- Hydrotherapy pool
- Forest school area
- Outdoor classroom
- Horticulture area
- Accessible swings and roundabout
- Bike track with adapted bikes
- Music studio
- Multi use games area (MUGA)
- School field
- Computer suite
- iPads and laptops.

9. How will the school support my child's mental health and emotional and social development?

The needs and overall wellbeing of our students is an integral part of all that we do at Brentwood. This is in line with our vision and values.

Caroline Corker (Assistant Headteacher) is our Mental Health Lead and oversees the support provided for students, parents and staff throughout the organisation. Caroline ensures that mental health support links closely to the curriculum, for example by using Zones of Regulation to support students to access their learning.

Our Family Support Worker (Helen Welsh) is trained in supporting students and families with their mental health, social and emotional needs. Where appropriate, she will liaise with external agencies to ensure that students are accessing appropriate professional support.

Our staff are highly trained in providing support for students' behaviour and emotional wellbeing. Staff are trained in Team Teach, which focusses on supporting students to learn to self-regulate and

for staff to de-escalate where students become dysregulated. Staff recognise the need for a relational approach to supporting students, so they can develop and thrive in a nurturing environment.

Our comprehensive PSHE programme provides students with the knowledge and understanding to recognise their emotional needs. Furthermore, our enrichment programme enhances students' specific interests and hobbies. This helps to ensure that students are provided with a wide range of opportunities to develop their social skills, both within Brentwood and within the local community. These opportunities further develop friendships outside of students' familiar classroom setting, supporting their mental, social and emotional well-being.

We are a Manchester United Hub, which provides extra -curricular physical activities and interventions for students. These include sports clubs, attending community events and sporting activities as part of the curriculum. This has a tremendous impact on raising students' self-esteem, fitness and levels of enjoyment.

External Accreditation

Ofsted

Our most recent Ofsted Inspection was in February 2025. We retained our Outstanding grade. One quote from the report below summarises well, how the school supports students to be successful.

- "Students love attending this school. Their smiles fill the corridors with joy. From when they arrive in Year 7, until they leave the sixth form, students are supported and cared for by staff who understand their varied needs and abilities exceptionally well. Students thrive here" – Brentwood School Ofsted February 2025

NAS Accreditation Report 2021

Some quotes from our most recent NAS Accreditation:

- 'Students made excellent use of individual communication systems. Many were supported to make decisions and express themselves using communication mats and choice boards, and were further supported through a range of individual visual communication systems.'
- 'Staff work proactively to meet the sensory needs of students. Students' sensory needs are assessed and staff understand the importance of sensory activities, which are planned into daily routines and teaching sessions. The school is very well resourced in this area.'

10. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Brentwood we recognise the importance of well managed transitions both within the school and when students are transitioning into Brentwood or moving onto a new provision. We work closely with other providers to ensure appropriate information is shared to support each student. We also recognise the significance of any transition on parents and carers and work closely with families to provide support in these circumstances.

Internal transitions

Brentwood is a safe and secure environment. We recognise that some students find transition around the building, moving into different classes and experiencing different staff and students to be challenging. Staff support students at an appropriate level to prepare them for transitions. This includes the use of visual timetables, social stories and through gradual preparation and experience. Whilst some students find these transitions a challenge, we recognise the importance of ensuring that students are developing transition skills in preparation for life after Brentwood.

Transition between education phases

For students with significant learning difficulties and complex needs, transitioning into a new phase of education needs to be carefully considered for each individual. At Brentwood, we have a structured transition programme to prepare and support young people at each stage of their education and beyond.

Transition from primary school

We work closely with our local feeder primary schools to support students and their families with transition into Brentwood. This is achieved through:

- Parent/carer visits to Brentwood
- Brentwood attending Primary School annual reviews where appropriate
- A 'Moving on' presentation to parents and carers to support decision making regarding appropriate placements
- Sharing of student information between teachers and other professionals involved in the students' education and care
- Staff visits to feeder primary schools
- Student transition visits
- Support from the Family Support Worker
- Transition coffee mornings.

Transitioning to Key Stage 4 and 6th Form

Transition planning in Year 9, Year 11 and Year 14 is carefully structured to support students as they transition to their adult life. It is very important to us at Brentwood to ensure that we prepare our students for the next steps in life beyond Brentwood, and a great deal of emphasis is spent implementing individual progression routes to develop their skills for life. We work closely with our Connexions worker who provides independent advice and guidance (IAG) to all students during key annual reviews. This supports students' transition into colleges and other provision after Brentwood.

11. What support is in place for looked-after and previously looked-after children with SEN?

Brentwood has two Designated Teachers who work closely with the virtual school. This helps to support our looked after and previously looked after children, and those who have ever had input from social care. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We make sure that the PEP and any EHC plans are consistent and complement one another.

12. What should I do if I have a complaint about my child's SEN support?

At Brentwood, we encourage communication with parents/carers. Parents and carers are encouraged to discuss any issues they may have with their child's teacher in the first instance. This

may then be escalated to senior leaders and the headteacher. If the complaint is not resolved at this level, you may need to contact the Chair of Governors. The complaints policy can be found on the school website.

If you feel that Brentwood has discriminated against your child because of their SEND, 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 and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

13. What support is available for me and my family?

We work hard to support our students and their families. Class teams generally have the most direct communication with families and serve to provide the first line of support. In addition, our senior leadership team are available to provide any further support as required.

Our Family Support Worker provides support, advice and guidance to our families, and acts as a liaison between Brentwood and external organisations.

To see what support is available to you locally, please see Trafford's local offer:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>