

SPECIAL EDUCATIONAL NEEDS POLICY

A route to a positive future :

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



Brookfields
Specialist SEN School

Reviewed : Spring 2017

Due for Review : Spring 2018

Policy Holder : Headteacher

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Introduction

The Special Educational Needs policy is intended to draw together the school's policies and practices which are in place to ensure that all our pupils receive their entitlement to an appropriate educational provision.

Many statements made in this policy will be a summary of a more detailed policy document.

1 Special Educational Provision

- 1.1 Brookfields School is a well established campus special school. The school at January 2017 caters for 228 pupils aged 2 to 19. They have a wide range of needs reflecting complex, severe and profound learning difficulties, physical and sensory impairment, including pupils with ASD and associated behavioural and communication difficulties. In accordance with LA policy all pupils admitted to Brookfields have a Statement of special educational need or an Education, Health & Care Plan (EHCP).
- 1.2 The school is old but was purpose built and has a cluster of buildings which include the normal range of primary and secondary classroom facilities. There is a new separate building for 16 - 19 year old students who are not yet ready to join the specialist courses at the local Further Education Colleges. There is a water splash room, a heated swimming pool and two sensory suites which were funded with help from the community. The school has developed a wild life area, a garden, allotment and a recently planted orchard where our chickens live, a Forest School and specialist teaching rooms for Art, IT, Careers and Science.
- 1.3 The named person for special educational needs is the Headteacher.

2 Assessment and Provision for pupils with Special Educational Needs

- 2.1 The majority of the school budget is allocated according to the number of places and the SEN top-up for each pupil. Places are funded at £10,000pa/place up to a set number, and by negotiation with all relevant local authorities if numbers on roll are above that set number (currently £5,000pa/place).
The SEN top-up for each pupil is based on a banding system agreed with the local authority, with the band allocated being agreed on admission or at review meetings.

Each year parents are invited to school for a person centred Annual Review of their child's statement or EHCP. This meeting is organised and conducted in accordance with the Code of Practice on the Identification and Assessment of Special Educational Needs. The meetings review the outcomes identified and the provision map to meet them resulting in a review of progress and setting targets which form the basis for pupils' Individual Education Plan (IEPs) and Personal Learning Plans (PLP). In addition to the Annual Review, parents are invited to attend 3 Progress Meetings with their child's teacher(s) and therapists. Parents of pupils who have more than one therapist working with them are invited to attend Integrated Therapy Review meetings. Parents also receive a full end of year school report.

In addition, pupil's needs are identified and reviewed through:

- Pupil Records. Class teachers will set and monitor individual objectives for each pupil. These are reviewed and up-dated on a regular basis. For the remainder of the curriculum pupils' work is based on the objectives identified in medium term planning. These are up-dated on a termly basis.
- Referral system. Teachers are able to request assistance from visiting professionals as well as the school's own specialist teachers and therapists Motor Development Team, Challenging Support Service, Communication Team or the Autism and Behaviour Support Services. The latter are an in-house service for children with ASD and communication needs.

The Autism and Behaviour Support Team offers:

- * **CLASSROOM SUPPORT**
- * **INTENSIVE TEACHING**
- * **TRAINING FOR STAFF AND**
- * **'SURGERY' TIMES**

Children are referred from within the school and from mainstream schools with a variety of challenging behaviours both at home and in the classroom, including specific difficulties with eating, sleeping and toilet training. The reason for any request for 'support' and subsequent follow-up work are recorded.

- 2.3 Any concerns about a pupil's academic, social or emotional development is shared with parents. They are encouraged to be involved in any programmes being used with their child. They are invited into school in the early part of the autumn term to meet their child's teacher and find out about the programme of work that will be covered over the coming year. Home-school links, for pupils with a range of severe and complex difficulties, are further encouraged by the use of a diary and 'Talking Postcards'. This goes home with children and is used for the exchange of information between home and school.
- 2.4 The school's Curriculum Statement clearly outlines the commitment to providing a broad and balanced curriculum for all our pupils. Curriculum development work undertaken by staff ensures that the delivery and content of the curriculum is appropriate to the needs of all pupils.
- 2.5 The Governing board are responsible for the oversight of all curriculum development in school. They also have responsibility for monitoring its effectiveness. Members of the governing board have spent time in classes and pass on their observations to the Headteacher.
- 2.6 Where difficulties can not be resolved by consultation between the Headteacher, members of staff and the parents the school follows a complaints procedure based on the guidelines issued by the LA.

3 Staffing Policies and Partnership with Bodies beyond the School

- 3.1 The school is committed to providing all staff with opportunities to further their professional development. The School Development Plan which is discussed and agreed by the governing board, outlines specific areas of development. These are supported by a staff training budget.
- 3.2 The school has well established links with other professionals. This is in addition to the support facilities that are part of the school establishment.
- The school is served by the West Berkshire Priority Care Services NHS Trust for nursing and medical cover. The Health Authority provides some speech therapy, occupational therapy and physiotherapy. The school is also supported by the School psychological service and by the teaching and support service (West Berkshire). In the case of the latter, teacher-counsellors offer support to pre-school children. Staff at the school based Sensory Resource provide specialist advice regarding the support of sensory impaired pupils.
 - An educational welfare officer visits regularly and liaises with the member of staff responsible for support and guidance. The school has 4 designated members of staff who deal with referrals to social services related to Child Protection issues. School staff attend case conferences organised by social services as appropriate. Relationships with voluntary bodies, including The RNIB and National Autistic Society are good.
- 3.3 The school's aims emphasise the importance of working with parents in partnership to ensure that all aspects of their child's development can be considered. Parents are fully consulted on any arrangements made for their child. The importance of supporting parents through relevant training is recognised and there are a number of courses, workshops and appropriate training offered throughout the year.
- 3.4 The admission policy provides guidelines for the induction of pupils new to school. The school works closely with connexions, social care and other agencies involved with post-education placements. Initial plans are included in the transitional review and are followed up in subsequent reviews. Pupils are part of this process.
- 3.5 The school provides support, guidance, training and resources to staff working with SEN pupils in mainstream setting. The S.I.S.S.team liaise directly with teachers, professionals and the parents of identified pupils who are referred to the school. In addition, Brookfields is committed to supporting local partner mainstream schools in the inclusion of pupils with SEN. The school is also committed to developing Disability Awareness for local businesses and the wider community.

Signed:
Policy Holder

Date:

Signed:
Headteacher/Governor

Date: