

# SEND Policy & Report

## 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 2021  
Due for Review: Spring 2022  
Policy Holder: Brandon Mills

## **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.**

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### 1. Aims

Our SEN policy and information report aims to:

- Contribute to “a community committed to excellence and the development of the potential of all”.
- Explain how our school makes a positive difference to the lives of our children and young people, and they are able to learn in an environment which holds mutual respect and positive ethos at its heart.
- Demonstrate how Brookfields School makes provision for learners with a wide range of Special Educational Needs and Disabilities through implementation of a broad, relevant and personalised curriculum/learning pathways.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN at Brookfields School

We aim to ensure that our pupils are prepared for life after school and that they are as independent as possible when they leave Brookfields. Our aim is for them to be ready to use and develop further their skills and knowledge to enable them to lead fulfilling and meaningful lives, and make a positive contribution to society. We are aspirational for all our pupils and work closely with parents and professionals to maximize potential in all our pupils.

### 2. Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO is Brandon Mills. He works closely with leaders and team members to ensure the tasks below are carried out in a professional and timely manner.

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the implementation of this SEN policy and the co-ordination of specific provision to support individual pupils who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support, high quality teaching and provision
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs as effectively and efficiently as possible
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the leaders and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the leaders and the SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The Head Teacher**

- The Head Teacher will have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants, Specialist Staff and/or visiting professionals to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO and Leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN Information Report**

### **5.1 The kinds of SEN that are provided for.**

We provide for pupils who have a priority need of a learning difficulty and who have an EHCP. In addition to a learning difficulty, some pupils may have additional needs:

- Communication and interaction, for example, autistic spectrum disorder
- Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, MSI, physical impairment medical needs including long term medical conditions

## **5.2 Identifying pupils with SEN and assessing their needs**

Admission to Brookfields School is through the West Berkshire Local Authority (L.A.) panel. Panel meetings are held several times a year.

- All children at Brookfields have an EHCP which details their strengths, needs and provision required.
- All children will be baselined on entry to the school and their progress, tracked to ensure that the curriculum maximises outcomes and provision continues to meet their needs. As part of the Annual Review process, short term Personalised Learning Programmes (PLPs) will be agreed with parents and reported to them at Parents Evening and the child's Annual Review.

The impact of the curriculum on individuals and groups of learners will be regularly reviewed to assess its effectiveness and adapted/changed accordingly. Changes will also be made to PLPs and the EHCP outcomes when required. Any changes of provision needed in the child's EHCP will be discussed at the Annual Review and agreed with the L.A.

## **5.3 Consulting and involving pupils and parents**

Working in partnership with parents is at the centre of our practice and is the key to maximizing outcomes for children and young people with SEND. All meetings are Person Centred and we foster open and honest communication with parents and family members. We formally meet parents four times a year, three parents' evenings and an Annual Review. Under 5's have an additional Interim Review. Parents are encouraged to contact the school at any time to arrange a meeting to discuss their thoughts, needs and concerns.

Brookfields employs A Family Support Worker and Autism Support Worker to work with parents and offer support, advice either face-to-face or on the phone. The school organises family and parent events throughout the year such as coffee mornings, parent and family workshops/courses, social events, transition events etc.

At times, it is beneficial for a wider professional group to meet to with families. We support parents at meetings with other professionals e.g. CAMHS, Social Care.

Family involvement with their child's learning is encouraged and supported at all levels and therefore effective home/school communication is vital. We have home school/diaries that are completed by the pupil's class team and their family. In addition, we use email, phone calls etc. If needed we will arrange for an interpreter. We have a half termly newsletter giving parents information about what is happening across the school.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

Each pupil has a Person Centred Annual Review where the pupil's progress against their EHC Plan outcomes is reviewed and developed. Families are asked to contribute to the Annual Review, whether in writing, photos or verbally.

The pupils' voice in the Annual Review process is vital. Pupils can contribute to their meetings by attending on person or through a personalised Action Plan. Teachers collect evidence to illustrate the progress a pupil is making toward the EHCP outcomes and PLP targets. The system we use at Brookfields School to collate and annotate this evidence and track progress is Earwig. This evidence is 'attached' to the Outcomes and PLP targets for each pupil. Pupil's progress is monitored and reviewed at least half termly. These reviews involve the pupils Educational Team as well as the family.

Other data such as behaviour records is also used to track progress and assess the impact of strategies.

All teachers and support staff who work with the pupil are informed of the individual needs of that young person, their aspirations, the outcomes and the support that is required to meet their needs and aspirations. We regularly review the effectiveness of the support, interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

For pupils who will be moving on from Brookfields School, we will share information.

Transitions are planned in partnership with the family and the young person.

Our curriculum focuses on Preparation for Adulthood. From Year 9 onwards this includes different pathways dependent on needs and strengths of individual pupils. There are opportunities to develop independence and life skills either through experiential learning or through work experience opportunities

During the last year of school, the young person will engage in a series of planned and focused transition visits to maximize future success.

### **5.6 Our approach to teaching pupils with SEN**

Teachers work in partnership with key professionals in the young person's life. Teachers are responsible and accountable for the progress and development of all the pupils in their class. The young person's Educational Team is responsible for knowing their pupils, their needs their aspirations and their part in achieving the identified outcomes in the young person's EHCP. In addition, if there is evidence that the pupil requires a different approach or intervention to maximise their progress, it is the teacher's responsibility to share this with the lead professionals. In this way, the class teacher at Brookfields, as a specialist provision, is delegated some of the responsibilities a SENCO would have in a mainstream setting.

High quality teaching and provision is our first step in responding to our pupils who all have SEN. Learning and the curriculum pathway for each pupil will be personalised to meet their needs.

We provide the following interventions/approaches:

- Music therapy
- Friendship groups
- School Council
- Nurture groups – with trained support
- Emotional First Aid
- Counselling Services
- Links with CAMHS and psychology services
- Horticulture therapy
- Integrated Therapies
- Food Therapy
- Sensory Integration consultant
- Total Communication Environment and Approach
- Hydrotherapy
- MOVE
- ProActSciprUK
- Therapeutic Thinking
- REACH (Relationships Education for the Autistic Child)
- Learning to Learn Developmental Curriculum
- Autism and Behaviour Support Service
- Specialist Inclusion Support Service
- Pathway to Employment
- Route to Recruit

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- The youngest pupils follow an adapted Early Years Foundation Stage (EYFS) curriculum.
- Pupils are grouped according to Key Stage and ability
- Curricula is devised, implemented and reviewed for pre-formal, semi-formal and formal learners to ensure maximum impact, progress and relevance to the pupils.
- Curriculum time is given to essential therapeutic input on an individual basis

- Curriculum is designed to give frequent opportunities for repetition and generalization of skills both within the school and off site in a variety of settings.
- Differentiating our curriculum for all learner so that it is relevant, meaningful and purposeful
- Adapting our resources and staffing model to needs of individuals and class groups.
- Provision of specialist equipment as recommended by therapists e.g. O.T.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The curriculum is differentiated for pupils and teaching staff use a range of strategies to help pupils access the curriculum.
- Kinaesthetic, visual and auditory learning styles are incorporated into lessons.
- We use personalised timetables or individual work systems in order to help individual pupils access the curriculum. The aim of this is to develop independent learning skills
- We also use Intensive Interaction to promote communication and interaction skills as well as a play approach based on DIR Floortime
- Systems such as the Picture Exchange Communication System
- The Attention Autism Programme is used to attention and 'learning to learn'
- The Waldon approach to support cognitive development
- MOVE to support the functional mobility of pupils
- A range of AAC and technology to support pupils communication needs and learning

## **5.9 Expertise and training of staff**

The development of staff skills and expertise is ongoing. This is achieved through formalised training and staff development, coaching and mentoring.

Teacher work with a qualified and experienced Teaching Assistant, Learning Support Assistants or Specials Teaching Assistants. A small number of pupils have 1:1 support or interveners.

Some STA's have specific and specialist roles within the school such as medical oversight, ELSA's, Job Coaching, MOVE/Manual Handling etc

All teachers are trained in teaching strategies for pupils with learning difficulties as well as pupils who have additional needs. We have a specialist teacher and teacher assistant to support classroom staff with specific interventions for pupils on the

Autistic spectrum.

We have qualified teachers of Hearing Impairment and Visual Impairment who support pupils and classroom staff. Therapists work in partnership with Educational Teams to ensure that the needs needs of pupils are met at all times.

We use specialist staff for to support learners with behavioural challenges, ASD

### **5.10 Securing equipment and facilities**

We work closely with the L.A. and neighbouring authorities to secure the right level of funding for pupils so that their needs can be met. If the needs of a young person changes and they require an increased level of funding, this is discussed and document at their Annual Review at which supporting evidence is presented and the request for additional funding is made.

### **5.11 Evaluating the effectiveness of SEN provision**

All our pupils have SEN and we evaluate the effectiveness of provision for our pupils by:

- Reviewing pupils' individual progress towards their targets (outcomes and PLP) each term
- Regular pupil progress meetings
- Annual Review meetings
- Person Centred review meetings e.g. MOVE, Integrated Therapies
- As part of our whole school review (SEF & SIP)
- Reviewing the impact of interventions in a timely way
- Using pupil and family questionnaires
- Monitoring by the SENCO, SLT, school Leaders, governors and LA
- Using provision maps to measure progress
- Holding Annual Reviews to discuss progress towards EHC plan outcomes

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to pupils, including our extended services.

All pupils are encouraged to go on our residential trips. Due to the range of needs, different residential opportunities are explored to ensure that all pupils are able to attend a residential activity.

All our events are planned to be inclusive e.g. sports days. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has an Accessibility Plan that is updated annually by the Senior Leadership Team

### **5.13 Support for improving emotional and social development**

We provide support for pupils to develop their self-regulation, and their emotional and social development in the following ways:

- Access to trained and skilled staff
- Therapeutic Thinking and ProActsciprUK is integrated throughout the school
- Support, strategies or interventions are individualised
- Access to ELSA's, support groups, music therapy,, counselling/mentoring
- Mental Health Champions (Assistant Head & Behaviour Lead) to lead training with staff and be a point of reference staff can go to.
- Staff with initial Mental Health First Aid training
- Activities matched to individuals to grow self-esteem and resilience e.g. Buddies
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work hard to foster a close partnership with all stakeholders such as families, other schools (locally, nationally), LA's, governors, local businesses, charities etc

The school is supported by the West Berkshire Priority Care Services NHS Trust for nursing and medical cover. Through a contract with West Berkshire, The Health Authority provides speech and language therapy, occupational therapy and physiotherapy. The school buys into services provided by West Berkshire such as Education Psychology, Health and Safety etc.

An Educational Welfare Officer visits regularly and liaises with the member of staff responsible for support and guidance and the Family Support Worker. The school has 5 Designated Safeguarding Leads. School staff attend case conferences organised by social services as appropriate.

The school emphasises the importance of working in partnership with families to ensure that all aspects of their child's development are considered. Parents are consulted on any arrangements made for their child. Parents and family members are able to access a range of free courses and workshops run by the school throughout the year. In addition, parents and family members are signposted to parent courses external to the school.

## **5.15 Complaints about SEN provision**

If parents are unhappy about any aspect of the school, including provision, parents are encouraged to let us know as soon as possible.

Complaints about SEN provision in our school are made following the procedures outlined in the schools Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Contact details of support services for parents of pupils with SEN**

### **West Berkshire SENDIASS**

0300 303 2644 (9am-5pm Mon-Fri)  
westberksiass@roseroad.org.uk

### **For Reading Pupils:**

0118 937 3421  
iass@brighterfuturesfor children.org

## **5.17 Contact details for raising concerns**

The Designated Safeguarding Lead Brandon Mills  
0118 942 1382

Deputy Safeguarding Leads is Catherine Bernie (Deputy Head Teacher)

Other Safeguarding Leads  
Debbie Mallam (Deputy Head)  
Sara Strudley (Assisnat Head)  
Maurice George (Assistant Head)  
Ash Stephens (Family Support Worker)

Safeguarding Governor is Tom Lucas

## **5.18 The local authority local offer**

West Berkshire Local Offer

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localof>

[ferchannel=0](#)

Reading Borough Council Local Offer

<https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Brandon Mills (Headteacher). It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions