



The Brook on Broadwaters

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WELCOME TO THE BROOK ON BROADWATERS.

Inspirational - cutting edge - ground breaking - visionary and innovative – just some of the words being used to describe the inclusive campus for the 21st century on Broadwater Farm, which includes the Brook Primary Special School. The Brook is within the same learning community and in the same building as The Willow (formally Broadwater Farm Primary School) and the project is very simply about children on a continuum of need, including those with the most profound and complex of needs, who are learning, living and belonging together in an aspirational learning environment where every child's needs are met.

Haringey is an area rich in cultural diversity, and the Brook community faces all the benefits and challenges of inner city life from the range of different experiences, cultures, religions, customs and languages which pupils, parents/carers and staff bring to the school. Although our children will come from across the Local Authority, we are already very much a part of the Broadwater Farm Learning Community.

The Brook has places for 100 pupils aged from 4 – 11 and specialises in coeducational day school provision for children with profound, severe and complex learning difficulties and ASD, plus associated physical, medical, communication and emotional needs.

The majority of Brook pupils will progress to Riverside as their secondary special school and most of them will then move to the Sixth Form Centre.

The New School Buildings and Organisation

The new school premises for The Brook and Willow are being provided in a large, two-storey building with two wings – one for Foundation and Key Stage One and one for Key Stage 2 with shared facilities running between. On the corridors of both key stages there are classrooms for children with GLD/SLD, ASD, PMLD and mainstream children, all with their own dedicated staff groups.

There are shared areas such as halls, gymnasiums, dining spaces, art, drama studios and libraries, plus specialist, state of the art, sensory facilities including a hydrotherapy pool, soft play and dark rooms for those pupils with appropriate needs. The large, landscaped outdoor areas includes cycle tracks, wooded areas, an amphitheatre, MUGA pitch, sensory and market gardens, fox forest and individual areas for those pupils who may find the wider environment difficult. All the arrangements will be very flexible to meet the needs of every pupil.

The Brook and The Willow remain as two separate schools with Head Teacher and staff groups, but with a Federated Governing Body.

THE CURRICULUM

The whole Brook School community facilitates access to the curriculum and learning through a relevant, extensive and broadly balanced curriculum, which positively and honestly addresses even the most profound of learning difficulties and complex needs. An entitlement to the National Curriculum forms the vehicle for the curriculum, but in itself, cannot provide the entire breadth and balance required for the wide range of needs attending The Brook. All pupils have access to the subjects of the National Curriculum and the approach will be tailored to meet the needs of every individual.

At The Brook, a variety of teaching methods are used. The nature of our pupils' differing abilities means that learning has to be practical, active and relevant to different levels of development. This can include 1:1 teaching of specific skills and small group teaching. Some skills may be taught in a highly structured way and others will be encouraged indirectly, during activities such as music, art, drama, play and off-site visits. Our pupils learn through first hand experience, through practice and through consistent and structured teaching and learning situations.

Many pupils at the school will have personal priority needs which are central to their learning and quality of life. Some pupils have therapeutic needs or require paramedical care. Provision for these needs is a legitimate and essential element of the curriculum and needs to be planned for. This provision enhances individual pupils' readiness to learn in many ways, for example by: -

- Positioning pupils so that they learn effectively
- Helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility
- Helping pupils to manage eating and drinking, or allowing time for pupils to be tube fed so they are physically well and ready to learn.
- Promoting relaxation and support to help pupils manage stress and anxiety
- Providing soothing treatments for painful conditions to ensure pupils' health and well-being
- Promoting pupils' autonomy and independence through the use of specialist aids and equipment
- Developing pupils' self esteem
- Providing individual support programmes to help pupils manage difficult behaviours and emotions
- Providing structured communication programmes
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood

As pupils progress through the school there is an emphasis on the development of independence, wherever possible.

Opportunities to practice, transfer and generalise skills are provided. This is an important area for all pupils.

Our pupils with ASD may benefit from other teaching methods such as TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) where appropriate.

Teaching staff liaise closely with a multidisciplinary team of staff (see section on MDT) to allow access for all pupils to the curriculum.

New staff are given induction into the core skills and knowledge required to teach all pupils effectively, (including TEACCH courses, PMLD courses) before going on to develop these skills through a variety of in-service training, ensuring they keep up to date with new information, developments and approaches for our full range of need.

We aim to provide a stimulating, secure and structured environment, building on the students' innate abilities. Pupil voice is a real priority for the school. There are many visiting artists, musicians and sports specialists.



Inclusive learning begins with those subjects in which we are most experienced such as music, dance, drama, art, gardening and cookery – but more able pupils also have very particular sessions within our paired classes with the Willow for such subjects as Maths, Literacy and PSHE.

The Core Curriculum

Communication and **Personal, Social and Health Education** forms the **core of the curriculum** for the many of our pupils especially those with profound and multiple learning difficulties and autism. These two areas are crucial to every child's development, relationships and their links with the community.

Communication and English

Communication permeates all curriculum subjects, especially **English** and emphasises the importance of our pupils being able to use language within a total communication framework that includes non-verbal and verbal communication, intensive interaction, objects of reference, gestures, signing, symbols, additional communication aids, ICT and speech. One of the aims is for each pupil to leave the school with a system of communication. The wide range of need means that some of our pupils will also be using The Oxford Reading Tree and a phonics approach supporting the teaching of reading at the earlier stages.



Many of our pupils with ASD have a great deal of difficulty communicating. Often even if a person with autism has a high level of speech they will use it to talk 'at you' on their own terms, about their own interests. They may be unable to talk about their own thoughts and emotions. They often will not be able to understand gestures, facial expressions or tone of voice; they may use gestures themselves, which can seem odd or inappropriate.

All our work in communication and English is done in collaboration with the Speech and Language Therapists. Individual communication programmes and targets in the areas of language development and social communication are produced jointly between Speech and Language Therapists and class teachers.

ASD and profound and multiple learning difficulties affects pupil's communication skills in different ways. The Triad of Impairments describes some of the difficulties associated with autism which include difficulty with verbal and non-verbal communication; difficulty with social relationships; difficulty in developing imagination.

Each child at The Brook is an individual and therefore their speech and language therapy input will reflect their particular needs be they ASD, SLD/GLD or PMLD.

The teacher and speech and language therapist (SALT) assess, offer advice and give direct input where appropriate in the following areas:

1. Early interaction communication skills including intensive interaction; objectives of reference; non verbal communication, copying etc.
2. A total communication approach recognizing what the pupil does both pre intentionally and intentionally.
3. Understanding of language structures and vocabulary.
4. Length of sentences and types of words used e.g. verbs, adjectives.
5. Social use of language.
6. Social skills with peers and adults.

SALT's work with the staff in the pupil's classroom to create situations in which the pupils are motivated to communicate. They work closely with school staff to plan programmes, contribute to individual education programmes and advise parents about developing communication at home. This way the teacher/staff and the SALT can make sure that the pupil's skills are becoming generalised into every setting in which they need to communicate. SALT's may work with pupils both individually and in groups, depending on the individual needs of each pupil.

Visual strategies may be used to help pupils to learn, including Makaton to support their understanding of language, and symbols and pictures to help them communicate.

Examples of these strategies may include:

- Use of photographs/pictures/objects of reference
- Visual timetables – these help some pupils' understanding of daily routines.
- PECS (Picture Exchange Communication System) - this involves pupils exchanging a picture or sentence made up of pictures or pictorial symbols to help them communicate their wants and needs.



PSHE – Personal, Social and Health Education

PSHE and Citizenship helps all pupils develop as individuals in a wider society. They learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. In particular, it offers our pupils opportunities to make choices and decisions, and to take some degree of responsibility and control over their own lives.

It is often commented that pupils with ASD appear aloof or indifferent to other people. We work on supporting the development of others' feelings/thoughts as well as the development of joint attention, sharing and play skills

Relationships and Sex Education

We acknowledge that all our students, whatever their ability, have a sexual identity and therefore a right to receive an appropriate sex education programme. We hope to continue an innovative approach to sex education, based on programmes developed over many years and involving drama and puppets to allow access for our wide range of needs. The programme begins in the Primary Department.

(Parents/carers have the right to withdraw their child from Relationships and Sex Education lessons).

ICT

ICT (Information and Communication Technology) All classrooms, on both sites of the school, have access to a variety of computers and switches to support pupils' learning in all areas of the curriculum. In addition, the school has interactive whiteboards in all classrooms and other learning areas as well as portable Plasma screens/Eye Gaze Equipment for easy access for PMLD pupils. There is a dedicated ICT suite attached to the shared library facilities where class groups can work on individual computers. The development of augmentative communication, and of fundamental skills (such as visual tracking, attention and sensory motor coordination) are underlying priorities. Switch access is paramount in the Soft Play and Dark Room facilities.



Mathematics

Learning mathematics gives all pupils the opportunities to develop an interest in, and curiosity about the world around them through exploratory play and investigative experiences and activities.

At the earliest levels of mathematical development, pupils are given the opportunity to develop an awareness of, and interest in, themselves and their immediate surroundings and environment. Delivery of the maths curriculum within those early levels is therefore through the development of early cognitive skills and closely linked to sensori-motor development. Schemes of work at this level relate to the Early Learning Goals and the Renewed Primary Framework for Mathematics Key Stage 1 and Uzgiris and Hunt's ordinal Scales of Psychological Development.

As pupils move through the mathematics curriculum, emphasis is placed upon pupils explaining the mathematics they adopt to solve problems, using the correct mathematical vocabulary. Topics will be taught on a whole class basis, allowing mathematical discussion to take place around the topic. Strong emphasis will be placed on basic numeracy and its practical application such as the use of money and time.

A wide range of teaching styles and resources are used including developmental and sensory activities, maths games, practical equipment, computer programmes, calculators and maths videos.

Science

Science can be broadly described as the exploration and investigation of the world around us. Our aim at The Brook is to provide the context for focussed exploration leading to a generalised understanding of the world in which our pupils live. We provide the opportunity for all pupils to have an experience of science at different levels, through activities ranging from sensory stimulation to the observation and recording of changes in the natural world. Pupils take part in simple scientific experiments and are encouraged to observe and make predictions.

Physical Education

The PE curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement activities. PE, through physiotherapy and hydrotherapy also allows physical access to all areas of the curriculum. A balance of individual, group and team, co-operative and competitive activities caters for the preferences, strengths and needs of each pupil.

Activities across the school include athletics, boccia, cycling, dance, football, gymnastics, hydrotherapy, new age kurling, trampettes, swimming and Rebound Therapy.



Design and Technology

Design and technology is not only concerned with making products but with planning, developing and communicating ideas plus evaluating uses. We recognise that, in the early stages, planning, communicating and evaluating are difficult concepts. The development of design and technology in Key Stage 1 & 2 begins with the pupils gaining experience of a wide variety of materials through tactile play. Pupils will share in as many different sensory experiences as possible using a range of activities and materials designed to stimulate an awareness of their surroundings. As pupils move through the curriculum, D & T will be taught through planned product-making assignments in a variety of learning environments enabling pupils to develop skills in investigating, designing, making and appraising products.

Lifeskills

The Brooks' lifeskills curriculum includes independence skills, cookery, food technology and home management, and gardening. It also includes the growing understanding of the importance of healthy eating at lunch and snack times. Cookery and Gardening will also be closely linked to Science as will the Pond.

Humanities - History

History is concerned with developing pupils' sense of personal identity e.g. my family and me, my class and progressing to pupils beginning to understand the past. Old photographs, artefacts and educational visits to museums and other places of historical interest are often used to help pupils do this.

Humanities - Geography

Geography is concerned with helping pupils to make sense of the environment and developing an understanding of their place within it, starting from finding one's way around school and recognising familiar people and landmarks with a gradual shift away from the immediate locality to the wider environment. Other areas such as shopping, recording/discussing the weather are also practiced regularly. Extensive use is made of the school grounds and the local environment, (see *Environmental Studies below*), and annual residential school journeys.

Environmental Studies

Environmental Studies is an important cross-curricular theme. Studying the environment allows pupils to learn science and geography in a practical way, and is also linked to potential vocational training. There is a pond and herb, vegetable and sensory gardens on the Inclusive Campus which all pupils will be fully involved with. Paper, cardboard and glass recycling facilities will be established across the Inclusive Campus and pupils will take responsibility for emptying the collection boxes which are located in all rooms. Sustainability is a vital area which we see as involving totally inclusive activities for all pupils across the campus.

Humanities – Religious Education & Collective Worship

RE Schemes of Work reflect both the multifaith nature of the school community and the learning needs of the pupils. Religious Education is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs through the child's own life experiences. In the teaching of RE pupils learn about different customs, forms of worship, and the stories and beliefs underpinning the religion. This encourages a tolerance and respect for the beliefs, customs and symbols of each religion taught. The school is fortunate in having pupils drawn from a variety of cultural and religious backgrounds.

Collective worship takes place during weekly assemblies and celebrations, which provide the opportunity to share the different religious and cultural traditions of the school and to create experiences from which our pupils can reflect on the world to which they contribute.

(Parents/carers have the right to withdraw their child from religious education and collective worship.



Music

Music is taught both as a discrete subject and across the curriculum. It is also one of the major areas for the inclusion for all pupils across the community. The relevance of music cannot be underestimated. It is an effective and successful means of engaging pupils at all levels and provides access to many areas of the curriculum with high levels of enjoyment. It is closely linked to the development of communication, for example, the call and response music form which permeates many musical activities mirrors early communicative skills. The social skills of turn-taking and sharing can be generalised naturally in music lessons. Hand function key skills can be generalised by holding beaters, reaching, touching, manipulating different surfaces e.g. drum skins, cymbals, chimes.

Weekly music therapy is provided for individuals and small groups of pupils to address their emotional and communication needs. This ambitious provision is funded by the local Tottenham Grammar School Foundation. The weekly drumming club continues for the whole community where the focus is learning and performing African and Caribbean songs and rhythms on a range of percussion instruments.



Art

Pupils explore the language and meaning of art through the elements of tone, line, colour, pattern, texture, shape, form and space within 2D or 3D work. It is also a sensory activity where all our pupils can experience the most wonderful textures, patterns, lights and colours and, above all, it is fun. Art is an enjoyable work of creative imagination – a mark made by the youngest or most profoundly disabled pupil, is a creative act and is worthy to be called art. It is also recognised as an opportunity for communication, play and both emotional and physical release. Display will be high on the agenda at The Brook.



Music, Drama, and Dance and Movement Therapies

Music therapy currently serves pupils in the ASD, PMLD and SLD classes across The Brook in addition to their music curriculum. It takes place on a class, small group and individual basis. It is funded through Tottenham Grammar School Foundation alongside Dance and Movement Therapy.

Multisensory Rooms

Use of specialist rooms, such as the multi sensory room and soft-play room, are written into the school timetable. All pupils who use the multi sensory room have individual programmes specifying aims, objectives and activities/equipment to be used.

Extended Schools

Extended schools services are provided by Kid City – run by one of our Special Needs Assistants and providing after school and holiday activities for the pupils. We have swimming instruction on Saturdays and Sundays plus sports activities on Wednesdays in school.

School Journeys and Visits

We use Pendarren Outdoor Activities Centre for our annual Year 6 School Journey and Educational Visits play an important role in developing social and independence skills and enhance the more formal aspects of the curriculum.

Assessment, Recording and Reporting

- baseline assessment on admission to the school
- teacher assessment
- disapplication from the end of Key Stage Tests and Tasks if appropriate
- disapplication from Modern Foreign Languages at Key Stage 3 if appropriate
- Annual Reviews
- Individual Education Plans
- Individual Termly Targets
- P-scales and/or National Curriculum levels
- CASPA as a data monitoring and tracking system for individual targets and p-scale progress
- whole school and key stage targets
- records of achievement and portfolio samples of work
- pupil profiles, where appropriate, on manual handling, eating, drinking, toileting, communication, behaviour and ICT

- reporting takes place through the Statement of Special Educational Needs annually, through evaluated termly targets each term and through the p-scales at the end of Key Stages
- methods of recording include video, DVD and photographs as well as work samples
- Progress Files
- Transition Plans

ORGANISATION AND STAFFING

Admissions

Admissions to The Brook are made through the Children and Young People's Special Educational Needs and Disabilities Department and referrals will come from early years, mainstream schools and parents/carers themselves. The range of pupils at The Brook includes those children with profound and multiple learning difficulties; severe learning difficulties and ASD. Many of our pupils will have additional disabilities such as cerebral palsy, epilepsy, sensory impairment and complex medical needs – a number may have associated emotional and behavioural needs. Parents and carers will be encouraged to visit the school as early as possible after their child's referral to meet with the Head or Senior Teachers, visit the class group and meet the staff. For our new Reception Class parents/carers there is also a comprehensive induction package through the parent/carers group run by the Parent Coordinator and the Primary Team Leader to record the Child and Family Profile. The Child and Family Profile gives us that all important first hand information about the child.

Initial Organisation of The Brook and the Inclusive Learning Community

The Brook provides places for 100 pupils and for The Willow for 420 pupils. There are paired classes for mainstream, PMLD, SLD (GLD) and ASD pupils in The Foundation Stage and Key Stages 1 and 2. Class groups share the same corridors but classrooms are specific to the differing needs. The Brook is divided into two departments – Foundation and Key Stage 1 and Key Stage 2. A Head of Key Stage manages each one. They coordinate staffing, the multidisciplinary team, curriculum, resources and links with parents/carers.

Outreach Services

This service will be coordinated by the senior team and offers advice and support to a large number of mainstream primary schools across the LA. The Family Support and Behaviour Manager also works with mainstream schools and undertakes training in the TEAM TEACH method of behaviour management within early years and primary. In addition to these services individual pupils, working at home with teachers from the support services will be able to use our specialist facilities, such as soft play or the dark room, to extend their curriculum access. Particular pieces of equipment will also be loaned out to particular pupils as these can be extremely costly for a mainstream school and used for only a short period of a pupil's education.

In partnership with Action for Blind People (RNIB), our VI specialist teacher plus one assistant delivers the Visual Impairment Service across the special schools in the LA.

We also welcome placements and teacher training for students attending PGCE or B.Ed courses at local universities plus those who need experience in working with any of our pupil needs.

Staffing and Staff Development

The Brook has a large, highly committed and qualified staff group including teachers, learning support staff and nursery nurses. Within every class group of between 6 and 8 students, there are two or three support staff, with a number of the students on a 1:1 staffing ratio according to their needs. Staff will be joined at lunchtimes by school meals supervisory assistants and in the classrooms by volunteers and students from local colleges, nursing colleges or the community.

The management team and Federated Governing Body do all they can to encourage continuing professional development through courses, visits and other development projects. We firmly believe that through staff development we can continuously improve the quality of education we offer across the range of such differing abilities. We will encourage all staff to study for NVQ's in both care and ICT.

The Multidisciplinary Team

Access to the curriculum, for almost all of The Brook pupils, will be through the multidisciplinary team linked to the school. The team includes physiotherapists, speech and language therapists, occupational therapists, a paediatric dietician, the full-time school nurse and the school consultant paediatrician. The Brook also delivers the service for Visual Impairment in Haringey across special schools, run by the LA and RNIB and supported by our qualified VI specialist. One VI assistant works alongside her in training for the dark room across the class groups and delivering inset. This service also forms a part of our Outreach within early years. Teachers for auditory impairment will be provided by Blanche Neville School and Service and from the

Children's Services comes additional support including educational psychology for both learning difficulties and ASD, the Autism Team and the Educational Welfare Service.

Social services work alongside us via the Disabled Children's Team.

This whole multidisciplinary team meets each fortnight together at The Brook to discuss particular pupils and bring a team around the child approach to their issues.

School medicals are carried out throughout the year and therapists will hold clinics at the school to offer advice to parents/carers on such areas as eating and drinking (dysphagia).

CAMHS has a major role to play in working with pupils with ASD. We also hope that FABLE, run by William Harvey as a family support service for those families with children, who have very challenging behaviours both in special schools and mainstream, will continue in its work at The Brook.

Alongside these teams works another range of therapists, including those for music, dance and movement, trampolining (rebound therapy) and a resident part-time school psychotherapist. We also have staff trained in rebound therapy (trampolining).

Facilities on Broadwaters

The Brook and The Willow have a brand new, state of the art building which is totally accessible and includes two lifts plus the infrastructure for a third. Some of the facilities are listed below:

- Ramps/doors/rails to all areas
- Ceiling tracking/hoists/slings
- Manual handling resources/policy
- Flexible environment which can be used for whole school, small group activities
- Classrooms for the whole range of needs individually designed for those groups eg ASD classes and PMLD classes
- Accommodation for storage of equipment for pupils with complex needs
- Disabled toilet and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Display/décor for pupils with visual impairment
- Accoustic systems for hearing impaired pupils and others to reduce environmental noise
- Emergency/evacuation procedures
- CCTV and security throughout the school and grounds
- Grounds work/pathways and play equipment

Specialist Resources

- Multisensory soft play room
- Specialist dark room for visual stimulation
- HE and Art, Design & Technology bases
- Dance and Music studios
- Library and IT suite
- Augmentative communication via technology so that each student has complete access to the whole curriculum via switches or other aids.
- Play therapy room
- Sensory and sound gardens
- Market garden
- Hydrotherapy pool
- Assembly/sports/dining hall with specialist light and sound facilities
- Trampoline for rebound therapy
- Adapted minibuses
- Accessible/adapted toilet/changing areas with plinths and hoists
- Specialist individual equipment for pupils ordered by physiotherapist, Speech and Language Therapists, Occupational and Dietary Therapists
- All classrooms have computers/interactive whiteboards with appropriate switches, software and internet access

Allocation of Resources for The Brook and the Inclusive Learning Campus

- On the basis of the differing abilities and needs across the campus
- On the basis of individual pupils entitlement as outlined in his/her Statement of Special Educational Needs. This can include access to the curriculum, allocation of staffing, physical and additional support.
- According to Individual Education Plans and termly targets
- According to the assessed needs of the pupils