



The  
**Brook** on  
Broadwaters

# Special Educational Needs Policy

**The Brook Special Primary School**

**Drafted January 2012 including:**

**Revised Code of Practice January 2002  
SEN and Disability Act 2001**

# Special Educational Needs Policy

## **The School and the Role**

The Brook Special Primary School is an inclusive day school, specialising in meeting the needs of children with autism and those with severe or profound and multiple learning difficulties – those pupils who are showing signs of very marked developmental delay. Many of the pupils have additional disabilities such as cerebral palsy, epilepsy and sensory impairment. A number of children have behavioural difficulties. We are a co-educational school with an age range from 4 – 11 and we are part of Broadwaters, an inclusive learning community including The Willow Primary mainstream school and Broadwaters Childrens Centre in Haringey, North London.

The school has 100 planned places. All pupils have a Statement of Special Educational Needs except for those few who are on assessment placements or whose statements are not yet complete. The school is divided into Primary and Foundation Stages. At present there are 10 classes at Key Stage 2 and 5 in Foundation and Key Stage 1. Pupil numbers vary in each class from 6 -7 and can contain more than one year group.

## **The Curriculum and Provision**

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 will be used. The nature of our pupils' differing abilities means that learning has to be practical, active and relevant to different levels of development. This could 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 will learn through first hand experience, through practice and through consistent and structured teaching and learning situations.

## **Staffing and partnership with other professionals**

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 7 pupils, there are two or three support staff, with a number of the pupils 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, PGCE courses or the community. This is a flexible system, as far as possible, and ensures that pupils are not overwhelmed by the number of adults in the classroom but this is increasingly difficult.

Other professionals working alongside include many from Whittington Health - the Primary Care Trust - physiotherapists, speech and language therapists, occupational therapists, a paediatric dietitian, a school nurse and a paediatric consultant. This team is based on site and multidisciplinary meetings take place fortnightly with the Head and class teachers. Peripatetic support from other services can include advisory teachers for the deaf and a qualified, visually impaired team from The Brook including a teacher and one qualified SNA, who work both within The Brook and on a peripatetic basis in primary mainstream and special schools with support from the RNIB. Psychological services include the Educational Psychologist, a School Psychotherapist. We also have an Educational Welfare Officer and support from the Disabled Children's Team within Social Services. Dance, movement, music and art therapies all have a

role in meeting the holistic needs of the pupils and include therapists from Nordoff Robbins Music Therapy Centre. Within the school staffing we have an EMA teacher.

Continuing Professional Development for all staff groups, including transport and lunch-time staff is well provided for through internal inset, external courses, further and higher education establishments eg Institute of Education in London and therapeutic organisations. The management team and governors do all they can to encourage continuing professional development and 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 and SWiS course qualifications in both care and ICT.

## **Resources at The Brook**

### **Accessibility Plan:**

The Governing Body, together with the Willow Governing Body, has in place an ongoing programme to ensure accessibility for all pupils and staff through:

The Brook and The Willow have a brand new, state of the art building which is totally accessible and will, on completion of Phase 2 include 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/SLD classes including TEACCH bays and lockable computer facilities
- 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
- Individual play areas on the ground floor for each class

### **Specialist Resources: either in place or planned for in Phase 2 of the development of the Broadwaters site**

- 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 with sound and light systems
- Assembly/sports/dining halls with specialist light and sound facilities
- Trampoline for rebound therapy
- 3 adapted minibuses with tail lifts
- Accessible/adapted toilet/changing areas with plinths and hoists

- Staff disabled toilet facilities and changing rooms
- 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:**

- On the basis of individual pupils' 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 assessed needs of the pupils

### **Resources from The Brook**

In line with the changing roles of special schools, The Brook has established an Outreach Service to mainstream schools and coordinates inclusive provision with The Willow and Broadwaters Children's Centre within the learning community – see Appendix 3. This service is coordinated by our Key Stage 2 Team Leader and extends to several mainstream primary schools across the Children and Young People's Service. In addition to this individual pupils, working at home with teachers from the support service are able to use our specialist facilities, such as soft play or the dark room, to extend their curriculum access. Particular pieces of equipment are also out on loan as these can be extremely costly for a mainstream school and used for only a short period of a pupil's education. Training is offered from the school on behaviour, TEAM TEACH, and Autism. The FABLE family support project supports and delivers within the Haringey Preventative Strategy. It aims to offer pre-CAF early intervention and support to families of children with a learning, sensory or health impairment where behaviour has been identified as a cause for concern. The school also runs playschemes and training for the Play Scheme managers and workers to ensure inclusive practices within each play scheme throughout the authority.

### **Home/School Partnership**

This is a crucial area for both parents/carers and the school in working with our pupils. We will rarely see each other "at the school gates" as pupils will largely be transported by bus each day, so systems need to be set up to make sure that home/school links are as detailed and coordinated as possible. Parents and carers are welcome at any time to see either the Head Teacher or one of the team. The teacher with responsibility for Family Support and Parental Partnership will coordinate all the parents' groups, providing a programme of relevant speakers, visits and activities. Other staff will also be involved eg our Ethnic Minority Achievement Coordinator and the Speech and Language Therapists especially around the early intervention work with parents/carers and pupils. A parent/carer newsletter, in the tradition of both schools – "PC Chatback" and "Grapevine" – we'll need you to choose another name! - will be produced so that everyone can keep up-to date with curriculum developments and activities organised by staff and parents of the school. Parents and carers of pupils at The Brook will be encouraged to communicate with the staff at school. This is essential as so many of our pupils are unable to communicate news themselves. Staff will try to write in the book each night and expect that parents/carers will talk to us about anything which may have happened overnight or especially at the weekends so that we can talk to the pupils about their news.

Individual consultation evenings (Open Evenings) will be held during the year with a programme of coffee mornings and evening meetings for those who cannot attend parent/carer coffee mornings during the day. The current parent/carers groups are very involved within the Haringey Parental Involvement groups and the Parents Forum. There will also be a PSA – Parent Staff Association, which will organise fund raising and social events.

The Family Support Coordinator works with the authority around Play Provision and Short Breaks through the Aiming High agenda and the schools jointly run the Team Spirit after school provision through our Extended School Coordinators. These organisations also run holiday playschemes for students with PMLD or ASD and challenging behaviour.

Support is also available from the borough's social services Disabled Children's Team for parents/carers and pupils who are experiencing difficulties, be they emotional, financial or concerned with family relationships.

### **Complaints Procedures**

The Governors have adopted the LEA Guidelines for Complaints procedures and these are also set out in the school prospectus including the following:

- Enquiries about a child's mood or behaviour/minor scratches and bruises/lost clothes etc. should be referred in the first instance to the class teacher
- Complaints about any member of staff, more serious accidents or the general care of the child should be made to the Headteacher
- If the above does not resolve the matter, a more formal approach can be made to the Chair of Governors and the Governing Body and eventually to the Local Education Authority via the Head of Services for Pupils, Parents and Students on 0208-489-0000
- If parents/carers have any complaints under Section 23 of the 1988 Education Reform Act, about the organisation or content of the curriculum, they should contact the Headteacher in the first instance.

### **The Community and Inclusion/ integration with mainstream/other special schools**

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

The opportunities for inclusion and integration across The Brook and The Willow are according to the needs of every child and include activities such as:

- Individual and group social and functional integration takes place all the time as The Willow and the Brook share the same building.
- the inclusive Drumming Workshops,
- Somali and Turkish Groups
- Creative Partnership Change School project.
- Pupils taking lunch together on mixed tables
- Individual children taking part in integrated Willow maths groups according to their need
- Pupils taking part in joint music and drama sessions
- Key Stage 2 Willow pupils spending lunchtimes working with some of The Brook's most profoundly disabled pupils
- All play facilities so far in place are shared
- Broadwaters Children's Centre and The Willow primary making use of specialist facilities within The Brook

### **Post-School Provision:**

All students leaving The Brook should progress to Riverside, the secondary school co-located on the site of Woodside High Secondary School on White Hart Lane. All pupils will leave The Brook with a video Progress File and portfolio. A detailed transition plan is put in place during the summer term with Riverside for all leavers.

## **Review and Evaluation of Special Educational Needs Provision**

- Annual Report and Annual Review of SEN Statement
- Individual Education Plans taken directly from the SEN Statement
- Termly Targets written to address IEP
- Termly Targets reviewed at the end of each term
- Individual Access Plans for behaviour are reviewed continuously by the school in conjunction with the Educational Psychology Service.
- Parent/Carer Consultation Questionnaires/reports for Annual Reviews
- Open Evenings
- Headteachers' Report to Governors
- Monitoring of Teaching and Learning
- Performance Management Reviews
- School Self Evaluation and review of School Development Planning
- Baseline and other assessment procedures
- Multidisciplinary assessments include the full range of therapy programmes, plus Communication Profiles and Profiles for Eating and Drinking.
- Child and Family Profile developed by the Parental Partnership Coordinator and the Multidisciplinary team. This is a joint document for the team in providing the first information from the parents/carers. It requires only one visit to the parents – all multidisciplinary information can be gained by any member of the team.
- Review of SEN Policy Statement to take place annually at the spring term meeting of the Governors in preparation for their Annual Report to Parents
- Joint assessments, evaluations, policy documents and programmes developed with The Willow and Broadwaters Children's Centre.

## **Role of the Governing Body**

It is the duty of the Governing Body to oversee the efficient provision of education in the school, which includes meeting the special educational needs and emotional needs of all the pupils. In a school specialising in meeting the needs of pupils with PMLD/SLD/ASD the monitoring process takes place through the Headteacher's Report at each Governing Body Meeting.

The responsibility for managing the school, its budgets and for setting targets lies with the school governors. As with all school governors they serve voluntarily. The make up of the Temporary Brook Governing Body includes representative governors from Children's Services, parent governors, teaching and support staff governors, the Head Teacher governor and co-opted governors. They meet at least once a term. Part One of the Meetings is open to the public and parents/carers are particularly welcome. A permanent Governing Body will be created within statutory time lines by the end of December 2011.

Governors welcome suggestions from any school effectiveness exercise and from parents, carers, staff and other groups within the school community.

## **APPENDIX 1**

### **THE BROOK SCHOOL VISION**

**Our vision for The Brook is a simple one. In a state of the art building, fostering an innovative, far sighted, inclusive approach, pupils will be learning together in an aspirational environment, where their very differing educational needs will**

To achieve this, we will create a school and inclusive learning community where:

- outstanding teaching and learning is central to everything we do and is challenging, rewarding and fun.
- the school is full of laughter, light, excitement and enthusiasm
- the curriculum is continuously reinvented by a learning community which is committed to shaping the learning of our pupils
- communication is central to everything we do - every pupil will leave the school with an individualised system of communication which can be non-verbal, signed or verbal.
- creativity is placed at the centre of teaching and learning, breaking down the barriers between subjects
- staff are skilled, reflective practitioners who are themselves continually learning – professionals committed to achieving extraordinary results for their pupils
- a wide-ranging and highly skilled multidisciplinary team works collaboratively with the school to provide access to the curriculum across the range of pupils
- the environment and curriculum provides every pupil with the opportunity to grow personally, socially and academically to be the best they can be and to develop an overwhelming sense of self confidence and high self esteem within a stimulating and caring environment.
- there are clear boundaries and structures set for the pupils, which are well communicated and consistently reinforced.
- every child is entitled to enjoy his/her childhood and is kept safe
- the approach across the inclusive campus is holistic and one of collaboration, harmony and trust, creating a safe, supportive learning community.
- the learning community including parents/carers; governors; friends and supporters are proud of the school and actively work together in partnership to achieve the inclusive vision.
- positive images of and attitudes towards all our pupils are developed in the community in order to access their right be included in that community
- difference and diversity is valued, understood, embraced and celebrated and the whole learning community is respected and valued with any discrimination opposed and rigorously challenged.
- a caring community is based on fair, understanding and compassionate relationships
- equal access is provided for all pupils, staff, parents/carers and other members of the school community to the physical environment of the school
- the school and the pupils are placed firmly in the mainstream of educational provision and at the centre of community life

## APPENDIX 2:



### Annual Review Summary Sheet

**Name:**

**Date of Birth:**

**School:**

**Date of Review:**

## **Summary of recommendations of the Review**

(tick as appropriate)

- No change in present educational placement
- Change in educational placement
- Changes in additional educational resources
- Request for reassessment of special educational needs
- Cease to maintain a statement
- Amendments to Statement

**Signed:**.....  
**Headteacher**

**Signed:** .....  
**Parent/Carer**

**This summary sheet should be completed at the end of the Review Meeting and then attached to the front of the notes of the Review Meeting.**

## **Haringey Children & Young People's Service Annual Review Report**



School: \_\_\_\_\_

Pupil: \_\_\_\_\_

dob: \_\_\_\_\_

Year: \_\_\_\_\_

Ethnicity: \_\_\_\_\_

Looked After Child: \_\_\_\_\_ If Yes, which is responsible Local Authority: \_\_\_\_\_

Address: \_\_\_\_\_

Parents/Carers: \_\_\_\_\_

Date of review: \_\_\_\_\_

Date of current statement: \_\_\_\_\_

Date of last Annual Review: \_\_\_\_\_

\*Attendance for last two terms:

No. of unauthorised absences

Has referral been made to the Education Welfare Service? yes/no \_\_\_\_\_

Date of Transition Plan: (where applicable) \_\_\_\_\_

Date of admission to school: \_\_\_\_\_

**\*Please supply copies of evaluated Individual Targets/IEP since the last Annual Review**

**Review attendance and invitations:**

<b><u>Role</u></b>	<b><u>Name</u></b>	<b><u>Invited</u></b>	<b><u>Attended</u></b> (please tick)	<b><u>Written report</u></b> (please tick & attach)
Chair Pupil Parent/Carers Class Teacher Physiotherapist Speech & Language				

Therapist Ed. Psych. Connexions Other staff working with pupil:				
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**Pupil's Progress**

**Current National Curriculum Levels, including P levels:**

SUBJECT		Current Level	Level at last Annual Review (if available)
<b>ENGLISH</b>	Speaking & Listening		
	Reading		
	Writing		
<b>MATHS</b>	Using and applying		
	Number		
	Shape, Space and Measure		
<b>Science</b>			
<b>PSHE</b>			

**ANNUAL REVIEW REPORT inserted here**

**REVIEW OF STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

**Please refer to parts 1 – 6 of the statement in turn. If you wish to propose any amendments please show them on an attached copy of the current statement.**

**PART 1. INTRODUCTION**

Please indicate any corrections necessary to the details of the pupil or parents/carers

**PART 2. SPECIAL EDUCATIONAL NEEDS**

Are any significant needs described in Part 2 no longer present? **yes/no**

Have there been any significant new needs? **yes/no**

Please amend the current Part 2 to reflect any changes in needs.  
(Indicate any proposed changes on an attached copy of the current statement.)

**PART 3: SPECIAL EDUCATIONAL PROVISION**

**I Objectives**

The objectives relate to the needs identified in Part 2, and should be amended where there has been a change in needs.

Please refer to each objective on the statement, identifying whether:

- objective remains appropriate
- the objective has been met
- the objective needs modification

Please record the outcome of this discussion on an attached copy of the statement.

Please also indicate new objectives in relation to significant new needs, and provide evidence as appropriate, eg. Medical reports, assessment data, etc.

**PART: 3**

**II Provision**

If you are recommending any changes to the needs and the objectives, please indicate any relevant changes in provision, including any access requirements to and within the school.  
*(Please show these on the attached copy of the statement.)*

Please clearly indicate and specify where a change to the level of delegated resources is being recommended. You will need to show clearly:

- the changes required,
- how the resources will be deployed,
- the expected outcomes,
- and timescales.

## **PART 4: PLACEMENT**

Will the child be starting school or changing phases (eg secondary transfer)?  
**yes/no**

Is a change in placement being requested? **yes/no**

If a change of placement is requested, please indicate who is requesting the change:

parents/carers

school

Please indicate the key reasons for the change requested.

Please summarise parents/carers view of changes.

Please summarise the pupil's view of the changes.

Please provide details of any access requirements arising from the proposed change of placement.

## **PART 5 & 6 NON EDUCATIONAL NEEDS & PROVISION**

Are any changes recommended in relation to non-educational provision?

Please indicate any other action required by review participants (eg parents/carers, pupil, school staff, other professionals).

### **Appendix to Annual Review Report.**

#### **Categories of SEN.**

**The main areas of difficulty or need are set out in the SEN Code of Practice, Chapter 7. They are Cognition and Learning; Behaviour, Emotional and Social Development; Communication and Interaction; Sensory and/or Physical Needs. These four areas are the same as those used in the "London SEN Regional Partnership: Joint Criteria for Statutory Assessment. To give us more detailed information we have sub-divided some of the broad areas into the categories used by Ofsted. These are:**

#### **A Cognition and Learning Needs**

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

**B Behaviour, Emotional and Social Development Needs**

- Behaviour, Emotional and Social Difficulty (BESD)

**C Communication and Interaction Needs**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

**D Sensory and/or Physical Needs**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

**• Other (OTH)**

- Medical Conditions.



**Professionals eg speech therapy/physiotherapy/occupational therapy/dietitian?**

**6 Is there anything you are particularly pleased with that your child has been able to do in the last year?**

**7 Are there any other comments you would like to make about your child's Education and progress**

**Signed.....**

**Date.....**

**Please return the completed form with your acceptance slip for the annual review.**