



## THE BROOK SPECIAL PRIMARY SCHOOL: SEN information report 2021/22

*Please note that due to COVID-19 protocols and procedures many of the inclusive working practices have had to be temporarily suspended. These will be reinstated and expanded once lockdown has been removed.*

<b>What types of SEN do we provide for?</b>	<ul style="list-style-type: none"><li>• Autism</li><li>• Profound and Multiple Learning Difficulties</li><li>• Severe and Moderate Learning Difficulties</li><li>• Communication Difficulties</li></ul>
<b>How do we identify and assess pupils with SEN?</b>	<i>(Mainstream schools only)</i>
<b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b>	<i>(Mainstream schools only)</i> At The Brook the Headteacher acts as SENCO – she can be contacted at the School.

What is our approach to teaching pupils with SEN?

At The Brook the curriculum reflects the school that we have and prioritises the individual nature of access for the pupils to the curriculum. The school, its staff and governors are committed to the on-going development of the curriculum. The curriculum of any school is central to meaningful and effective education, it is concerned not just with the 'what' is taught but also 'how' it is to be delivered. Our aim is to provide quality education by seeking to positively and honestly address the individual learning needs of all the school's pupils including the most profound of learning difficulties and complex needs. All pupils are entitled to a broad, balanced, relevant and creative curriculum that aims to provide opportunities for all pupils to learn and achieve and promote pupils spiritual, moral, social, cultural and physical development and prepares all pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Our curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

We use recognized techniques and interventions to help our children make progress such as: Attention Autism, Smile Therapy, Verve Therapy, use of PECS, PODD and MAKATON and adhere to the National Autistic Society's SPELL framework (structure, positive approach and expectations; empathy; low arousal and links)

How do we adapt the curriculum and learning environment

### Curriculum

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 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 learn through first hand experience, through practice and through consistent and structured teaching and learning situations.

Many pupils at the school 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
- Our pupils with Autistic Spectrum Disorder (ASD) may benefit from other teaching methods such as TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) and Attention Autism where appropriate.

More information about the curriculum is available on our website and two Senior Leaders, Sukina Campos (Deputy Head) and Thibaut de Wolf (EYFS and Phase leader) have responsibility for the curriculum and are always willing to discuss it with any interested parties.

### **Learning Environment**

The Brook Special School and The Willow have a brand new, state of the art building which is totally accessible. Some of the facilities are listed below:

- Ramps/doors/rails to all areas

- Ceiling tracking/hoists/slings
- Manual handling resources
- 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 toilets and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Display/décor for pupils with visual impairment
- Acoustic 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
- Multisensory soft play room
- Specialist dark room for visual stimulation
- HE and Art, Design & Technology bases
- Dance and Music studios
- Library and ICT 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 toilets/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

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> <li>• Totally inclusive community with the Willow Primary and Broadwaters Children’s Centre.</li> <li>• All pupils across the community eat together</li> <li>• All children across the community play together</li> <li>• Paired classes with The Willow and Children’s Centre</li> <li>• Informal activities with paired classes</li> <li>• Whole school events eg Party in the Park/Creative Arts Week/Christmas Dinner/Joint assemblies with the Willow</li> <li>• Joint School Council</li> </ul>
<p>How do we consult parents of pupils with SEN and involve them in their child’s education?</p>	<ul style="list-style-type: none"> <li>• Parents involved in Early Days Reviews (after 6 weeks)</li> <li>• Child and Family Profile completed on entry.</li> <li>• Parents contribute to termly targets</li> <li>• Parents contribute to annual reviews/EHCP reviews</li> <li>• LPPA – leading parent partnership award</li> <li>• Open evenings/assemblies/whole school events/sports days etc. etc.</li> <li>• Half-Termly Headteacher’s briefings for parents/carers</li> <li>• Half-termly Bulletins for Parents/Carers</li> <li>• Home school books/Special Books</li> <li>• Markfield outreach worker runs surgeries at the school to ensure that parents understand their rights in relation to DLA and other supportive arrangements for parents/carers.</li> <li>• Annual Consultation/Survey for views of Parents/Carers</li> </ul>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> <li>• Circle Times in class</li> <li>• School Council and Joint School Council with The Willow</li> </ul>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<ul style="list-style-type: none"> <li>• Joint baseline assessment on admission to the school with the MDT</li> <li>• Teacher assessment</li> <li>• Early Days Reviews after 6 weeks</li> <li>• Annual Reviews</li> <li>• Individual Education Plans</li> <li>• Individual Termly Targets set with MDT/parents/carers</li> </ul>

	<ul style="list-style-type: none"> <li>• P-scales and/or National Curriculum levels</li> <li>• CASPA as a data monitoring and tracking system for individual targets and p-scale progress</li> <li>• Whole school and key stage targets</li> <li>• Special Books</li> <li>• Pupil profiles, where appropriate, on manual handling, eating, drinking, toileting, communication, behavior, emotional wellbeing and ICT</li> <li>• Reporting takes place through the Statement of Special Educational Needs/EHC Plan annually, through evaluated termly targets each term and through the p-scales at the end of Key Stages</li> <li>• Methods of recording include video, DVD and photographs all of which are uploaded onto Tapestry</li> <li>• Progress Files</li> <li>• Transition Plans</li> </ul>
<p>How do we support pupils moving between different phases of education?</p>	<ul style="list-style-type: none"> <li>• Admissions programme from mainstream</li> <li>• Transition programmes across key stages</li> <li>• Transition programme to Key Stage 3 secondary education</li> <li>• In-year transition for individual pupils if necessary</li> <li>• Key Stage Leads coordinate this work with Child and Family Liaison Officer</li> </ul>
<p>How do we support pupils preparing for adulthood?</p>	<ul style="list-style-type: none"> <li>• Emotional wellbeing</li> <li>• Whole class emotional wellbeing profiles</li> <li>• Individual pupils emotional wellbeing profiles</li> <li>• Educational visits weekly</li> <li>• TAKEOVER CHALLENGE each year. The Children’s Commissioner sponsors this event when children take over adult roles in their schools and we feel ours should be no different. They work in admin; catering; gardening; premises; housekeeping and management and really enjoyed it!!</li> <li>• Fundraising – for Charities such as Noah’s Ark . the Smile Train and Macmillan Cancer</li> <li>• Community Work – raising funds for the Haringey Food Bank; supporting the elderly in the community at Xmas and collecting toys for distribution at Xmas.</li> </ul>

How do we support pupils with SEN to improve their emotional and social development?

- Children learn best when their world feels safe, secure and predictable. At The Brook School we do not seek to control children's behaviour but empower the individual child to manage their own behaviour and access to learning. With the support of all school staff, children use the experience of the everyday to build internal resources that will help promote resilience through the successes and challenges offered during the school day.
- Through these experiences children will begin to internalise skills and strategies that will enable them to regulate their own feelings thereby managing their levels of anxiety in what can be a chaotic and confusing world.
- The degree to which the individual will be able to do this will vary from child to child, representing a continuum whereby some will need a great deal of on-going structured support whereas others will become increasingly more independent.
- At whichever point a child is on that continuum we as a school will continue to work to support that child's growing development and emotional well-being working closely with all involved professionals and the child's family to ensure continued access to the whole school curriculum and community life, both within and outside school.
- We will ensure that any response to a child's behaviour reflects a graded and gradual approach that takes account of each child's individual learning needs and the demands of the situation.

*See our behaviour policies and the document 'I need your AID!' for more information*

What expertise and training do our staff have to support pupils with SEN?

- Teaching qualifications – first degrees/MAs and Diplomas in Special Educational Needs
- NVQ 2/3
- NNEB
- First Aid at Work
- Manual Handling Training – trainer in house
- PODD/PECS/Attentional Autism for communication
- Forest School
- Regional Makaton Trainer - trainer in house
- Autism training
- Sensory Integration training
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	<ul style="list-style-type: none"> <li>• PEG feeding – dysphagia lead (SALT lead)</li> <li>• Positioning – Physiotherapist</li> <li>• Food aversion and SOS practitioners</li> <li>• Communication through Play practitioner</li> <li>• Music therapy with external therapists</li> </ul>
<p>How will we secure specialist expertise?</p>	<ul style="list-style-type: none"> <li>• Use of school funding</li> <li>• Applications for funding to other organisations eg Tottenham Grammar School Foundation for music therapy/Creative Arts Week/Rebound Therapy</li> <li>• Pupil Premium Funding</li> <li>• Primary Sports Funding Lettings to bring in income to the school</li> <li>• Donations</li> </ul>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>As above plus the use of the expertise of the LA who, over the last 8 years have provided us with brand new, inclusive buildings and facilities for Broadwaters.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> <li>• The Willow Primary School and Broadwaters Children’s Centre for inclusive activities and learning</li> <li>• Haringey SEN High Needs Block for funding and additional funding within the banding system for those children who are extremely challenged</li> <li>• The Disabled Children’s Team (social care)</li> <li>• Whittington Health for SALT/Physio/OT/School Nursing/dietitian</li> <li>• CAMHS – Child and Mental Health Services</li> <li>• The MAG (Multiagency Team) comprising social care (DCT); Whittington Health and the School which meets fortnightly to discuss children who are causing concern. This uses a Signs of Safety Model derived from social care.</li> <li>• Markfield Parents/Carers services – run surgeries in school</li> <li>• Barnardos</li> <li>• Child Protection Services in Haringey including LADO</li> <li>• Early Help Services (Social Care)</li> </ul>



<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> <li>• Governing Body meetings and sub-committees</li> <li>• Senior Leadership Team</li> <li>• Curriculum Lead meetings</li> <li>• Monitoring School Evaluation Form</li> <li>• Monitoring of the School Improvement and Development Plan.</li> <li>• Parents/Carers Annual Survey</li> <li>• Moderation for target setting and data with other special schools</li> <li>• Ofsted Reports</li> </ul>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The Governors have adopted the LEA Guidelines for Complaints procedures and these are available on the website:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Complaints about any member of staff, more serious accidents or the general care of the child should be made to the Headteacher</li> <li>• 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 SEN on 0208-489-0000</li> <li>• 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.</li> <li>• Through the Annual Review procedure for placement issues</li> </ul>
<p>Who can young people and parents contact if they have concerns?</p>	<p>In the first instance:</p> <ul style="list-style-type: none"> <li>• Class Teacher/support teams within class</li> <li>• Headteacher</li> <li>• Child and Family Liaison Officer (school)</li> </ul>
<p>What support services are available to parents?</p>	<ul style="list-style-type: none"> <li>• Open door policy to Headteacher; senior staff and class teachers for day to day issues</li> <li>• Child and Family Liaison Officer based at the school</li> <li>• Early Help Services</li> <li>• Markfield Services through surgeries held at the school</li> </ul>

	<ul style="list-style-type: none"> <li>• Disabled Children’s Team and individual social workers for Personal Budgets/social care issues</li> </ul>
<p>Where can the LA’s local offer be found? How have we contributed to it?</p>	<ul style="list-style-type: none"> <li>• London Borough of Haringey website: <a href="http://www.haringey.gov.uk/children-and-families/children-special-educational-needs-and-disabilities-local-offer">www.haringey.gov.uk/children-and-families/children-special-educational-needs-and-disabilities-local-offer</a></li> <li>• Brook Local Offer available on the Haringey website and school website.</li> </ul>

The report is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

All schools, except special schools established in hospitals, must publish an SEN information report on their website.