



THE BROOK SPECIAL PRIMARY SCHOOL: SEN information report 2020/21

What types of SEN do we provide for?	<ul style="list-style-type: none">• Autism• Profound and Multiple Learning Difficulties• Severe and Moderate Learning Difficulties• Communication Difficulties
How do we identify and assess pupils with SEN?	<i>(Mainstream schools only)</i>
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	<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 <u>creative</u> curriculum that aims to provide opportunities for all pupils to

	<p>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.</p> <p>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.</p>
<p>How do we adapt the curriculum and learning environment</p>	<p>Curriculum</p> <p>We have devised a Spiral Curriculum which allows children to consolidate past knowledge and learn new skills at a pace and level appropriate to their learning needs. As our pupils have spiky profiles, our curriculum provides a range of differentiated activities based on 'I can' achievement targets which provide stretch and challenge alongside consolidation. The ability to communicate effectively as well as being regulated enough to be able to learn, are crucial aspects of our curriculum which is adapted from the National Curriculum requirements. Phonics and reading now feature more prominently in our delivery and we incorporate modern foreign language through our Global curriculum so that it has relevance and meaning for our children.</p> <p>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.</p> <p>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: -</p>

- 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.

Learning Environment

The Brook Special School and The Willow have a 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

	<ul style="list-style-type: none"> • 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>	<p>We have a totally inclusive community with the Willow Primary and Broadwaters Children’s Centre. This is an unique provision as we are integrated within a building not ‘bolted on’ at the side. Engaging with mainstream pupils becomes a more natural process rather than one that needs to be engineered and opportunities abound for pupils to work and play together. Therefore ,within the Inclusive community -</p> <ul style="list-style-type: none"> • All pupils across the community eat together when appropriate • All children across the community play together • The Willow and Children’s Centre classes are paired with Brook classes and

	<p>informal activities take place with them throughout the year</p> <ul style="list-style-type: none"> • There are whole school events eg Party in the Park/Creative Arts Week/Christmas Dinner/Joint assemblies with the Willow • There is a Joint School Council in which issues, ideas and problems are raised, discussed and where possible, solved and implemented.
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parent partnership is a very important aspect of our provision – we value parents input in all aspects of their child's school life and use the information shared to enhance their learning. Some of the ways in which this takes place are as follows:</p> <ul style="list-style-type: none"> • Parents are involved in Early Days Reviews (after 6 weeks of a child's admission) • Child and Family Profile is completed on entry. • Parents can contribute to target setting • Parents contribute to annual reviews/EHCP reviews • LPPA – leading parent partnership award is being undertaken • Parents are invited to open evenings/assemblies/whole school events/sports days etc. etc. • Regular Headteacher's briefings for parents/carers take place • Fortnightly Bulletins for Parents/Carers are sent electronically • Home school books are used • 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. • Annual Consultation/Survey for views of Parents/Carers
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>In many cases we need to advocate for our pupils as they cannot fill in questionnaires or express themselves fluently .However, it is possible to facilitate consultation with them through using AAC for communication and knowing their body language, behaviours and means of expression intimately. Two specific aspects of school life in which children consult are:</p> <ul style="list-style-type: none"> • Circle Times in class • School Council and Joint School Council with The Willow

How do we assess and review pupils' progress towards their outcomes?

The Brook Special School has devised its own assessment framework in conjunction with other special schools in Haringey, in response to the removal of P Levels. The assessment framework is rigorous and allows children's progress to be mapped term on term. The components are given below:

- Joint baseline assessment on admission to the school with the Multidisciplinary team
- Teacher assessment
- Early Days Reviews after 6 weeks
- Person Centred Annual Reviews
- Individual Termly Targets set with MDT and parental input
- Pre Key Stage assessment framework mapped against 'I can' statements at termly with summative assessment at the end of Key Stages
- Pupil profiles, where appropriate, on manual handling, eating, drinking, toileting, communication, behavior, emotional wellbeing and ICT
- Reporting takes place through the EHC Plan annually, through evaluated termly targets each term and through the Annual Progress report
- Use of Tapestry to record successes and achievements at home and at school Methods of recording include video, DVD and photographs as well as Work samples

How do we support pupils moving between different phases of education?

Transition is very challenging for our children and we work closely with feeder organisations/establishments and subsequent providers to ensure a smooth transition. Our Family Support Worker is instrumental in this process as are our Phase Leaders. Whilst we work with a cohort as a group there will also be individual meetings and provisions made for specific pupils as necessary. Our processes include:

- An admissions programme including visits, documentation, 1:1 question and answer session for any parents of a child coming from mainstream or another provision
- Visits to KS2 part of the building when transition from KS1 occurs – this is very informal as the KS1 children will have had inclusion opportunities with KS2 peers throughout their time in KS1
- FAQ session with the Headteacher and demonstration of the school from pupils recorded on the website

	<ul style="list-style-type: none"> • Supported visits to new secondary school during the second half of the summer term for KS2 leavers • Leavers' celebratory assembly to mark the end of Primary education
<p>How do we support pupils preparing for adulthood?</p>	<p>The independent and social skills aspect of our curriculum aims to support our pupils to prepare for lives as adults and as the children move through the school they are given responsibility for taking on tasks and given more responsibility for independent mobility. Other aspects of school life that promotes preparation for adulthood includes:</p> <ul style="list-style-type: none"> • Emotional wellbeing programme in line with RESPECT ethos and British Values • Whole class emotional wellbeing profiles • Individual pupil's emotional wellbeing profiles • Weekly educational visits to different environments • 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 enjoy the insight into adults' roles • Fundraising for charity at Christmas and Easter – helping them to understand that they can give rather than merely receive • Community Work – supporting the elderly in the community at Xmas and collecting toys for distribution at Xmas, also providing items for the foodbank • World of Work project with the charity myAFK in which Year 5 and 6 children are given work tasters in local establishments and are helped to understand how work is different from school

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 aim to ensure that the child realises that they are liked and respected no matter how challenging their behaviour might be.

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?

We have over 100 staff members supporting our 121 children in a variety of ways. There are minimum qualifications that we expect our teachers and support staff to hold prior to appointment and there are regular training sessions throughout the year, both on line and face to face, that updates and improves every staff member's skills and knowledge. A sample of the training and qualifications are given below:

- Teaching qualifications – first degrees/MAs and Diplomas in Special Educational Needs
- NVQ 2/3
- NNEB

	<ul style="list-style-type: none"> • First Aid at Work • Manual Handling Training – trainer in house • PODD/PECS/Attentional Autism for communication • Forest School – lead in house • Regional Makaton Trainer - trainer in house • Autism training • Sensory Integration training • PEG feeding – dysphagia lead (SALT lead) • Positioning – Physiotherapist • SOS aversive eating
<p>How will we secure specialist expertise?</p>	<p>Our revenue comes from a variety of sources as shown below. We work with the Governing Body and the School Business Manager and LA to ensure that we make the best use of the resources available to us so that we can recruit and retain specialist expertise:</p> <ul style="list-style-type: none"> • Effective use of school funding • Applications for funding to other organisations eg Tottenham Grammar School Foundation for music therapy/Creative Arts Week/Rebound Therapy • Pupil Premium Funding • Primary Sports Funding • Lettings to bring in income to the school • Donations
<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>	<p>Partnerships with other organisations are crucial if we are to meet the needs of all of our children and provide them with a rich and varied curriculum and life experiences. Our partners this year are:</p> <ul style="list-style-type: none"> • The Willow Primary School and Broadwaters Children’s Centre for inclusive activities and learning

	<ul style="list-style-type: none"> • Haringey SEN High Needs Block for funding and additional funding within the banding system for those children who are extremely challenged • Special schools within Haringey and surrounding boroughs • The Disabled Children’s Team (social care) • Whittington Health for SALT/Physio/OT/School Nursing/dietitian • CAMHS – Child and Mental Health Services • 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. • Markfield Parents/Carers services who run surgeries in school • Child Protection Services in Haringey including LADO • Early Help Services (Social Care) • MyAFK Charity working on preparation for adulthood • Bloomsbury Football Coaching charity
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We are constantly reviewing and evaluating how effective we are at meeting the needs of all of our children. This underpins all of the work that we do. The various avenues for evaluation are:</p> <ul style="list-style-type: none"> • Governing Body meetings • Senior Leadership Team meetings • Curriculum Lead meetings • Monitoring of the School Improvement and Development Plan. • Parents/Carers Annual Survey • Moderation for target setting and data with other special schools • Ofsted Reports
<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 in the Complaints policy available on the website. They include the following:</p> <ul style="list-style-type: none"> • 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

	<p>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</p> <ul style="list-style-type: none"> • 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. • Through the Annual Review procedure for placement issues
<p>Who can young people and parents contact if they have concerns?</p>	<p>In the first instance the following can be contacted:</p> <ul style="list-style-type: none"> • Class Teacher/support teams within class • Headteacher • Child and Family Liaison Officer (school) • Safeguarding team in school <p>We would always want to know if a parent has a concern or a worry because then we can address it promptly and put things in place to alleviate the situation.</p>
<p>What support services are available to parents?</p>	<p>We value the partnership that we have with parents and our 'open door' policy ensures that any concerns both educational and personal are addressed promptly. We have:</p> <ul style="list-style-type: none"> • Open door policy to Headteacher; senior staff and class teachers for day to day issues • Child and Family Liaison Officer based at the school • Early Help Services • Markfield Services through surgeries held at the school • Disabled Children's Team and individual social workers for Personal Budgets/social care issues • Regular information sharing through the fortnightly bulletin and regular texts • Medical clinics held at school with paediatrician and school nurse • Workshops on specific topics are held to provide information to parents and answer individual concerns

Where can the LA's local offer be found? How have we contributed to it?

- London Borough of Haringey website: www.haringey.gov.uk/children-and-families/children-special-educational-needs-and-disabilities-local-offer
- Brook Local Offer is also available on the Haringey website and school website.

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 this SEN information report on their website.