



The
Brook on
Broadwaters

Schools Local Offer

September
2022-2023

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WELCOME TO THE BROOK COMMUNITY SCHOOLS LOCAL OFFER

Inspirational - cutting edge - ground breaking - visionary and innovative – just some of the words used to describe the inclusive community for the 21st century opened on Broadwater Farm in September 2011. It includes the **Brook Special Primary School** and, in the same building and grounds, The Willow Primary School. Our inclusive community 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 a learning environment where every child's needs are met.

Type of School

The Brook has places for 128 pupils aged from 4 – 11 and specialises in coeducational day school provision for children with Autism (ASD); profound, severe and complex learning difficulties plus associated physical, medical, communication and emotional needs.

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 Autistic Spectrum Disorder (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 are 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 run by the Parent Coordinator and a child and family profile is completed. The Child and Family Profile gives us that all important first hand information about the child.
- On entry, a Home-School Agreement is signed jointly by the Head Teacher and parent/carer to encourage a successful working partnership.
- There is a staggered start to the school year for many reception pupils and pupils who are admitted later in their school lives.

- The Speech and Language Therapist and other therapists will often visit the family home during the summer holidays before your child starts school

Premises

The inclusive school premises for The Brook and Willow are 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 Severe Learning Difficulties (SLD), Autistic Spectrum Disorder (ASD), Profound and Multiple Learning Difficulties (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 include cycle tracks, wooded areas, an amphitheatre, Multi Use Games Area (MUGA) pitch, sensory and market gardens and individual areas for those pupils who may find the wider environment difficult. All the arrangements are very flexible to meet the needs of every pupil.

Our Ofsted Rating

We were inspected under the new Ofsted framework in September 2019. The new framework, introduced on 1st September 2019, was in its infancy when we were inspected 5 days later and the implications of the framework for SEND provision at that point had not been fully recognized.

Many areas of our Ofsted inspection were highlighted as Good and whilst our overall grading dropped to Requires Improvement, we are confident that we have already improved the areas highlighted for development, taking into account our children's complex additional needs. Indeed the monitoring visit that took place nearly two years ago indicated that we were likely to have a Good rating in the next inspection.

The Curriculum

National Curriculum subjects are delivered in a way that is meaningful for all our children.

To deliver this, 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.

Teaching staff will liaise closely with a multidisciplinary team of staff (see section on Multidisciplinary Team (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 pupils innate abilities. Pupil voice via The Student Council – joint with The Willow - is a real priority for the school. There are already many visiting artists, musicians and sports specialists who enhance our children's experiences.

Our inclusion programme with The Willow has many facets – all classes are paired with a Willow class and together take part in a range of activities throughout the year. Some children have individual integrated placements within The Willow for maths or literacy or for any area which helps with their learning. It is a very wide ranging programme for both schools.

How we check that a child is making progress and how we keep parents/carers informed

- Joint baseline assessment on admission to the school with the MDT
- Teacher assessment
- Early Days Reviews after 6 weeks
- Person Centred Annual Review
- Individual Termly Targets set with MDT/parents/carers

- Assessment levels following national guidelines
- Data monitoring and tracking system for pupil progress following government guidelines
- Online Tapestry updates
- Pupil profiles, where appropriate, on manual handling, eating, drinking, toileting, communication, behaviour, emotional wellbeing and ICT
- Reporting takes place through the, evaluated termly targets each term and through summative assessment levels.
- Methods of recording include video, worksheets and Tapestry

Staffing and Staff Development

The Brook has a large, highly committed and qualified staff group including teachers, learning support staff, nursery nurses and school meals supervisory assistants. 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 are 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 governors 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.

Facilities at The Brook on Broadwaters

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
- 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

Specialist Resources

- 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.
- Sensory circuits
- Sensory 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

Allocation of Resources for The Brook and the Inclusive Learning Campus

Resources are allocated as follows:

- On the basis of the differing abilities and needs across the campus
- On the basis of individual pupils' entitlement as outlined in EHCP. This can include access to the curriculum, allocation of staffing, physical and additional support.
- According to Individual termly targets
- According to the assessed needs of the pupils

Educational visits and School Journeys

- Our school journeys are on offer to the whole of Year 6 and are residential. No child is ever excluded. The journeys play an important role in developing social and independence skills and enhance the more formal aspects of the curriculum.
- All classes have regular visits out into the community on one of our three minibuses. These are all linked to the curriculum or to independence skills.

The Multidisciplinary Team

Access to the curriculum, for almost all of The Brook pupils, is through the multidisciplinary team linked to the school. The team includes:

- Physiotherapists
- Speech and language therapists

- Occupational therapists
- A paediatric dietitian
- The full-time school nurse
- The school consultant paediatrician

- Teachers for auditory impairment will be provided by Blanche Nevile 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 (EWO).
- Teachers for Visual Impairment are provided through the Local Authority Service.
- Social services work alongside us via the Disabled Children's Team (DCT).
- 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/drop ins at the school to offer advice to parents/carers on such areas as eating and drinking (dysphagia).
- CAMHS (Child and Mental Health Service) has a major role to play in working with pupils with ASD.

Alongside these teams may work another range of therapists, including those for:

- Music
- Dance and movement
- Trampoline (rebound therapy)

Partnership with Parents and Carers

- This is a crucial area for both parents/carers and the school in working with our pupils. We rarely see each other "at the school gates" as pupils are largely transported by bus each day, so systems are 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 class teacher, Family Liaison Officer or member of the Senior Leadership Team by appointment.
- Parents/carers act as Parent Governors.
- The Pastoral lead/ Assistant Headteacher and Family Support Liaison Officer will coordinate all the parents' groups, providing a programme of relevant speakers, visits and activities.
- Other staff involved are the Speech and Language Therapists especially around the early intervention work with parents/carers and pupils.
- A parent/carer newsletter is produced so that everyone can keep up-to-date with curriculum developments and activities organised by staff and parents of the school. This is sent electronically.
- Parents and carers of pupils at The Brook are encouraged to communicate with the staff at school. This is essential as so many of our pupils are unable to communicate news themselves. Staff try to write in a home/school book every other day 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. Emails are also welcomed.

- An Individual consultation evening (Open Evening) is held once a year, with a programme of coffee mornings and evening meetings for those who cannot attend parent/carers coffee mornings during the day.
- A Meet & Greet session is held to meet the new class team for the following year.
- Parents are required to attend the Annual Person Centred Review which discusses progress and ensures the EHCP is both appropriate and adhered to.
- The school runs a selection of after school clubs and a swimming club on a Saturday. These incur a charge.
- 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.
- We hold a multidisciplinary meeting every fortnight at which a DCT representative attends.
- A texting service keeps the parents/carers in touch with everything that is happening.
- The website lists all the information/events you may need – it's a really useful starting point for the school.

GENERAL INFORMATION

Timetables and Home/School Communication

- Pupils attend school for 190 days per year divided into three terms. The dates for each year are sent to parents/carers separately as soon as we have them. The school day is from 9.00am until 3.15pm with a lunch hour that is taken when appropriate for the pupils in each class. Individual pupils' timetables and/or class timetables are sent to you by your child's teacher at the beginning of each term. This is complex for The Brook as timetables will be set in conjunction with The Willow.
- We will communicate through Teachers to Parents on your mobile phones for end of term dates, reminders of school events etc. Messages are also sent via the homes/school book and through the fortnightly bulletin.

Transport

Every pupil is entitled to apply for free transport if they live a certain distance from school. Application are made to the Special Educational Needs Department of the Local Authority. If approved, the children are collected from a designated pick up point in the morning and taken to the same designated point after school. If your child is brought to school by transport, please telephone transport directly if your child's arrangements change e.g. they are ill or being dropped or picked up from a different address. Each bus has an escort who acts as an informal contact between school and home.

School does not organize transport this is done by the Borough.

School Meals

School meals are cooked in our school kitchens on the premises and meal times are considered as social and learning experiences and are eaten together with The Willow as far as is possible according to the needs of each pupil. Cultural and religious requirements are always respected and parents/carers should make sure the school is aware of any dietary restrictions. The administrative officer will inform you of costs and dinner money should be sent into school each Monday.

School Uniform

School Uniform takes the form of a royal blue sweatshirt, cardigan or fleece with the logo embroidered on it, with white polo shirts and black trousers or skirts. Children need a swimming costume/ trunks & towel & sportswear. Please let us know if your child is uncomfortable wearing the uniform.

The uniform is available from:

Kenzie, Unit 27 The Market Hall, The Mall, Wood Green Shopping City N22 6YQ – tel: 020 8889 6025

Divine Solutions Schoolwear Ltd at 3 Northumberland Park, Tottenham, London N17
OTA tel: 02082169113.

Contact points for more information or to discuss a concern:

Head Teacher:	Maureen Duncan
Chair of the Federated Governing Body:	Nofer Fari
Lead for Teaching and Learning	Sukina Campos
Lead for wellbeing	Ed Putman
Phase Leaders:	Thibaut de Wolf Carlos Teixeira
School Business Manager:	Duwan Farquharson
Premises Manager:	Troyton Bunbury
Family Liaison Officer	Felicia Rock
PA to the Headteacher	Lowri Banfield

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