



The  
**Brook** on  
**Broadwaters**

**Schools Local Offer**

September  
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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 21<sup>st</sup> century opened on Broadwater Farm in September 2011. It includes the newly formed **Brook Special Primary School** and, in the same building and grounds, The Willow Primary School. 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 a learning environment where every child's needs are met.

### Type of School

The Brook has places for 108 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 will include 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 through the parent/carers group run by the Parent Coordinator and the Key Stage One 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.
- 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

At our last Ofsted Inspection in March 2015, The Brook was judged to be an Outstanding School.

## The 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.

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 students' 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.

Our inclusion programme with The Willow has many facets – all classes are paired with 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
- Annual Reviews
- Individual Education Plans
- Individual Termly Targets set with MDT/parents/carers
- 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
- Focussed child portfolios
- Pupil profiles, where appropriate, on manual handling, eating, drinking, toileting, communication, behavior, emotional wellbeing and ICT
- 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
- Methods of recording include video, DVD and photographs as well as
- Work samples and Special Books
- Progress Files
- Transition Plans

## 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. All support staff above Scale 4 are required to have NVQ's 2/3 (National Vocational Qualifications) and SWIS course qualifications in both care and ICT and all do ICT and Makaton signing courses.

## Facilities at The Brook on Broadwaters

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

## 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.

- 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

#### 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

#### Educational visits and School Journeys

- Our school journeys are on offer to the whole of Year 6 and take place at Pendarren Outdoor Activities Centre in Wales. Next year we will have our first totally inclusive school journey with the Willow. 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 dietician
- The full-time school nurse
- The school consultant paediatrician
- The Brook also delivers the service for Visual Impairment in Haringey across special schools, run by the Local Authority (LA) and RNIB (Action for Blind People) and supported by our qualified Visually Impaired (VI) specialist, who is also a class teacher at Riverside. Two VI assistants work 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 (EWO).
- 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.
- FABLE (Families Addressing Behaviour through Learning and Enjoying), run as a family support service for those families with children, who have very challenging behaviours both in special schools and mainstream, is expanding its work at The Brook after receiving a grant from the Big Lottery which will enable the team to function for the next five years.

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

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

### Outreach Services

In line with the changing roles of special schools, The Brook is building on the established Outreach Service to mainstream schools. This service is coordinated by one of our senior team and offers advice and support to a 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 two assistants delivers the Visual Impairment Service across the special schools in the LA.



## 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 Head Teacher or one of the team.
- Parents/carers act as Parent Governors and are also involved in a Parents Advisory Group to the Governors.
- 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 involved are 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 is 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 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 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) are held twice a 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.
- The school runs Saturday clubs and after school clubs for swimming, judo and boccia.
- FABLE – (families addressing behaviour through learning and enjoying) provides Family Support for some of the most complex children who's behaviours are causing real problems for their families.
- 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 have a fortnightly surgery with our social worker on the premises and the DCT attends fortnightly multidisciplinary meetings at the school
- 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 3.30pm with lunch from 11.45 – 1.15pm. Individual pupil's timetables and 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 in conjunction also with The Willow.
- Communication is via the home/school book and we will try to fill these in every evening plus including photographs if they are relevant. We expect parents/carers to reply via the home/school book as it is essential that we know if anything has happened to the child overnight and what your child has been doing over a weekend so that we can talk to them about it.
- We will also communicate through Teachers to Parents on your mobile phones for end of term dates, reminders of school events etc. etc.

## Transport

Every pupil is entitled to apply for free transport to the Special Educational Needs Department of the Local Authority. If approved, the children are picked up from home in the morning and taken home after school. If your child is brought to school by transport, please telephone transport directly if your child's arrangements change eg 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 and will deliver messages, dinner money etc.

## 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. Families on Income Support should take their book to the Children's Services Building at 48 Station Road, Wood Green, N22 in order to arrange for free school meals. The school will also arrange for free school meals.

## 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. Although we love to see all our pupils in the uniform, we are obviously well aware that some of our pupils may not wish to wear parts of it for sensory or access reasons– we therefore accept that pupils may prefer sweat pants instead of trousers and tee shirts instead of polo shirts. 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 and Divine Solutions Schoolwear Ltd at 3 Northumberland Park, Tottenham, London N17 OTA tel: 02082169113.

Contact points for more information or to discuss a concern:

**Your child's Class Teacher**

**Head Teacher:** Margaret Sumner

**Chair of the Federated Governing Body:** Marilyn Francis

**Lead for Teaching and Learning** Hannah Gibson

**Lead for Pastoral Support** Tom Lavery

**Team Leader Foundation and Key Stage 1:** Deirdre Henderson

**Key Stage 2:** Vacancy

**School Business Manager:** Deborah Alexander

**Premises Manager:** Ray Harvey

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