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Brookfield Academy

School Special Educational Needs and/or Disabilities
Information Report 2017-2018

Welcome to our SEND information report

In 2014 the government introduced a new bill called the Children and Families Act 2014, this report is published in accordance with section 65(3) of this Act. The Act requires all governing bodies of maintained schools and maintained nursery schools to publish information on their website about the implementation of the governing body's policy for pupils with Special Educational Needs and Disabilities. This information is updated annually.

Brookfield Academy is an inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

At Brookfield Academy we value all members of our school community.

The Code of Practice (June 2014) defines Special Educational Needs (SEN) as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Our information report has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments and feedback on our offer. The best people to contact on 01709 570727 or email office@brookfield-academy.org are:

Mrs Julie Mills– Executive Head Teacher

Mrs Andrea Smith – SENCO (Special Educational Needs Co-ordinator)

Mrs Katie Green – Inclusion Manager

Mrs Julie Day – Interim Executive Committee SEN Governor

SEND –Special Educational Needs and Disabilities

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Children and young people with SEND may need extra help because of a range of needs. Paragraphs 6.27-6.35 of the 0-25 SEND Code of Practice set out four areas of SEND.

Communication and Interaction – for example, where children and young people have speech, language and communication difficulties which make it more difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and Learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, Emotional and Mental Health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their own and other children’s learning, or that have an impact on their health and well-being.

Sensory and/ or Physical Needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

Disabilities

Children and young people who have SEND may also have a disability. A disability is described in law (The Equality Act 2010) as **‘A physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day to day activities.’**

This includes, for example, sensory impairments and long term health conditions such as asthma, diabetes or epilepsy.

What types of SEND are currently supported at Brookfield Academy?

Brookfield Academy currently has 21 children supported at SEN support or with a Statement of Special Educational Needs (statement) or Education, Health and Care Plan (EHCP) – this totals 9% of children attending Brookfield Academy (September 2017 – this is reviewed termly).

SpLD – Specific Learning Difficulty

MLD – Moderate Learning Difficulty

SEMH – Social, Emotional and Mental Health

VI – Visual Impairment

HI – Hearing Impairment

PD – Physical Disability

ASD – Autism Spectrum Disorder

SLCN – Speech, Language and Communication Needs

Need type	SpLD	MLD	SEMH	VI	HI	PD	ASD	SLCN
Number of students	4	6	3	3	2	4	10	4

(Some students may have more than one need type).

How does the school identify children with a Special Educational Need or Disability?

School completes regular assessments of all children in all curriculum areas. The progress of each child is tracked and pupils who are identified as not making good progress are targeted with additional support. The leadership of the school meets with class teachers to identify and plan how to support any children who are not making good progress. Advice is sought from other agencies in consultation with parents if this is needed.

The SENCO is responsible for co-ordinating the identification and support

- Parents, carers, teachers, health professionals and other agencies share concerns with the SENCO
- The SENCO organises meetings with parents, carers, teachers and other professionals to discuss a child's needs and co-ordinate a plan to support the child
- The SENCO observes children in class and highlights strategies to develop learning
- Personalised targets are set for each term and a one-page profile or support plan is created
- Children discuss their needs, feelings and wishes with their teacher, teaching assistant, the inclusion manager or SENCO
- It may be appropriate to make a referral to another agency (Learning Support Teacher, Health visitor, School nurse, Speech and Language therapist, Occupational therapy, Physiotherapy, Child and Young Person's mental Health Service, Educational Psychology Services).

The one-page profile or support plan is reviewed termly with parents and children

How will a parent know how well their child is doing and how to support their child?

At Brookfield Academy we are committed to creating a supportive team to help your child. As their parent/carer we value you as an important member of the team.

School operates an open door policy, if parents have concerns they should initially share these concerns with their child's class teacher. If further support is required, this can be discussed with the SENCO or Head of School.

School holds termly parents' evenings when their child's class teacher feeds back to parents about how well their child is doing. The SENCO is available at these parents' evenings to discuss children with SEND. Teachers are always available to discuss how children are doing and to suggest ways in which parents can support their child.

Our Learning Support teacher holds a termly review meeting with parents for any children who she has set a Learning Support Programme for, at these meetings parents will have the opportunity to discuss their child's progress with class teacher, SENCO and the Learning Support teacher.

Children who have a Statement of Special Educational Needs or an Education, Health and Care Plan have an annual review meeting where all agencies working with the family are invited to review support for the child.

Multi-agency meetings are held for children when required with outside agencies being invited, parents are always invited to and consulted about these meetings.

Parents can request meetings with class teachers, SENCO and the Head of School if they feel this is needed.

School has an Inclusion Manager who can support parents if required. The SENCO is available to support parents and is available to discuss where additional support may be available. School can also make referrals to outside agencies if parents require additional support.

How will children be able to contribute their views and be involved in their own support and development?

It is vital that all children are fully involved in planning and evaluating their own progress

- Children are involved in target setting, marking and feedback as part of quality first teaching
- Children will work with an adult to create a one-page profile outlining their achievements and how they like to learn and be supported
- Children review their targets and are involved in the setting of new targets
- Children have input at annual review meetings
- Children have input in SEND Support plan meetings to review their targets
- Class teachers talk to children about their learning and the support they require
- Children's views may be given orally, written or in drawings

How will my child's progress be assessed?

The progress of all children is monitored through Quality First Teaching

- All children's progress is assessed through marking and feedback in each lesson
- This informs short term planning
- Teachers complete regular assessments of all children in all curriculum areas
- The progress of each child is tracked and pupils who are identified as not making good progress are targeted with additional support
- The leadership of the school meets with class teachers to identify and plan how to support any children who are not making good progress as part of pupil progress meetings
- Regular book scrutiny and lesson observations will be carried out by the SENCO, Julie Day (Lead Academy Improvement Partner SEND) and other members of the Senior Leadership Team
- Advice is sought from other agencies in consultation with parents if this is needed

All interventions are planned on a Class Provision Map that is reviewed when planning further support.

Children with SEND will have a portfolio which will include

- A one page profile completed by the child outlining their needs and preferred methods of support
- Individual targets
- Records of observations and advice
- Advice from other agencies
- Samples of work that demonstrate progress
- Tracking information from pupil progress meetings

How will school prepare and support children when joining the school, transferring to a new class or to a new school?

We aim to make the transition between classes and phases as smooth as possible to maintain confidence, correctly targeted planning and specialised provision.

Before joining Foundation 1 all children and parents are offered a home visit to develop relationships and find out more about the children. Staff will liaise with health visitors over any concerns. Information is collected about a child's interests and strengths.

When children join our school they are invited for a visit and parents are consulted about the support their child will need.

Staff liaise closely when children transfer to a new class, the current teacher meets with the new teacher to share targets, progress successes and concerns. Information is passed on to staff working with the child. Children make regular visits to their new class supported by teaching assistants. Some children may have a book of photographs to help them become familiar with their new classroom and new staff.

Year 6 pupils have transition visits to local secondary schools– additional transition visits are provided for any children who require these.

Meetings are held with parents prior to transition for any children who find transition particularly challenging. New class teachers are involved in these meetings.

Any child with a Statement of Educational needs or an Education, Health and Care Plan will have a transition review when required, current and new staff will attend these meetings.

How will the curriculum be taught to meet the needs of my child?

We believe that all children have the right to belong to, participate and achieve fully across the curriculum and in the wider life of the school.

The SEND Code of Practice 2014 states:

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to and different from this.'

This is special educational provision under Section 21 of the Children and Families Act 2014.

- The curriculum is planned so that each lesson builds on the prior knowledge of each child
- Objectives are planned to give each child aspirational but achievable objective
- Verbal and written feedback is given to the children and they are supported in correcting and enhancing their learning
- The children cover a wide curriculum where there are opportunities to apply and develop literacy and mathematics skills in a wide range of contexts

How is teaching and the curriculum adapted to my child's needs?

The curriculum is differentiated to meet the needs of all children.

- Children are supported in lessons to help them make progress as part of the class
- Special resources are provided to help children develop understanding and gain independence
- These may include visual timetables, word banks, resources to support visual or hearing impairment, practical mathematical apparatus, resources to support dyslexia, writing slopes and pencil grips
- Children with SEND take part in carefully structured interventions planned by the class teacher with support from the SENCO and Learning Support teacher

What training and specialist skills do the staff supporting children with SEND have?

The SENCO is a qualified teacher and has a Postgraduate qualification in Special Educational Needs and Disabilities.

All teachers in school are fully qualified and it is their responsibility to deliver high quality teaching to all children.

Training for staff is monitored by the senior leadership team and any staff training needs are addressed.

Teaching assistants work closely under the guidance of class teachers and the SENCO to support children with SEND. Teaching assistants have received training in delivering literacy and numeracy interventions, including Fischer Family Trust, Reading Rescue, Early Literacy Support, 1st class@number, 1st class@number2. Teaching assistants have also attended training in PM Benchmarking, autism, phonics and dyslexia. Any intervention delivered by a teaching assistant is closely monitored by the class teacher and the senior leadership team. Intervention records are kept, progress is tracked and monitored by the teaching assistant, class teacher, SENCO and Head of School. Teaching assistants follow the direction or planning of the class teacher or Learning Support Teacher when supporting children with SEND.

Teaching staff and teaching assistants take part in school training days and have accessed the following training during the past three years

- Safeguarding (All Staff)
- Team teach (All Staff)
- Emergency First Aid (All Staff)
- Autism Awareness (All Staff)
- Dyslexia training (All Staff)
- Fischer Family Trust (Class teachers and teaching assistants)
- 1st class @ number (Teaching assistants and SENCO, Key Stage I leader)
- Success @ arithmetic (Higher Level Teaching Assistant and SENCO)
- Better Reading Support Partners (Teaching assistants and SENCO)
- Spelling support strategies (Teaching assistants and SENCO)
- Talk Boost (Foundation Stage staff)
- Early Talk (Early Years staff and SENCO)
- Attachment training (SENCO)
- PGCE Special Educational Needs (SENCO)
- Autism Advocates (SENCO)
- PM Benchmarking (Teaching assistants and SENCO)
- Early Help Assessment (SENCO and Inclusion manager)
- SENCO Network training Rotherham Local Authority (SENCO)
- SENCO Learning Community Network training (SENCO)
- Restorative Practice (SENCO and Inclusion manager)
- WCAT SENCO Network training (SENCO and Inclusion manager)
- Makaton (Teaching Assistant and SENCO)

- Thrive (Inclusion Manager – licensed practitioner, Basic awareness – all staff)

Brookfield Academy has close links with other professional agencies. We work closely with other professionals to plan and review provision and also to follow programmes designed by them with our children. Following discussion with parents, children can be referred to other agencies for advice, assessment and further support.

How will my child receive the specific support they need?

Each class teacher creates a provision map outlining the support each child receives which is evaluated termly.

Children with SEND have a one-page profile, a Learning Support Programme or a SEN Support Plan where parents, children and teachers set and review termly targets.

School may initially offer some small group or 1 to 1 intervention to support your child. This support often results in a child making accelerated progress and catching up with their learning. If there are additional difficulties school may access support via outside agencies. School would consult parents and children before seeking advice from outside agencies. If your child has social and emotional difficulties, they may be offered the opportunity to attend a lunch time nurture group or one to one or small group work with the inclusion manager.

How will my child be included in activities in the classroom and the wider curriculum?

We believe that all children have the fundamental right to access every area of school life.

- Brookfield creates and reviews its Accessibility Plan annually
- Risk assessments are carried out to identify possible issues and reasonable adjustments are made to allow access to all activities
- Residential visits are open to all children. Risk assessments are carried out to ensure access and one to one support is provided, when required
- Reasonable adjustments are made on sports day so all children can participate

- After school clubs are open to all children
- Children are supported in Physical Education lessons, including 1:1 support if necessary

How accessible is the school environment?

- The school environment is fully accessible to all pupils
- Lifts are available for any child unable to access the steps and ramps are in place in the playground
- Modifications have been made to some toilets and school has a fully accessible disabled toilet with changing bed
- Most of the inside of school is on one level with lifts available inside and outside
- Modifications are made to resources to support children with visual, hearing impairment, autism or other needs as required
- All children at Brookfield Academy are included and supported in activities outside the classroom including school trips. Adults are used to support children with SEND during such activities if required
- Teachers always make a preparatory visit before arranging to take the children on an educational visit and will risk assess the suitability of the visit for all children in their care
- The visit will only go ahead if it is accessible to all children
- Parents are consulted about any additional support that their child may need to access the activity.

What support is there for my child's emotional well-being?

- School has an Inclusion Manager who will support children with behavioural, social and emotional development.
- School also provides a lunchtime nurture group for children to attend, this is led by trained teaching assistants and over seen by the SENCO and Inclusion manager
- This group supports the children's social, emotional and mental health development
- All children access Personal, Social, Citizenship and Health Education within their class – this area of the curriculum supports all children in their social, emotional and mental health development
- Rewards and rules are in place within school and all members of school are treated fairly, with respect
- School has an anti-bullying policy and incidents of bullying are dealt with by staff or members of the senior leadership team
- Children with SEND talk about their needs, feelings and wishes as part of their one-page profile or SEND support plan
- School accesses advice from other agencies where appropriate.

How will Brookfield Academy work with other agencies to support my child?

Brookfield Academy has close links with professional agencies and work closely with them to support our children. These include

- School Nurses
- Health Visitors
- Brookfield Children's Centre
- Learning Support Teacher: Jill Kay
- Educational Psychologist: Dr Karen Davies
- Autism Communication Team Leader: Lianne Morewood
- Social, Emotional and Mental Health Team
- Hearing Impairment Teacher: Jo Hillman
- Visual Impairment Teacher: Tracey Fielding
- Speech and Language Therapy Service
- Physiotherapy Services
- Occupational Therapy
- Targeted Family Support team
- Social Care
- Virtual Schools Team
- Children can be referred following SEND meetings or by recommendations by other agencies
- WCAT has a Lead Academy Improvement Partner - SEND who works closely with school to develop the provision for children with SEND
- The local authority provides support and training for staff
- The SENCO liaises regularly with other SENCOs within the trust and the local area

How are the school governors involved and what are their responsibilities?

School governors are responsible for the provision within school for pupils with Special Educational Needs and Disabilities. Reports are submitted to the governors outlining the work in school with children with SEND.

A named governor with responsibility for SEND will be appointed when possible.

How will Brookfield Academy support a child in care who has SEND?

Mrs Andrea Smith (SENCO) is responsible for Looked After Children.

- She will liaise with all agencies involved with the child and will oversee the implementation of a Personal Education Plan for the child

- The Virtual School for Rotherham monitors provision for all looked after children
- SEN support plans will be used if appropriate
- Annual reviews where appropriate
- Additional transition arrangements for transfer to secondary school
- Use of Pupil Premium Plus to support learning

Who can I contact if I have concerns about my child's support and progress?

Any concerns or complaints should be initially shared with the class teacher or SENCO. The SENCO can support the class teacher in responding to a parents concerns and a plan to deal with any concerns will be agreed by everyone involved. It is important to share concerns with class teachers or the SENCO quickly so that any issues can be supported promptly.

If parents continue to have concerns these should be shared with the Executive Head Teacher – Mrs Julie Mills and any complaints can be passed on to The Trustees of Wakefield City Academy Trust.

The Complaints Policy can be found on the school website www.brookfield-academy.org

Where can parents find information about the Local Authority's Local Offer for children with SEND and their family?

This school SEND information report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy and the provision that the school is able to meet.

The Local Authority's Local Offer for children with SEND and their family can be accessed at www.rotherhamsendlocaloffer.org

** In this document:*

- *the term 'parent' includes guardian and primary carer*
- *the term 'student' includes pupil*