

# SEND Information Report

**2020-2021**

## **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

The SEND Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school's prospectus and additional information available on the school's website such as the SEND Policy, the Equality Scheme and Accessibility Plan.

If you have any further questions or would like to seek clarification with regard to the content of this document then please don't hesitate to contact the school.

**Phone:** 01432 265035

**Email:** [admin@brookfield.hereford.sch.uk](mailto:admin@brookfield.hereford.sch.uk)

### **Questions covered in the report:**

1. What kinds of Special Educational Needs and Disabilities do we make provision for?
2. How do we identify and assess pupils with SEND?
3. What is our approach to teaching pupils with SEND and encouraging engagement?
4. How do we adapt the curriculum and learning environment?
5. How do we support pupils improve their emotional and social development?
6. How will equipment and facilities be provided to support pupils?
7. What are the school's arrangements for assessing and reviewing the progress of its pupils and how do we communicate progress in partnership with parents and carers?
8. What are the arrangements for consulting and involving the pupils about their education?
9. What expertise and training do our staff have and how do we involve other organisations, specialists or equipment to support both the pupils with SEND and their family?
10. How do we prepare and support our pupils and families to join the school or transfer to a new setting/next stage of their life?
11. How do we evaluate the effectiveness of our provision?
12. Who can pupils, parents or carers contact with concerns and how do we handle complaints about the provision of SEND?
13. Who should I contact for further information?

## Who are we?

The Brookfield School is a KS2 – KS4 Special Academy located in Hereford. The school makes provision for pupils aged 7 to 16 years with an EHCP for Social, Emotional and Mental Health additional needs alongside co existing diagnoses such as ADHD, Attachment Disorder, Autism and Oppositional Defiance Disorder. The school currently has around 85 students on roll and also offers intervention placements for a small number of pupils who are on roll with a mainstream primary school but who are at risk of exclusion or are awaiting assessment for an EHCP. The catchment for the school extends across the county of Herefordshire.

## Our Vision and Aims

We believe that all our pupils should be provided with every opportunity to achieve their best; academically, socially and personally.

We encourage every pupil to develop their resilience, self-belief a positive outlook and the ability to persevere. Pupils are supported through a balanced, engaging and challenging curriculum that is nurturing and meets individual needs. An environment of honesty and trust are key to our success, as is good communication. We endeavour to ensure that parents, carers, pupils and other stakeholders are provided with relevant information promptly.

We treat all members of the school community equally and with respect and tolerance; we are inclusive.

All members of our school community are expected to demonstrate:

- Compassion;
- Consideration;
- Forgiveness and;
- Kindness;
- in our safe and secure environment.

## How will we do this?

- We will create and facilitate a centre of excellence in which the educational and therapeutic needs of children and young people with special educational needs and disabilities (SEND) can be addressed effectively and within a learning environment that is safe, relevant, inclusive and purposefully creative and enjoyable. All contributions and achievements will be recognised and celebrated.
- The school will treat each of its pupils with respect and ensure that their rights, needs, aspirations and personal preferences remain central to the school's organisation and they are empowered to benefit from a meaningful, contributing and rewarding adulthood.
- The high quality curriculum will be broad, creative and appropriate with and access to the curriculum driven by individual pupil need. This will be mirrored by the teaching and assessment approaches delivered by a dynamic, skilled and passionate staff team who with all stakeholders place high expectations delivered in a skilled and confident manner.
- All members of the Trust and workforce are competent, empowered and effective in carrying out their respective roles, responsibilities and duties and are ambitious for our students and their families.
- Our expertise will be shared to promote awareness and full social integration within the wider community and promote the best outcomes for all young people and adults with SEMH and SEND in Herefordshire.

## When do we do it?

The school day runs from 8:40 am to 2.40 pm Monday to Friday.

### 1. What kinds of Special Educational Needs and Disabilities do we make provision for?

The Brookfield School is a special academy for children and young people with SEMH and often co existing diagnoses such as Moderate/ Mild Learning Difficulties, ADHD, Autism and Attachment Disorder.

The SEN Reform Act 2014, indicates that pupils may be regarded as having special educational needs under the following headings:

#### **Cognition and Learning**

- All pupils and young people attending the school have a degree of learning difficulty. This includes pupils and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD). In addition, students may have one or more additional disabilities or needs in any of the following areas:  
Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

#### **Communication and Interaction**

- Pupils and young people at the school may also have speech, language and communication need (SLCN) and therefore have difficulty communicating with others. Pupils and young people with Autistic Spectrum Disorder (ASD) including Asperger's syndrome and Autism, who are also likely to have particular difficulties with social interaction, are also provided for by the school.

#### **Social, Mental and Emotional Health**

- Pupils and young people with these additional needs may experience a wide range of social and emotional difficulties which manifest themselves in different ways but can include displaying challenging or disruptive behaviour. They may have a disorder for example, attention deficit disorder or attachment disorder.

#### **Sensory and/or Physical needs**

- In addition to learning difficulties many of the pupils and young people who attend our school have a sensory need for example a vision or hearing impairment or a multi-sensory impairment which requires specialist support and access arrangements. Others may have a physical disability that requires additional support and equipment to enable the child or young person to access all the opportunities available.

The school is currently commissioned by the Local Authority to provide 80 full time places (September 2019). Details of the admission process are within the school's Admission Policy which is located on the school's website.

## 2. How do we identify and assess pupils with SEND?

All the pupils at the School have an Education Health and Care plan or they are accessing the school's specialist provision whilst undergoing statutory assessment. The EHCP for a pupil will clearly identify agreed, desired outcomes and identify the required provision for the individual pupil. Children and young people are able to join the Brookfield School at any age between 7 and 16 years and at any point during the academic year.

All parents, families and carers are welcome to visit the school prior to their child or young person attending the school. If a family decides they would like their child to come to the school, applications should be made by the parent or carer to the Local Authority. (Refer to Admissions Policy)

Once a child or young person is attending the school we may carry out other assessments as required to ensure that the provision being made for the child or young person is the most effective in ensuring that optimum progress is being made. Assessments will also be made when a pupil is not making the progress we expect. If a child or young person is not learning as well as we expect we will undertake additional assessments for example those which may identify a sensory need or specific learning difficulties. We also involve other professionals where we feel this is needed. Any pupil may have changes to their provision in school in the short term or long term if we think they need extra help in particular areas. We will always discuss this with the parents or carers and the pupil to ensure their voice and opinion is heard.

## 3. What is our approach to teaching pupils with SEND and encouraging engagement?

The school believes that all pupils should be given every opportunity to succeed and develop self-confidence and that high quality teaching, where there is outstanding planning for progression and differentiation are fundamental to ensuring that every pupil achieves.

### **SEND Provision**

#### **Cognition and learning**

Our school provides a safe, nurturing and customised learning environment for pupils with a curriculum that is modified to meet the needs pupils who face a wide range of barriers to their learning. As well as small group learning, supported by a high staff to pupil ratio, individual interventions/timetables are used where necessary. All staff are experienced in developing appropriate adaptations in order to enable all pupils to access the curriculum, and, for older pupils, exam board qualifications.

Pupils are grouped by age, in mixed ability tutor groups in secondary and in age groups in Primary. We currently have a small class of pupils with Moderate/ Sever Learning Difficulties alongside SEMH who will transfer to other schools in Year 7.

Year 7s are grouped together in a pastoral based to ensure that they are supported through the transition from the primary stage of their learning to the secondary phase.

There is an opportunity for some pupils to have smaller group or one to one tuition. As well as small group learning, supported by a high staff to pupil ratio, individual interventions are put in place where necessary.

At Key Stage 4 pupils are streamed for some subjects such as English and Maths and are offered a range of courses. All pupils are offered courses and qualifications that build on and develop progress made up to the end of Key Stage 3.

## **Communication and interaction**

Social understanding and effective communication with peers is often a significant barrier to learning for many of our pupils. Key social skills such as turn taking, talking about interests and listening are taught through a variety of ways, most notably through forest schools at our outdoor centre, through PE and in small group intervention with our trained HLTA.

## **Social, Emotional and Mental Health**

At The Brookfield School, we see meeting the emotional needs of all pupils as central to our work. We place emotional wellbeing as being integral to the learning process. Staff are also skilled and experienced in identifying, nurturing and meeting the needs of pupils with attachment difficulties using specific expertise among our staff, such as Mental Health First Aiders.

All staff are trained in Price Training and are skilled in ensuring proactive strategies are in place to promote positive behaviour and engagement in learning, whilst also deescalating potentially challenging situations if required. The school has input from educational psychology and works closely with the CAMHS service.

All pupils will have an individual 'Safety and Support Plan' which combines the following documents and enables the staff team to effectively meet the needs of every pupil;

- Pupil Profile
- Personal IEP Targets
- Behaviour Support Plans
- Boxhall Profile
- Risk Assessments.

Our SEND policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our school website.

#### 4. How do we adapt the curriculum and learning environment?

The Brookfield school wants all its pupils to be empowered and to benefit from a meaningful, rewarding and fulfilling adulthood. Our curriculum is central and the basis to providing a *meaningful and effective education* for every pupil who attends and preparing them for participation in the adult world.

We believe the intent and implementation of the curriculum should be a broad and balanced approach which effectively identifies and meets the needs of every pupil. The curriculum is designed in order to maximise the chance to re-enter mainstream education in primary/ Key Stage 3 and to then to maximise the vocational opportunities for older pupils so that they gain skills for employment and adulthood.

The curriculum aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to their circumstances. As the pupil's move through the school, the skills they need for living become an integral part of learning.

We continuously monitor, review and develop our curriculum so that it meets all the needs, interests and aspirations of all the pupils.

We adapt our curriculum through;

- Clear curriculum maps which determine the coverage of subjects and the sequence of learning for the subjects and key skills.
- Highly effective differentiation
- Trained and effective staff team
- Interventions when necessary
- Resources and learning opportunities that are engaging and motivating.
- Visual supports and cues
- Access to IT

Educational visits are planned to enhance the curriculum and enable pupils to transfer and generalise skills across contexts. We are committed to ensuring that anything which is organised off site is planned to include all pupils. As such any trips or events are organised on this basis, with appropriate support put in place to ensure that this can happen safely.

Please see the Curriculum section of the website for a further breakdown of the Curriculum at each Key Stage.

#### Accreditation for Key Stage 4

GCSE Maths

GCSE English Language (currently, Literature can be offered)

GCSE Art and Design

GCSE Photography

Functional Skills IT, English and Maths at Level 1/2

BTEC Level 1/2 Catering

BTEC level 1/2 Horticulture and Land Based (offsite provision provided externally)

Level 1 / 2 Sports Leadership

Level 2 Food Hygiene



## 5. What do we offer to support the well-being of our pupils?

### **Universal Offer**

We have a very strong culture of mutual respect and respect for the wider school environment which is underpinned by the school's ethos, values and aims.

The Brookfield School has well developed systems in place to support pupils who are experiencing emotional and/or behavioural difficulties, whether this be on a temporary or longer term basis. This is addressed systematically through the PSHE part of the curriculum, but also incidentally through the way both staff and pupils conduct themselves at school. We use Boxhall Profiles in addition to target specific areas of need.

Peer mentors are available for younger pupils when at Dinedor outdoor provision.

There are also staff trained in Wellbeing and Mental Health and Mental Health first aiders available for pupils to talk to about any difficulties.

We have a School Council which provides the children and young people with a forum within which to discuss the school and feedback to the Senior Leadership Team, in order to influence the school and its development.

Where we feel that a pupil's needs are beyond our own skills set, we have good links with local specialist services and are able to use these to support our work.

### **Promoting Positive Behaviour and Engagement in Learning.**

For those students who are having difficulties, our school has a Behaviour Policy, and, if a child or young person has difficulties with their social skills they will have an individual plan to support and manage their behaviour. Approaches used with individual pupils are always fully discussed with parents, and recorded in an individualised plan. The plan details the approaches that we use and helps staff be supportive and consistent. School will endeavour to create a secure, caring and educationally challenging environment, in which pupils will feel happy, safe and eager to learn.

- Pupils are reminded that they are not only part of this school and their local area, but also they belong to a wider British community as well as an international community.
- Pupils are encouraged to develop a sense of pride in our school, and a sense of belonging to the school community.
- Pupils are encouraged to build up good relationships with school staff, and to see them as people with whom they can share their successes, triumphs and any worries.

School staff will discuss any social, emotional or mental health difficulties with parents in order that a joint approach be taken. If problems at home or school persist, referrals are made and advice sought from the appropriate professionals, e.g. Educational Psychologist or CAMHS.

School will endeavour to create a secure, caring and educationally challenging environment, in which pupils will feel happy, safe and eager to learn.

## 6. What are the school's arrangements for assessing and reviewing the progress of its pupils and how do we communicate progress in partnership with parents and carers?

### **Assessing and Reviewing Progress**

We evaluate how well we are doing as a school by the outcomes of our pupils. This includes academic and social progress as well as accreditation and the ultimate destinations of our leavers to college courses, supported living opportunities, training or employment.

All pupils attending the school have an education, health and care plan (EHCP). These are reviewed annually to ensure their needs are assessed and accurately met. Parent and pupil voice are an integral part of the review cycle through our person centred approach.

Pupils' academic work is marked regularly with work scrutiny carried out by Key Stage Leaders and the Senior Leadership Team (SLT) on a regular basis in order to ensure that all pupils are making appropriate progress and teacher assessment tasks are moderated termly. Pupil progress meetings are held termly to discuss every pupil in the school and pupil progress is tracked and recorded using assessment tools. We discuss targets with parents and send a copy home and termly parent/carers' evenings. The Leadership Team also engage with teaching staff in order to discuss the holistic progress of pupils, particularly when they do not produce 'written' work that is able to be marked. 'SOLAR', an electronic assessment system is used to track the progress of all pupils. Teachers are able to use this system to mark off achievements, add evidence to support their judgements and moderate these alongside other teachers

Various strategies are used to assess the progress of those pupils with Severe or Profound Multiple Learning Difficulties. As well as small group learning, supported by a high staff to pupil ratio, individual interventions are also used where necessary.

Medical needs and interventions are monitored by Complex Health Nurses (CCG) and School Nurse (Wye Vale NHS Trust). In addition, other professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists are able to assess, monitor and develop appropriate individual programmes for pupils. Families are invited to discuss pupil progress at Team Around the Child meetings, Parents' Evenings and Annual Review meetings. They are also encouraged to make contact with school staff should they wish to discuss their child's progress at any other times.

### **Communication with Parents, Carers and Families**

Parents and carers are fully included in the process of working collaboratively to ensure positive and aspirational outcomes for child or young person.

We offer

- ✓ Initial visits to school
- ✓ Introductory meetings
- ✓ Daily home/school book for information exchanges and key messages for some pupils
- ✓ Newsletters
- ✓ Messaging Service.
- ✓ Parent/Carer and teacher meetings including update from professionals
- ✓ Annual Review meeting and report where we can discuss progress in more detail and agree the Individual Education Plan for the forthcoming year.

- ✓ Parent workshops and training
- ✓ Transition Events
- ✓ Coffee mornings
- ✓ Key Stage Showcases and Whole School Performances
- ✓ Parental Representation on Governing Body
- ✓ Parent involvement in changes in school through informal and formal consultations
- ✓ On a more general basis we have a well-developed website where we post a wide range of information about the school

We also have a half termly curriculum newsletter and a termly newspaper, as well as encouraging families to contribute to the School Development Plan and complete a questionnaire about the school.

In addition to this families are always welcome to make an appointment to come into school to meet with the class teacher, Senior Leaders or the Headteacher. If there are any concerns with regards to the education we are offering or any other aspect of the school, then we would encourage families to contact the class teacher in the first instance, but if this is not appropriate then the Headteacher is always available for arranged appointments.

## 7. What are the arrangements for involving and consulting pupils and in their education?

We believe that outcomes for children and young people in their learning and in their lives improve when they are actively involved in decision making. Therefore ensuring that the voice of the child and young person is actively listened to is fundamental in delivering our ethos and vision.

All children and young people in our school are treated with dignity and respect and are involved in decisions and choices with regards to their education in the widest sense.

The School Council involves pupils to contribute and decide on aspects of school life relating to their needs. Pupils are asked to contribute their views, wherever possible, to their Annual Review meeting. Pupils are also regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill. The School Council is consulted on a range of relevant matters and is involved in the appointment of new staff

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils through a person centred approach. The pupil's aspirations and future plans are always recorded and collectively analysed against our school curriculum to ensure that we are enabling these aspirations to be fulfilled.

## 8. What expertise and training do our staff have and how do we involve other organisations, specialists or equipment to support both the pupils with SEND and their family?

All staff have a core training programme related to their work as a teaching assistant, senior teaching assistant or teacher. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

At the school many staff also have specialist qualifications in many areas of teaching special educational needs including educating pupils with autism and attachment, ADHD and mental health needs.

All school staff attend training courses and meetings as part of their continuing professional development. Regular staff meetings are used to provide some of this training. Areas covered included:

- Safeguarding
- Behaviour Management including Price
- Quality First Teaching

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid and qualified Price trainer.

The school has a performance development programme for teachers and teaching assistants to ensure they have the appropriate knowledge, skills and experience to effectively engage and support pupils in their education.

All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally.

The Brookfield School is supportive of the involvement of all other agencies who contribute to meeting the needs of its pupils. The school liaises with other specialists involved including CAMHS. Where necessary, appropriate, budgets are put in place to buy-in relevant support from other organisations and support services.

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families.

School Nurses, Speech and Language Therapists, Occupational Therapists and CAMHS are employees of Wye Valley Trust. All these professionals work within school training staff, advising staff, working with children and young people who are on their case load.

Transport to school is organised by the Local Authority, not the school although some transport is delegated to the school so that we can use staff already known to pupils.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

All contact numbers for support services, described above, can be provided by the school. If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

## 9. How do we prepare and support our pupils and families to join the school or transfer to a new setting/next stage of their life?

All transitions are well planned for through-out our school as pupils move from class to class and phase to phase. In advance of starting at the school all pupils and their families are encouraged to visit and are provided with their own prospectus which details the ethos and values of the school and some of the practical details.

When transferring between mainstream or from primary - secondary school, there is a detailed transition plan with the new pupils having regular visits to the Brookfield School before the full-time transfer in September. There is very close liaison between the feeder school and our school with our staff visiting the primary school to observe the child or young person in the current environment and meetings are organised for parents and carers to come and meet the staff team and other professionals who will be working with their child during their time at The Brookfield School.

Some pupils may require a bespoke and/or phased entry to the school and we work in partnership with families to ensure that every pupil gets the best start. Pupils often join during an academic year and plans are made for phased induction visits where possible. It is usual that all professionals involved with a child would be consulted about the child's needs so that provision can be made in preparation for the child or young person to start with us.

With regard to transition beyond school, we participate in the Transition Reviews undertaken from Year 9 onwards. We also encourage providers to come into school to meet the young people and work in partnership with them to ensure that the transition goes as smoothly as possible. This is followed up with additional support to the setting where required following the completion of the move.

## 10. How do we evaluate the effectiveness of our provision?

The Trustees and Senior Leadership Team use a number of different approaches to ensure that the education and care provided is effective. The school has a school development plan that the whole school community contributes to. The school carries out rigorous evaluation of teaching and learning, whole school pupil progress, personal development and welfare, and leadership and management annually. This is reported on in the School's Self-Evaluation Framework document. The evaluation is carried out in consultation with the Governing Body and considers the views of parents, Ofsted and any external consultant views. The school is rated Requires Improvement (October 2017).

## 11. Who can pupils or parents contact with concerns and how do we handle complaints about provision of SEND?

Initially, if parents/carers are unhappy with any aspect of provision, they should raise the matter with the Headteacher. If they are still unhappy then they should follow the school's complaints procedure which is available on the school website.

## 12. Who should I contact for further information?

If you require general information about the school, then most things can be found on our website –

<http://www.brookfield.hereford.sch.uk/>

If you require further information then please contact the school directly on either 01432 265153 or via [admin@brookfield.hereford.sch.uk](mailto:admin@brookfield.hereford.sch.uk)

If your concern is about the safety of a child, then you should contact the school's Designated Safeguarding Lead (Michelle Parkes, Headteacher).

If you would like to book a visit to see the school and it relates to a child starting at the school, then please contact the school to arrange a mutually convenient time to visit.

For all other information relating to SEN please see Herefordshire's Local Offer at [www.herefordshire.gov.uk](http://www.herefordshire.gov.uk)