



## Special Educational Needs Policy

<b>Date Reviewed</b>	<b>Reviewed by</b>	<b>Next Review Date</b>
January 2016	Sue Rignall	January 2017
January 2017	Fiona Carver	January 2018
September 2019	Fiona Carver	September 2020

## Introduction

Brookfield School is a specialist provision administered by Lancashire County Council catering for the needs of 60 pupils of secondary age (11-16 years). The school is situated in Poulton-le-Fylde, a small market town just outside Blackpool. Pupils attending the school are drawn from the whole of Lancashire and some from out of county. All pupils at the school have an Education, Health and Care Plan associated with their academic, social, emotional and/or behavioural development (mental health) which, at the time of referral, makes mainstream provision inappropriate for them.

We at Brookfield are committed to meeting the Special Educational Needs (SEN) of all pupils to ensure that they all make the progress that they are capable of and reach their potential. We believe that every member of staff is a teacher of all pupils including all their special educational needs. In line with our Mission Statement, we will meet the needs of all pupils by providing a focused and positive response to their needs. We regard education as the foundation stone for each pupil's future. Individuals are valued for themselves and all are expected to give their best. We believe in equality and the equality of opportunity for all children. We also believe that all children should be accorded the basic rights of individuality, respect and dignity.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- The National Curriculum in England Sept 2013
- Safeguarding Policy incorporating Keeping Children Safe in Education September 2019
- The Prevent Strategy
- Accessibility Plan
- Teachers Standards 2012

This policy was originally created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. The policy was drafted by the SENCO and cross referenced with stakeholders to reflect current best practice and co-produce a document that reflects current operational working at Brookfield School.

The four primary areas of Special Educational Need are:

1. Communication and interaction
2. Cognition and learning
3. Emotional, Social and Behavioural Development
4. Sensory and/or Physical

The main category of need addressed at Brookfield School is SEMH. Some pupils may exhibit other needs linked to ASC, SpLD, ADHD, SLCN, MLD, VI, PI, hearing impairment.

### **Objectives**

To achieve our aims and to ensure that all pupils at Brookfield School achieve their full potential and make progress in line with expectations we will:

- 1) Ensure that pupils participate fully in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- 2) Ensure good working relationships with parents, carers and the community.
- 3) Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to all pupils and particularly those experiencing special educational needs and promotes high standards of attainment and achievement.
- 4) Ensure that the learning needs of pupils with additional special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

### **Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This Governor is Maria Taylor.

The Head Teacher is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO is the member of staff responsible for the day to day running of the school's SEN provision. The SENCO will co-ordinate provision outlined in the EHC plan for statemented pupils. All teaching and non-teaching staff will be involved in the translation of the special educational needs policy into practice. They are responsible for differentiating the curriculum for all pupils and will monitor their progress. All teachers have responsibility for areas of the curriculum and will review

and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO to ensure that needs are met and potential reached.

The SENCO and the Head work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head identify areas for development in special educational needs and contribute to the school's improvement plan.

## **Admissions**

Pupils with SEN are admitted to Brookfield School in line with the LA and school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will work closely with parents/guardians prior to admission and during the induction period, to clarify and agree the needs of the child, as defined in the EHC Plan (statement).

## **Access for the disabled**

### **Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

To ensure access for pupils or parents with disabilities, the school has carried out an accessibility audit. The governors have adopted an 'accessibility plan' which reflects the school commitment over the next 5 years. This document is available from the school on request.

## **Resources**

The governors will ensure that the needs of the pupils are met. The Headteacher/SENCO will use both the pupil's Education Health Care Plan (SEN Statement) and the LEA banding document to identify the areas of pupil need and make appropriate provision. As appropriate, the governors will ensure that support staff are employed to support staff and pupils.

### **Brookfield School offers a range of resources across five sites:**

**Brookfield Poulton:** Most of KS3 including our Nurture provision and a KS4 route offering academic GCSE provision.

**Brookfield Retreat:** provides one upper KS3 Nurture provision in quiet surroundings.

**Brookfield Bispham:** KS4 provision offering more a vocational route supported by Maths, English and Science at a level appropriate to each pupil.

**Brookfield Preston:** KS4 provision offering vocational provision supported by Outdoor Education and Maths and English at a level appropriate to each pupil.

**Brookfield Bespoke:** Based at Retreat, covering KS3 and KS4 offering Maths, English, Science, supported by a wide range of other subjects such as Food Tech, Horticulture, Outdoor Education, Sport.

Decisions on where pupils are placed in the school are made by SLT on entry to the school, dependent on particular need and age. All sites are supported by our own psychologist and weekly visits from SaLT.

### **Identification, Assessment, Review**

When pupils are first admitted to the school a baseline assessment will be carried out which could include the use of the Wide Range Achievement Test, Diagnostic Reading Assessment, Vernon's Spelling Assessment, SNAP-B and preferred learning style. This information will be relayed to all relevant parties in school. If a teacher or learning support assistant has a concern about a child, they will refer this to the SENCO as soon as possible if a matter is deemed urgent.

The attainment and progress of pupils is monitored half termly. Individual subject end of year and key stage targets are set and progress tracking is completed at the end of each term. The result of this data tracking is sent to parents/guardians in an interim report. Excellence is celebrated and underperformance challenged, and support and intervention put into place where necessary. According to statutory requirements, an Annual Review will be arranged for each pupil, at least once per year. Parents/guardians/carers and other relevant agencies such as educational psychologists, social workers, YPS, CAMHS, representatives of the LA, will be invited to attend, as relevant. Annual IEP targets will be written and reviewed during this meeting. These targets are then translated and broken down into targets to be addressed on a weekly/half termly basis as appropriate.

### **Curriculum**

The full National Curriculum is offered at Brookfield School, which pupils' access as a broad, balanced, differentiated and personalised curriculum appropriate to individual need, and may include the use of alternative provision to access specific, specialist education or a period of Work Experience. We endeavour to work with our colleagues in other educational establishments, in mainstream classes or supporting pupils in other special schools for example, to ensure that individual needs are met.

Pupils have access to additional Literacy and Numeracy support where there is a need. This may be on an individual or small group basis. A wide range of national qualifications are offered from Yr 9 – Yr 11. Pupils enjoy a variety of sporting activities including fixtures with other schools, both special and mainstream.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. When pupils need to be medicated in school this will be done according to the school's medicine policy.

### **Complaints**

Parents/guardians/carers are advised of the complaints procedure, via the School Prospectus. Should a parent/guardian/carer have a concern about the SEN provision made for their child, they should contact the school on 01523 886895 and speak with the class teacher in the first instance. If the concern continues then the situation should be brought to the attention of the SENCO. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

### **Training**

It is explicit and implicit in Section 317 (Education Act) 1996, that governors and school staff keep fully informed about developments in SEND. The governors and Headteacher at Brookfield School believe in regular training and updates for staff. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO. The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings, for example LASSHTA, NWSSH, Headteacher briefings from SEND Advisors. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.