



**SEN and Disability Local Offer &
SEN Information Report:**

**Brookfield School
No: 02131**

The SEND Reforms placed a statutory requirement on education establishments from September 2014 to make information available to parents about how the establishment supports children and young people with SEND. This information forms the main basis for Our Local Offer.

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Brookfield School makes every reasonable adjustment possible to ensure all members of the school community are included. Visitors to the school are encouraged to inform school staff prior to arriving at school such that any required arrangements can be made in advance.

We operate across two sites:

Brookfield Poulton: KS3 provision including our Nurture provision is housed within a single storey building which is accessible to all students and visitors, including those with mobility difficulties and wheelchairs users, although some notice may be required so that help can be offered upon arrival.

Brookfield Fleetwood: KS4 provision including vocational and alternative provision which operates over two storeys. Timetables could be altered to accommodate limited mobility to the second floor.

Both sites have a dedicated Provision Lead and Pastoral Support. They are supported by a Mental Health LSA, a School Counsellor and a Speech & Language Therapist and by the Bespoke Pathway.

Brookfield Bespoke Pathway: Based at Fleetwood, covering children in KS4 offering Maths, English, PSD and physical activity, supported by a wide range of other subjects where accessible and appropriate to support transition back into KS4 provision. Bespoke staff work across both key stages and within the community such that pupils are supported to access education and experience their first steps to success.

There are accessible toilet facilities on the ground floor of both buildings.

The car park area at Poulton does not currently have designated disabled parking spaces, but this is noted in the Accessibility Plan. Parking at Fleetwood is provided on the road outside the building.

School has the required policies and guidance in place, which are based closely on LCC model policies and guidance; these are modified to account for individual school circumstances. These are available upon request from the school office or can be downloaded from the school website.

In the front entrance of school and on the website, there is information relating to school, local support groups and the community. A termly newsletter provides parents/carers with information and details of forthcoming activities. We would be happy to provide information to parents/carers in alternative formats, in order to ensure they are fully informed.

Many of our pupils travel some distance to school and are transported by school staff so regular face-to-face contact is maintained. Some pupils travel in authority transport but have a regular driver who builds up good relationships with parents/carers over time. Form Tutors regularly speak with parents/carers via the telephone or by email if this is preferred. We have recently incorporated WEDUC as a system of communication with home that allows both teacher and parents/carers to inform each other of any issues, developments or achievements.

Class teachers use 'Class Charts' to record reward points and message parents electronically. Pupils in Key Stage 4 are encouraged to be more independent and take responsibility for passing on and sharing information. Although this is supported via the Pastoral Managers who maintain contact with home..

Specialist seating or other necessary equipment to support access to the environment and the curriculum are available in liaison with health professionals e.g. Physiotherapy and Occupational Therapy, or support staff.

Individual pupil learning needs determines how lessons are differentiated and supported with resources which ensure inclusion for all.

Once the need for ancillary or assistive technology is clarified, needs are met after consultation with specialist professionals where this is appropriate

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

All pupils attending our school have an Education, Health and Care Plan (EHCP). Each child is assessed by LCC and the criteria used determines the funding 'banding' of each pupil based upon identified needs.

The EHCP is reviewed annually and amended accordingly, setting annual targets for the pupil in collaboration with parents/carers, in order for them to progress further. Appropriate strategies are put in place to enable the student to access the curriculum and achieve at their best and promoting independent learning.

School provides qualified and highly experienced staff who have expertise in working with students with a wide range of learning difficulties and disabilities. Lessons are taught by qualified teachers and supported by highly experienced Teaching Assistants, who support learning whilst encouraging independence. Interventions are planned to develop each individual student's skills, in whatever area has been identified for targeting through ongoing assessment for learning.

Personalised Learning Plans (PLPs) play a key part in developing a personalised approach for each child. The setting, monitoring and evaluating of individual targets with pupils, parents and carers takes place on a termly basis.

Pupil progress is assessed against standardised assessments for reading, comprehension, spelling and maths, via GL Assessment as a baseline and via SNAP-B for social, emotional health and wellbeing. As soon as is reasonably possible for pupils new to school a baseline assessment will be carried out as soon as reasonably possible; this could include the use of the Wide Range Achievement Test, Diagnostic Reading Assessment, Wide Range Intelligence Test, SNAP-B and preferred learning style. This information is then shared to all relevant parties in school.

School is organised into KS3 and KS4 teaching groups and pupils follow National Curriculum which is adapted to maximise progress across all aspects of learning in addition to academic curriculum.

At KS3, we have three classes taught on a primary model to support the development of key communication skills and social understanding; all three operate within a Nurture Provision Approach. All our KS3 classrooms have undergone some refurbishment over the last two years, creating an inspiring place for children to learn. There is also access to an outdoor learning environment which is currently under development to enhance this provision.

Our KS4 provision is adapted to maximise consistency and continuation of social understanding and academic progress to support next steps and continued education, employment or training. Pupils in Key Stage 4 study a broad and balanced curriculum leading to a range of accreditation. This provision is reviewed annually to ensure that it meets the criteria set by the examining boards and enables each student to achieve their potential and follow their further educational pathways. Students attain accreditation in courses suitable to their learning needs which allows them to further develop their life skills, social and communication skills, and supports their developing independence and preparation for post 16.

All Key Stage 4 students are offered opportunities to attend a range of visits to post-16 education providers, which allows them not only to familiarise themselves with the college environment but also to experience possible course options at post 16. All students prepare for and undertake a work experience placement when they are in Year 11. This supports the careers education programme, delivered in line with the Gatsby Benchmarks, the world's leading careers standards.

All staff undertake regular training and professional development which is provided internally as well as externally. This enables staff to enhance their knowledge of SEN and learning disabilities as well as developing their skills in meeting a wide range of needs.

Individual student learning needs will determine how lessons are differentiated and supported with resources which ensure inclusion for all.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

All students at the school have a EHC Plan and a review of this takes place on an annual basis. Parents/carers are invited along with other professionals involved in the support of the young person. The students attend the meeting and share their own views regarding their progress in school.

Progress is also discussed with parents/carers at Parent Review Days and they are welcome to make additional appointments with staff if they wish to discuss any particular issues.

Formal assessments of pupil progress are carried out three times a year to ascertain the progress made towards the achievement of individual targets. PLP targets are set and evaluated three times a year in collaboration with parents/carers/pupil - these are recorded within outcome trackers that inform the annual review process.

The analysis of progress data is used to evaluate the effectiveness of provision and identify where pupils are not making expected progress in certain areas, they are then provided with additional interventions to close the gap. Progress data is presented to Governors and this helps to inform the School Improvement Plan.

Curricular provision is reviewed annually to ensure it meets the needs of pupils as they progress through the school. Interventions which support the range of learning difficulties in the school are monitored, analysed and evaluated for their impact on pupil progress which also informs School Improvement planning.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

In line with Health and Safety regulations, risk assessments are carried out for the use of all areas of the school premises and for curriculum activities. These are completed by teaching staff and members of the senior leadership team.

Many pupils are transported to Brookfield by school staff or LCC vehicles. All pupils are met at the start of the day by Pastoral Managers and then escorted to transport at the end of the day, by the staff driving the vehicles. On the KS3 site there is a safe area at the front of school that is inside school grounds within easy access to the school entrance.

Within the school day, pupils are supervised by teachers and support staff. They are accompanied around school for lessons and are supervised by teacher/LSA during break times. At lunchtimes they are supervised in the hall, in classrooms or outside by the team of staff on duty. At the KS4 site, pupils are allowed to visit the local shops to buy lunch within an agreed perimeter around the school.

Risk assessments are carried out prior to any educational visit and they are approved by the Educational Visits Coordinator who is trained to do this task. All residential activity risk assessments are approved by LCC. We follow all LCC policy and procedures and all visits are staffed at a high level. This is due to the special educational needs of all pupils and identified specific individual needs of some pupils e.g. medical.

All policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Behaviour and Internet Safety are available on the school website. The Anti-bullying policy is also available on the website. Brookfield School takes emotional health and wellbeing seriously and as such has a team of trained Youth Mental Health First Aiders, a Designated Mental Health Lead and a School Counsellor in addition to the excellent relationships built between pupils and staff.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

A full staffing structure is available upon request which could help parents identify particular staff and their roles in school.

Many pupils are transported by school staff so parents/carers have an immediate contact with school on a daily basis. Parents/carers are also welcome to telephone school and request to speak with a teacher. If the teacher is unavailable, then they will make a return call as soon as possible.

Parents/carers are welcome to speak with one of the senior leadership team who will arrange for a face to face meeting at a mutually convenient time. Sometimes parents/carers have immediate issues they wish to discuss and if at all possible, this will be accommodated.

Parents/carers are kept updated about their child’s progress through Parents Review Days, the Annual Review, PLPs and in the Annual Report at the end of the Summer Term. We are happy to hold interim review meetings if staff or parents wish to raise any issues they might have.

Parents/carers formally provide feedback to the school at the Annual Review and through the Parental Questionnaire. They are encouraged to access the Ofsted Parent View website.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Many pupils are transported by school staff so parents/carers have an immediate contact with school on a daily basis. Parents/carers are also welcome to telephone school and request to speak with a teacher. If the teacher is unavailable, then they will make a return call as soon as possible.

Parents/carers are welcome to speak with one of the senior leadership team who will arrange for a face to face meeting at a mutually convenient time. Sometimes parents/carers have immediate issues they wish to discuss and if at all possible, this will be accommodated.

We hold Parent Review Days three times a year so that parents/carers can meet with staff. WEDUC enables parents to receive information by email and text on a more regular basis and a termly newsletter is provided which gives information about events in school.

Parents/carers are kept updated about their child's progress through Parents Review Days, the Annual Review, PLPs and in the Annual Report at the end of the Summer Term. We hold interim review meetings if staff or parents wish to raise any issues they might have.

The school also uses social media accounts and teachers may communicate directly with home using Class Charts.

Parents/carers formally provide feedback to the school at the Annual Review and through the Parental Questionnaire. They are encouraged to access the Ofsted Parent View website.

There are two places for parents/carers on the Governing Body and they may also be a co-opted Governor.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

The school provides a warm and welcoming environment in which children feel safe, valued and happy. Staff build excellent relationships with pupils and the pupils are able to talk to staff about any concerns they might have. We place a high level of importance on all pupils' emotional health and wellbeing and where appropriate, work with other agencies to ensure that pupils are cared for and their needs are met.

Where a pupil requires medication on a short term basis, parents may send in the medication with full instructions and trained staff will administer when required.

Where pupils have long term medical conditions requiring ongoing medication, a Health Care Plan is drawn up with parents and health care professionals.

All medication is stored securely at both sites in a locked filing cabinet. There is a recording system in place, whereby two members of staff administer the medication and record the date, time and medication given.

Health Care Plans are reviewed annually and updated by the SENCO or Provision Leads as required during the year. All staff have access to plans, which are stored securely in the electronic system used in school.

Staff are trained to deal with a child's particular medical needs. This training is delivered by the appropriate health care professional e.g. School Nurse, Diabetes Nurse, Epilepsy Nurse, Occupational Therapist and Physiotherapist.

In a medical emergency, we would call an ambulance and contact the parents/carers. If they were not able to get to school quickly, a member of staff would accompany the student in the ambulance and meet the parents/carers at the hospital.

School has access to a Speech and Language Therapist who carries out assessments, therapy and provides programmes for staff to use in the classroom. Occupational Therapy and Physiotherapy is initially provided by referral, with programmes and appropriate training provided for staff to deliver the support needed.

In addition to physical health, we emphasize the importance of looking after our mental health and having an eye on those around us. Our Designated Mental Health Lead provides strong leadership and support to a team of staff trained as Youth Mental Health First Aiders, our School Counsellor and an Emotional Literacy Support Assistant who also provide 1:1 and group working with our pupils.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

If requested, staff will support families in completing paperwork. For many parents this would be via the Family Liaison staff.

If specialist support is required e.g. legal, then we would direct them to the appropriate professional or organisation that could assist them via the Early Help Offer.

Teaching Staff and Form LSAs, provide information, advice and guidance to parents at formal meetings and informally if requested during telephone calls or in person. If appropriate, staff would direct the parent to a member of the senior leadership team.

Staff provide regular advice and guidance to pupils on their education and personal, social development. Careers is taught as an integral part of PSD and teaching staff incorporate CEIAG links in lessons.

The LCC Transitions Team give further support to more complex students and the school employs an independent careers advisor to support the school careers programme.

LCC determines whether a pupil is entitled to home to school transport and this can be provided by school or via the authority.

Independent travel skills are supported through some educational visits, whereby students plan journeys and experience public transport. During work experience, some students travel to their place of work independently.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

Pupils may be admitted to the school at any time of the year. We aim to support transition to make it as smooth as possible via a personalised plan that is agreed with parents/carers and Inclusion.

All prospective pupils are offered a WPV to see the school and meet key staff.

We aim to work closely with feeder primary schools to support successful transition from Y6 to Y7. Transition days are offered during the Summer Term. The Y7 Nurture teachers visit the pupils in their primary provision and meet with their key staff.

A Pre-Start Parent Review Day is held immediately before the start of the new term in September for both parents/carers and pupils and are able to meet and put a face to their child's form tutor.

In Year 11, transition is discussed at the Annual Review with the pupil's chosen college or other provider where possible. Pupils in KS4 will have been offered the opportunity to visit all post-16 providers during Y10 or 11 to assist in their decision making. They may also have completed a Work Experience placement. These experiences are often influential in making their choices at Post 16.

The YPS and LCC Transitions Team support the transitions process from Year 9, giving information, advice and guidance to students, parents/carers regarding post 16 education and Preparation for Adulthood.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

Due to the fact that that the majority of pupils travel long distances to school, it is difficult for many of them to access after school activities, therefore parents/carers are signposted to activities in the community.

School provides a range of extracurricular experiences within the limits of the school day and, being fully inclusive; our students have opportunities to join in different sports, music and drama events, lego club etc. There are a range of activities on offer during lunchtimes on both sites.

Outdoor education is provided on a weekly basis to all pupils, and until recently residential outdoor ed. trips were undertaken annually. Those students who do not wish to stay overnight, could attend for the day or other outdoor opportunities were put in place for them at school.

Our extra- curricular provision is heavily supported financially by the school. Parents/carers may be asked to provide additional contributions for some activities, and some educational visits. This is in line with our Charging and Remissions Policy.

Break and lunchtimes provide opportunities to build social skills and understanding; pupils on both sites participate in short focussed activities in the communal spaces within or

outside the building supervised by the team of staff on duty. At the KS4 site, pupils are allowed to visit the local shops to buy lunch within an agreed perimeter around the school.

Many pupils are transported to Brookfield by school staff or LCC vehicles. All pupils are met at the start of the day by Pastoral Managers and then escorted to transport at the end of the day, by the staff driving the vehicles. On the KS3 site there is a safe area at the front of school that is inside school grounds within easy access to the school entrance.

Additional Information: SEN Information Report

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is known as the Provider's Local Offer, and links to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>. This information is regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academics and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council encourages all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice. Since Brookfield is a Specialist Provision much of the SEN Information Report is already covered in this Local Offer document.

Other areas required in the SEN Information Report but not covered by the Local Offer are detailed below:

Special Educational Needs/Disabilities Coordinator: Fiona Carver

Contact details: 01253 886895

The kinds of SEND we provide for.

Brookfield School is a specialist SEMH provision catering for the needs of 70 pupils of secondary age (11-16 years).

All pupils at the school have an Education, Health and Care Plan (EHCP) associated with their academic, social, emotional and/or behavioural development (mental health) which, at the time of referral, makes mainstream provision inappropriate for them.

The main category of need addressed at Brookfield School is **SEMH**. Many pupils also have other additional needs linked to **ASD**, SpLD, ADHD, SLCN, MLD, VI, PI, hearing impairment.

What arrangements are made in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning our provision?

As outlined in the SEN Policy, both parents/carers and pupils are encouraged to express their opinions and views about the effectiveness of the provision at Brookfield School during Parent Review Meetings (three times a year) and as part of the Annual Review Process; they are in regular contact with Form Tutors also. However, should a concern arise that is not resolvable via these routes, parents/carers are advised of the complaints procedure available on the website.

If a concern has not been resolved by the Form Tutor, parents/carers are asked to bring this to the attention of the Provision Lead who will liaise with the SENCO. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher.

Parents/carers are guided to the Governing Body, LA or OFSTED if unhappy with the response from the Form Tutor, Provision Lead, SENCO and the Headteacher.

If required, the Complaints Policy can be found on the school website.

Where can I find information on where the local authority's local offer is published?

Our Local Offer can be found on our school website: [insert link](#)

Details of the Lancashire Authority Local Offer can be found by clicking on this link:- <http://www.lancashire.gov.uk/send>