



Special Educational Needs Policy

Date Reviewed	Reviewed by	Next Review Date
January 2016	Sue Rignall	January 2017
January 2017	Fiona Carver	January 2018
September 2019	Fiona Carver	September 2020
September 2020	Fiona Carver	September 2021
August 2021	Fiona Carver: reviewed and updated	August 2022

Context:

Brookfield School is a specialist SEMH provision catering for the needs of 70 pupils of secondary age (11-16 years). The school has two sites: the KS3 Provision is situated in Poulton-le-Fylde and the KS4 Provision is situated in Fleetwood. 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 (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.

Aims:

This policy aims to fulfil the school's philosophy, purpose and mission statement *as outlined above* in line with the SEND Code of Practice: 0-25 years (January 2015).

In particular the policy aims to ensure that our provision:-

- enables all our learners to be challenged to meet their true potential in all aspects of learning
- maximises the progress of all our learners
- is accessible for all and meets the individual special educational needs of all our learners
- is regularly monitored and reviewed to ensure we are providing the best and most appropriate provision to meet the needs of all our learners.
- has been developed taking account of pupil and parent voices, staff voices and in line with LA policy.

The four primary areas of Special Educational Need are:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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.

Philosophy and purpose:

Brookfield School is a specialist provision committed to providing a strong focus on high aspirations and appropriate outcomes for our children and young people, all of whom have an Education, Health and Care Plan (EHCP) such that they 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 believe that all children should be accorded the basic rights of individuality, respect and dignity and they should be well cared for.
- We believe that teaching and learning is a shared partnership between school, families, multi-agency professionals and the wider communities coming together to ensure every learner is being challenged to learn to their full potential.
- We will ensure that all pupils are provided with appropriate assessment upon entry and a personalised learning plan based upon current need.
- We will ensure that as soon as reasonably possible formal baseline assessments are completed to inform the personalised learning plan.

The school creates an environment where all our pupils feel safe and secure allowing them to develop as learners academically and to develop the necessary skills for adulthood and increased independence.

In our school, all learners have the opportunity to meet, make friends and learn with their peers.

Admission to the school:

As a Local Authority maintained Special School, we are governed by the admission arrangements of Lancashire County Council. All learners seeking admission to the school will have or will be undergoing an assessment for an Educational Health Care Plan.

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.

On receipt of a request for a possible place at this school the following procedures will apply:-

- *If a suitable place is available within the appropriate year group a without prejudice visit (WPV) will be offered to the potential learner and parents/carers; this visit may be supported by a representative from the LA or another professional.*
- Following feedback from Brookfield to the authority after the WPV, the request for a place will be discussed at the admissions panel meeting, held by the Local Authority Inclusion team; at this meeting a review of the documentation relating to the learner is discussed, with parental consent.
- if parents/carers, professionals, the Local Authority and school agree that a place is appropriate and the EHCP is in place then an admission date will be agreed.
- if deemed necessary an agreed transition period will take place before full entry to school.

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's current position and ongoing commitment. This document is available from the school on request.

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 Mrs Maria Taylor.

The Head Teacher is the school's "responsible person" and line manages the SENCO and has oversight of the school's special educational needs provision. 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 strategic overview of SEND across the school, and delegates the day to day running of the school's SEND provision to KS3 and KS4 Provision Leads. The SENCO will oversee the co-ordination of the provision outlined in the EHC plan for 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 via Provision Leads 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, supported by the Head will identify areas for strategic development in special educational needs and contribute to the school's improvement plan via the SEND action plan (audit completed annually).

Resources

The governors will ensure that the needs of the pupils are met. The Provision Leads/SENCO will use both the pupil's Education Health Care Plan 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 three provisions:

Brookfield Poulton: KS3 provision including our Nurture provision.

Brookfield Fleetwood: KS4 provision including vocational and alternative provision.

Brookfield Bespoke: Based at Poulton, covering KS3 and 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 KS3/4 provision.

All sites have a dedicated Provision Lead and Pastoral Support. They are supported by a Mental Health LSA, Counsellor and Speech & Language Therapist.

The school's **Local Offer/SEN Information Report** provides greater detail on the context of the school and the provision available and should be read in conjunction with this policy.

The **Local Offer** is available from the school's website together with a link to Lancashire's Local Offer.

Identification, Assessment, Review

When pupils are admitted to the 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 will be relayed to all relevant parties in school. If a teacher

or LSA has a concern about a child, they will refer this to the Provision Lead who may then refer to the SENCO.

The attainment and progress of pupils is monitored 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 shared with Parents/Carers at the termly parent/carer review day; intervention is put into place where necessary following discussion with parents/carers and including the pupil. 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 contribute to the review, as relevant. Annual targets will be written and reviewed during this meeting. These are then broken down into short term targets to be addressed on a weekly/half termly basis via the PLP.

Curriculum and Integration of Learners within the school

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.

At KS3, all pupils are grouped by age with consideration to a range of factors including ability and stage of development. There are two groups in each year group with some integration between classes.

At KS4 learners are grouped in a similar way and access a wide range of subjects including Construction, Science, History and Media, and enjoy a wide-range of sporting activities. A number of vocational subjects are also available including Workskills and Duke of Edinburgh. A wide range of national qualifications are offered from Yr 9 – Yr 11.

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.

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.

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 her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

All staff will receive regular updates, training and access to relevant resources via our online CPD platform.

Partnership with parents/carers:

The school values the strong relationship built between parents/carers and school staff, believing that the sharing of information between home and school is essential in ensuring all our learners are challenged to meet their true potential in all aspects of learning.

Brookfield School provides many opportunities to build relationships with parents and carers:

- Annual Review meetings
- Personalized Learning Plan (PLP) reviews on Parent Review Days (three times a year)
- Termly progress reports
- End of year reports
- Interim meetings where necessary
- Charity Open Days
- Home School diary (in Nurture Provision)
- Class Charts
- Termly Newsletter

In addition parents/carers are encouraged to ring school (01253 886895) if they require support, have any concerns or wish for further information regarding their child. If a parent/carer requires support accessing information or attending school practical support will be provided.

Complaints

Parents/carers 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.

Day to day operation of Special Educational Needs policy:

The responsibility for the day to day operation of the policy is with the SENCO via the Provision Leads and all staff.

Evaluation of this policy: This policy is evaluated annually as part of the school's review procedures and the SEND Audit.