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Brooklands School SEND Information Report 2019-2020

All mainstream schools and maintained nursery schools are required by law to produce a Special Needs Information Report on an annual basis and make it available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record signing in here to the Central Bedfordshire Council website -

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

The type of SEND provision that Brooklands Middle School caters for is aimed at young people in mainstream education with a range of Special Educational Needs relating to their physical, emotional and behavioural, communication and interaction or cognitive learning difficulties.

We provide high quality support and quality first teaching for the following special educational needs:

Communication and Interaction

- Autism Spectrum Conditions
- Speech and Language Difficulties

Cognition and Learning

- Dyslexia
- Dyscalculia
- Dyspraxia
- Auditory Processing Disorder
- Moderate Learning Difficulties

Social Emotional and Mental Difficulties

- ADHD
- Attachment Disorder
- Mental illness – Depression
- Self-harm

Physical Needs

- Visual impairment
- Hearing impairment
- Motor skill difficulties

Brooklands Accessibility policy:

Purpose

The Accessibility Policy is designed to ensure that our school complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs.

In preparing this policy, the Senior Leadership Team took account of the school's duty set out in the Equality Act 2010 and consulted with staff, parents and pupils. This Policy is made available on the school's website and is also available in large print or other accessible format if required.

1. Duties on the school

A duty to not discriminate against pupils and adults with a disability for a reason related to their disability.

A duty to make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

2. Reasonable adjustment duty

Brooklands is committed to making reasonable adjustments to allow pupils and adults with disabilities to access the educational provision and related services at the school. We plan, over time, to increase progressively the accessibility of the schools to pupils with disabilities.

3. Planning duty

There are three strands to the planning duty

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum. For example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

4. Action Plans

The school is committed to delivering the action plans to support students within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

5. Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

6. Complaints

If you wish to make a complaint regarding any aspect of the application, please refer to the Concerns and Complaints Policy.

7. Review

During the period to which a plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

Brooklands Provision

Brooklands approach (including pupils who do and do not have an EHC Plan) for: Identifying and assessing pupils with SEND:

1. We liaise closely with our feeder schools, other transferring centres, specialist teachers and external agencies to identify and monitor students' additional learning needs. Parents can also raise with the school any concerns they have which will be communicated to teaching staff and referred to the SEND Co-ordinator for review.
2. On entry to the school students are assessed through tests such as GL Assessment and cognitive ability tests, and where concerns are identified further screening is carried out.
3. Whilst at Brooklands your child may be assessed through The Boxall Profile, Accelerated Reading Programme, Vernon Spelling Test and Access Reading Test
4. A graduated approach to support is taken to ensure progress of children with SEN. Quality First Teaching is important for inclusion of children with SEN and disabilities. However, at Brooklands we recognise that there will be children who,

at times, require additional support. We use an approach called Assess, Plan, Do Review (APDR) to ensure our interventions are effective and that children are making progress towards age related expectations (ARE).

Students identified at Stage 1 or Stage 2 (SEN support) will have their APDR informally reviewed 3 times a year whilst they are at stage 1/2. Those who have an EHCP will have a formal annual review once a year and an informal review twice yearly. Reviews at Stage 1/2 and for EHCP's will involve the child, parent, SENDCo/Assistant SENDCo and where possible Form Tutor, Class Teachers and any external professionals who are involved with the child.

We review progress of children with SEND through the following:

- Teacher assessments
- School data collection
- Comparison with national data
- Teaching Assistant support
- Review meetings
- Written reports
- Additional interventions
- Request for LA involvement
- Access Arrangements
- Requesting an EHC Plan
- Requests for assessment from relevant outside agencies

Teaching Students with SEND

All students with special educational needs, whether physical, intellectual, social or emotional, should, wherever possible, be integrated in mainstream school having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. It is intended that such provision should enable them to fulfil their potential. We recognise that many students will have Special Educational Needs at some time during their school life. As a school we follow the 2015 SEND Code of Practice.

All students with SEND are taught a broad and balanced curriculum by teachers with training and experience of adapting lessons to make them accessible, but appropriately challenging. Students have access to all aspects of the curriculum unless otherwise stated in a published EHC plan. The quality of every teacher's provision for students with SEND is observed, monitored and challenged as part of the Brooklands quality assurance processes and the teachers' annual performance management arrangements. Brooklands provides regular training throughout the year to support teachers in addressing specific SEND ensuring that students receive 'quality first teaching'.

Teaching Assistants provide targeted support in the classroom to help students access the curriculum. Special Access Arrangements may be put in place for examinations. Targeted students may access additional learning opportunities. Our aim is to encourage and prepare all students to become independent learners.

- SEND is viewed by staff as a whole school responsibility.
- We ensure that all students have access to a broad and balanced curriculum/
- We provide an environment that encourages learning and promotes student confidence.
- We provide a differentiated curriculum appropriate to the individual's needs and ability.
- We ensure the identification of all students requiring SEND provision as early as possible in their school career.
- Students identified as having SEND are fully supported in a variety of ways.
- Students with SEND take as full a part as possible in all school activities.
- Parents of students with SEND will be kept fully informed of their child's progress and attainment.
- Students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

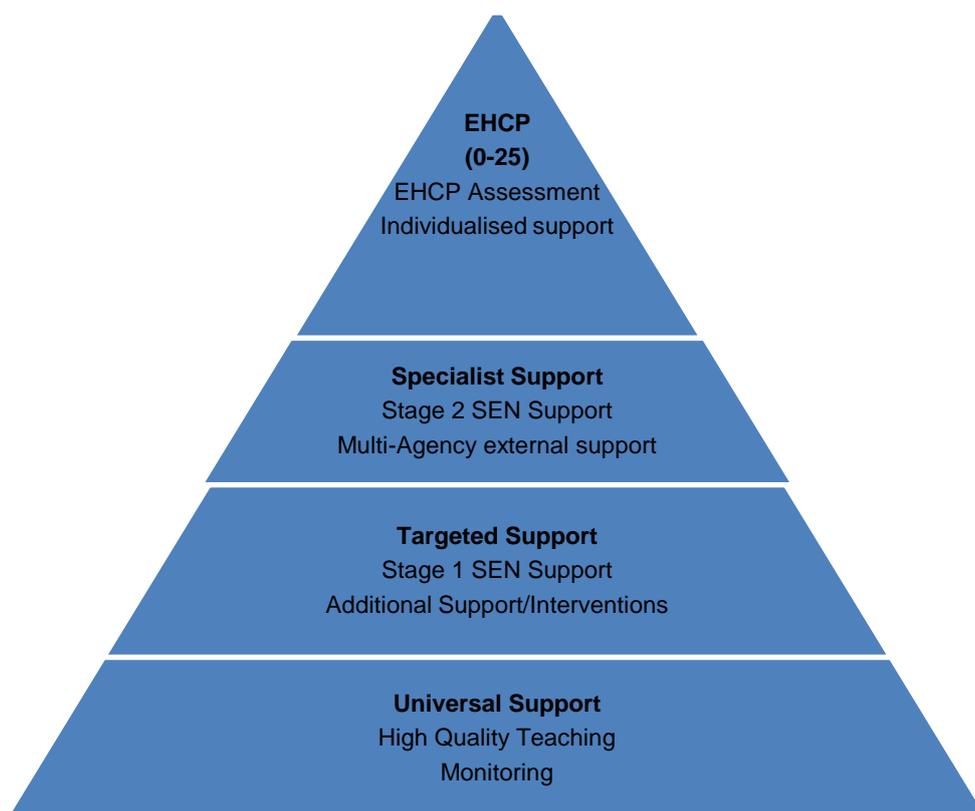
Interventions

Where we have identified that a child needs additional support we will inform parents. This support may take place before or after school (depending on the availability of staff), but more often than not will be during the school day. We avoid removing children from core subjects. Interventions run for between 6 and 8 weeks, at which point progress is reviewed. It may be that at this time a child is removed from SEN Support Stage 1/2 and they are monitored, but if it is felt that further additional support is needed this will be addressed at the APDR meeting.

Monitoring Stage1and 2

Interventions at Brooklands

- The Den
- SEMH 1:1
- Social Skills
- Key Worker
- Touch Typing
- Access to assistive technology of laptop, reading pen
- Lego Therapy
- Reading groups
- Read, Write, Inc
- SNIP
- Toe by Toe
- Precision Teaching
- Sensory Circuits
- Speed Up



Stage of Graduated Approach	Action or Provision
Assess	In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupils needs.
Plan	If a need is identified. The teacher SENDCO should agree in consultation with parent and pupil the adjustment, interventions and support to be put in place, as well as the expected impact on progress, development of behaviour, along with a clear date for review. This information will be recorded on the schools information system.
Do	The class or subject teacher should remain responsible for working with the child on a daily basis. The SENDCO will support the class and subject teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on effective implementation of support.
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with pupil and parents.

Brooklands Training

Brooklands arrangement for training staff in relation to pupils with SEND is:

Continuous Professional Development for all staff on key SEND issues.

Termly training of SEND any issues.

Regular meetings with LSA's in regard to key student issues.

Specialist expertise is obtained by the school by:

Regular meetings between SENDCo and outside agencies working within the school:

Jigsaw

Educational Psychologist

Paediatricians (Edwin Lobo)

CAMHS

CHUMS

Speech and Language Therapy

Specialist Assessors

Occupational Therapy

GP Service

Early Help Team

Educational Welfare Team

TACTIC

Consulting with Parents and Students

At Brooklands School we consult parents of and students with SEND and involve them in their education.

- APDR meetings
- Coffee Mornings Termly
- Parents evening

Parents who have a concern regarding the provision for their child's SEND should contact the SENDCo or Assistant SENDCo in the first instance. Should you remain dissatisfied your specific concerns should be addressed to the Headteacher.