

Support

Learning /
Curriculum

Teaching

Environmental
and Physical
Resources

Emotional

FAQ

Our SEN information report was developed in consultation with staff, Governors and parents/carers and will be reviewed by Governors on an annual basis, as from September 2015.

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Support	<ul style="list-style-type: none"> • Small class groups of 1 teacher to 10 students as a maximum. • High level of in class support • Multi agency support • Family Support worker works with families and young people. • Occupational therapist support, including training by OT to staff. • Support from the Children Disability nurse. • Weekly key stage team meetings to review student progress, share information etc. • Weekly meetings to share information and train colleagues. • Programmes and guidance provided by Speech and Language therapists, Occupational therapist delivered by teaching assistants 	<ul style="list-style-type: none"> • Enhanced staff support during lessons and class activities • Increased levels of multiagency support, 'Team around the Child' • Support/guidance from Educational Psychologists (as required) • Support/advice from senior leadership team • Specialist TLA team to add additional support interventions. E.g • Playworx • Music Therapy • Literacy Interventions • Numeracy Interventions • Emotional literacy 	<ul style="list-style-type: none"> • One to one support where necessary • Regular multi-agency support and meetings • CAMHS worker linked to school – available for referrals • Intensive support from Educational Psychologists, Child and Adolescence Mental Health Service SLD team, Sensory Support Teams and CAMHS as required. • Additional advice from medical services, health care teams etc. • Highly trained staff with specific competencies to support individual children. • Specific therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists etc or integrated into the classroom • CHICKs involvement.

	<ul style="list-style-type: none"> and teachers integrated within the class timetable to support and facilitate access to the curriculum as required Weekly TLA meetings to discuss student progress. 	<ul style="list-style-type: none"> Girls' group/Boys' group Programmes and group sessions led by Speech and Language therapists, Occupational therapists and Educational Psychologists. 	<ul style="list-style-type: none"> Support for parents in weekly Friday sessions at the Autism Workshop in school
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	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Teaching	<ul style="list-style-type: none"> • Small group teaching for all lessons • Groups changed to reflect students' learning needs for each lesson • Structured environment within each class • Consistent routines and systems across the whole school • System of regular monitoring and productive feedback between all practitioners on the quality of learning observed. • All lessons must be accessible so a child has 'a voice' and can be heard. 	<ul style="list-style-type: none"> • Additional visual cues and guidance • 1:1 teaching at times on a regular basis • 1:1 support provided to meet personal and social needs • Group Support /Intervention sessions from one of the specialist TLA team e.g. literacy, numeracy, emotional literacy • Individual behaviour systems, rewards and motivators • Therapeutic Music 	<ul style="list-style-type: none"> • Student taught on individual basis 1:1 attention for all or part of the day • Specialist TLA skills in class to support individual children • Making use of specialist teaching areas • Individual Support from one of the specialist TLA team (e.g. ELSA trained TLA) • Specialist support such as teacher for visual impairment to advise on individualised programmes

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Environmental and Physical Resources	<ul style="list-style-type: none"> • Well lit and well-resourced environment • Visually clear classrooms • Access to specialist teaching areas such as science labs, Food Technology rooms , art rooms, design and technology classrooms and sports spaces. • Stimulating external play areas • Regular access to local sporting facilities, such as the Mountbatten Centre, Life Centre, Devonshire Club and the Saltash Centre. • Access to a wide range of additional therapies e.g local therapy pool • Access to local woodlands and school allotments 	<ul style="list-style-type: none"> • Time out when unwell in medical room, supervised by staff. • Dedicated areas of the school created to meet the needs students e.g. Inclusion Centre. • Therapy room • Unrestricted access to sports facilities as an aid to behaviour management • Access to therapy room. 	<ul style="list-style-type: none"> • Designated teaching areas for identified students, as required • Parts of classrooms or areas of the school modified to meet highly complex need . • Dedicated resources matched to students' social and learning needs are carefully managed.
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	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Emotional	<ul style="list-style-type: none"> • Positive Learning environments with excellent staff role models. • Focus on developing confidence and self-esteem. • PSHEE is a core curriculum subject • Anti- bullying policy in place • Stonewall Champion status: promoting equality • Building Blocks Curriculum has a PSHEE theme, tailored to tutor group needs. 	<ul style="list-style-type: none"> • Additional time allocated to support emotional development and understanding • ELSA trained TLA runs small group work around emotional literacy. • Support for students to understand their needs, emotions and conditions eg using the 5 point Scale / Social Stories • Focus on developing interest in learning through activities based around skills and interests. • Opportunities to compete and be positively challenged through sport e.g. sailing trip and Ten Tors. • Opportunities to stay away from home overnight during trips. E.g. Comenius trips, sailing trips, Ten Tors etc.. 	<ul style="list-style-type: none"> • Emotional development and well-being is main focus • Increased joint working between parents/carers, school and multi agencies/ charities. • Individual counselling with ELSA trained staff. • Support from individual staff when making difficult decisions • Support from a selected staff member to support a transition from one setting to another as required. • Support from Counsellor.

How will the curriculum be matched to my child's needs?

How does Brook Green know if children need extra help & what do I do if I think my child may have SEN?

How will staff support my child?

How will I know how my child is doing and how will you help me to support my child's learning?

What training have the staff had or are having?

What specialist services and expertise are available at or accessed by Brook Green?

How accessible is the school environment?

How will Brook Green prepare and support my child to join the school and then transfer to a new school?

How are Brook Green's resources allocated and matched to children's special educational needs?

How is the decision made about what type and how much support my child will receive?

What support will there be for my child's overall well-being?

How will my child be included in activities outside the classroom including school trips?

Who can I contact for further information?

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?

Will my child study for qualifications?

Our SEN information report was developed in consultation with staff, Governors and parents/carers in November 2014 and will be reviewed by Governors on an annual basis, as from September 2015.

<p>How will the curriculum be matched to my child's needs?</p>	<p>Our curriculum is based on the National Curriculum and it includes a wide spread of subject areas. Detailed plans have been produced for every subject, but it has been written by staff to enable all students to access each subject in a meaningful and purposeful way.</p> <p>Our 'Building Blocks' curriculum at Key Stage Three and Asdan programmes at Key Stage Four incorporate literacy, numeracy, social, communication, vocational and life skills, with an emphasis on promoting independence.</p> <p>At Key Stage Four, students study for a range of qualifications, including Asdan Cope, Entry Level, BTECs and GCSEs. All study Maths, English, Science and ICT and choose options from a range of subjects including Humanities, Art, Music, BTEC Sport and Drama. All students study either Food Technology or Engineering</p> <p>PSHEE is very important within Brook Green and an emphasis is placed upon all children becoming as independent as possible, as both a learner and a young person.</p> <p>All Year 11s study (for a recognised qualification) one day per week at a local College and undertake a work experience placement in the Spring term.</p>
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<p>How does Brook Green know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>The Local Authority Single Multi-Agency Panel Matching Panel places children at Brook Green following agreement. All children have a Statement of Special Educational Needs or an Education, Health and Care Plan, which describes their individual areas of special needs and informs his/her individual plan.</p> <p>An annual reviews/Education Health Care Plan reviews is held once a year to discuss your child's progress, their current areas of special needs and to agree at least three targets. Any additional needs are discussed as part of the review and if appropriate, alternative or additional resources from within school are agreed. We take a person centred approach to these reviews, putting the young person at the heart of the process and ensuring their voice is heard.</p> <p>As all classes have high staffing ratios each teacher is able to quickly identify any requirements for additional support on an on-going basis throughout the year and will discuss these with senior leaders and parents. The tutor is the first point of contact for parents/carers who think their child has developed additional needs and so may require alternative support.</p> <p>We track the progress of young people regularly, and any child making less than good progress is monitored carefully and this may result in a bespoke intervention plan. This intervention gives us opportunities for us to consider what is not working and how we can change our approach. We involve parents and carers if we feel we cannot resolve learning issues by ourselves along with other professionals.</p>
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<p>How will Brook Green staff support my child?</p>	<p>Each class has on average, one teacher and at least one TLA to ten children although this can vary according to need. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. The teacher is supported by the teaching assistants. Children are taught as a whole class, in small groups and/or 1:1 by the class teacher, the HLTA and TLAs.</p> <p>We aim to provide students with continuity and a caring atmosphere. Where children's needs are very complex, we will assign a team of people to understand your child's needs to ensure your child makes progress and achieves their full potential.</p> <p>The School Governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head to account for how good this is, in comparison to nationally similar groups of children.</p> <p>.</p>
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<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each child in their class has achieved and what needs to be further developed. Parents' evenings, annual reviews/Education Health Care Plan reviews and 'meet the tutor' evenings give you a chance to meet with tutors and subject teachers.</p> <p>All parents/carers are required to attend an Annual reviews/Education Health Care Plan reviews of their child's Statement or Education, Health and Care Plan, after which a written report is sent to attendees. Part of this includes target setting, so that you and your child are clear on next steps for success.</p> <p>Parents/carers will also receive a full report annually along with planners and certificates, which inform you of successes as they happen. We also use school planners and teachers regularly ring home to let parents/carers know of progress.</p>
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<p>What training have the staff had or are having?</p>	<p>All staff, both teachers and support staff receive comprehensive and on-going training in meeting the needs of children with a range of learning difficulties. This is tailored to individual need but includes ELSA training (emotional literacy), Health and Safety training in the use of Theraplay techniques, the nationally accredited SENCO award (NASENCO), MAPA training, work with Occupational Therapists and Speech Therapists, safeguarding training (for all) and behaviour management strategies.</p> <p>Staff benefit from weekly teaching and learning meetings and weekly curriculum meetings.</p> <p>A detailed induction programme is given to all new staff, volunteers and students.</p> <p>All staff are trained routinely in managing challenging behaviour, and in supporting learning using approaches such as learning through IT; strategies to support autistic students and in interventions such as literacy and numeracy precision training.</p> <p>All class-based staff complete health and safety training which is regularly up dated. Staff also participate in supporting the development of emotional literacy and in behaviour management strategies.</p> <p>Staff also receive basic first aid training, fire safety / health and safety awareness and annual safeguarding training.</p> <p>The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.</p> <p>The school benefits from having MAPA (Management of Actual and Potential Aggression).</p>
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<p>What specialist services and expertise are available at or accessed by Brook Greens?</p>	<p>Senior leaders, teachers and support staff are highly skilled and experienced in meeting the individual learning, physical and sensory, medical and communication/ social needs of children with moderate learning difficulties and/or emotional, social and behavioural difficulties.</p> <p>The school accesses a range of specialist services including the various Sensory support teams across the region, Youth Workers, Family Support Workers, the Education Welfare Officer, School Nursing and the linked CAMHS Worker who visits weekly.</p> <p>We have access to community psychology services, CAMHS, social care and health services.</p> <p>A number of therapists visit Brook Green including Speech and Language therapists and Occupational Therapists.</p> <p>EWO – Julie Harris CAMHS Worker – Simon Bailey School Nurse – Sarah Bedford OT – Ricky Netting EP – Dougie Clarkson</p>
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<p>How accessible is the school environment?</p>	<p>Brook Green is a purpose built and fully accessible building, built on two levels. We have lifts and well-marked stairs.</p> <p>The building is light and spacious and has specialist rooms including a therapy room.</p> <p>The school's learning facilities include a creative arts room, technology rooms, science lab, a Sports Hall and gym, music room, an Inclusion Centre, Food Technology room and large outdoor play areas, including a large playing field with 'green gym'. The colour scheme has been chosen to support children with our learning needs and contributes to a calm and welcoming environment.</p>
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<p>How will Brook Green prepare and support my child to join the school and then transfer to a new school or adult services?</p>	<p>All children are given an enhanced transition between primary school and Brook Green appropriate to their needs. For some children, this may include planning ahead by a term and others, opportunities to mix with their new classes and staff. Students attend transition days in the Summer term of primary school where they typically take part in lessons and meet their tutor and class teachers.</p> <p>As part of their transition from Year 9 (approximately 14 years of age) children receive a Person Centred Transition Annual reviews/Education Health Care Plan reviews, which concentrates on learning and holistic outcomes as well as focusing upon transition planning. The aim for the school is that both our young people and families are fully satisfied with the Post-16 placement.</p> <p>A similar process happens when a child leaves Brook Green. We support visits to the new placement and liaise with the staff to share information. Throughout Year 11 we further build students' independence through weekly attendance at College and a two week work experience placement. Careers South West support with the post-16 transition process.</p>
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<p>How are Brook Green's resources allocated and matched to children's special educational needs?</p>	<p>Children receive support matched to their own level of need. This is through careful assessment of needs which are preset by the local authority.</p> <p>This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.</p> <p>If a child's needs do change, or this is identified at Annual reviews/Education Health Care Plan reviews, we undertake additional assessments and hold a review with the local authority to best determine how to proceed.</p> <p>We currently provide effective inclusion where this is requested or seen as desirable. When a parent wishes their child to attend their local mainstream school, this often requires more investigation and may require a change in funding to support the child on a one to one basis as is often required in such a setting. Our team will support children in such circumstances and give the other school support, training and guidance.</p>
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<p>How is the decision made about what type and how much support my child will receive?</p>	<p>When children whose SEN circumstances, health requirements, behaviour or complex learning needs indicate that additional support maybe required, discussions are held between the tutor and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.</p> <p>If the evidence suggests that even higher levels of support may be beneficial and senior leaders agree this, the resource is provided from within the school initially. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations would additional support be requested from the Local Authority.</p> <p>Parents/carers are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an on-going basis.</p>
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What support will there be for my child's overall well-being?

Your child's well-being and emotional health is an important aspect of life at school. A happy child is a child ready to learn and make academic progress. Class teachers plan for the development of your child using knowledge gained from yourself, other professionals and observations to promote their confidence and self-esteem. Staffing levels in each class enable the class teacher to provide additional support when required to promote the emotional wellbeing of your child.

When a child's behaviour becomes challenging, teachers are supported by Senior Leaders to understand behaviours and agree with you as to the best way to manage the behaviour in a positive and proactive way.

We provide specific support for emotional development by releasing a specially trained emotional literacy support assistant to provide individual students with support as needed. A number of our students have anxiety or attachment issues which stem from challenging beginnings and we work hard to help them develop their resilience.

<p>Will my child study for qualifications whilst at Brook Green?</p>	<p>We feel that it is an important part of your child's education to receive recognition for their efforts, both academically and within other areas, such as life skills or self-help skills. Throughout their time at Brook Green, recognition for your child is provided through weekly assemblies and also through termly celebration assemblies.</p> <p>Dependent upon ability your child will study for Entry Level Certificates and/or for BTEC awards and GCSEs at Key Stage Four. Our students also study for Functional Skills awards. These are certificates particularly suited to those students who are working below the level required for a GCSE 'G' grade.</p>
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<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are given the opportunity to participate in whole school, curriculum and off site activities. The extent to which your child participates and the level of support required is part of a teacher's risk assessment and may vary over time and for differing activities, however we differentiate all activities to enable all children to participate.</p> <p>Parents are requested to give generic permission for their child to participate in activities in support of curricular objectives, i.e. a visit to the local shops, swimming pool, etc. All visits are risk assessed prior to access. Further permission will be sought from yourself for visits that last for a whole day or more, or are further afield, such as the sailing trips and the Ten Tors Jubilee Challenge.</p> <p>Brook Green has a minibus which our trained staff drive to a variety of destinations, usually in connection with the schools' curriculum or a sporting activity. Young people often participate in local and regional sporting events, representing their school. Many of our young people are amazed by their own abilities. We undertake adventurous sports such as climbing, sailing and kayaking.</p> <p>Brook Green endeavours to undertake some residential trips, such as our sailing week or camping as part of Ten Tor. there are opportunities to travel abroad. All trips are carefully considered at least 6 months in advance and the students abilities, needs and benefits are carefully weighed up. Parents and carers are fully briefed about the trips and involved in all aspects of preparation.</p>
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<p>Who can I contact for further information?</p>	<p>The first point of contact for anything relating to your child's education is your child's tutor. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an on-going basis. This can also be done through your child's planner. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School diary if you wish to meet or speak with the tutor.</p> <p>For matters not directly relating to your child's progress parents/carers are invited to contact our Student Health and Wellbeing Lead - Ali Newcombe. She is available all week to provide targeted support to parents/carers on a range of issues such as parental/carer's support, transport, transition, attendance etc. She also facilitates Team Around the Child (TAC) and TAM meetings with families. Families can also contact one of the School Leadership Team.</p> <p>For questions around behaviour support and behaviour strategies, please contact our Key Stage Leads – Saskia Marchand-Smith (KS3) and Jonty Stephenson (KS4) and Behaviour Support Manager – Maria Krac. The Headteacher – Sara Jordan and Deputy Headteacher Sarah Holt can also be contacted.</p> <p>Considering a Special School for your child can be a very daunting time and we have parents/carers who are happy to talk with prospective parents/carers to share their experience and answer questions about Brook Green from their perspective.</p> <p>Support can be provided as required or requested to help parents and carers access the information.</p> <p>Our website is regularly updated. Our policies and other information, such as term dates and newsletters, are there too.</p>
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<p>What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?</p>	<p>Parents/carers who believe their child's needs are not being met within school are asked to meet with the Head Teacher to talk through their concerns.</p> <p>Where appropriate an interim Annual reviews/Education Health Care Plan reviews can be arranged, with representation from the SEND 0-25 team to formally review your child's progress, current special needs and provision.</p>
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