



The Brook School SEND Information Report

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

Crawley SE locality

Parent / carer participation:

Parent / carer participation is a core part of the new framework for children and young people with SEND. West Sussex was a Pathfinder authority in SE7 and the questions that follow have been developed in co-production with parents from the pathfinder project.

Our locality schools:

The locality has 6 schools.

- Oriel High School
- Maidenbower Junior School
- Maidenbower Infant School
- The Brook School (infants)
- Pound Hill Junior School
- Pound Hill Infant Academy

The locality is socially, ethnically and economically diverse with over 30 languages represented in some of the schools. The majority of children attending the locality schools live in the catchment area of Maidenbower and Pound Hill or the surrounding area of Three Bridges and Worth. A few children come from the wider Crawley area or further afield.

Maidenbower Junior School and Oriel High School have Special Support Centres (SSC) for pupils with additional language and literacy needs. The admission criteria for these classes are available from the LA or the schools direct. Oriel High School has a 6th form and a Youth Wing on site and The Brook and Maidenbower Infants Schools have nurseries attached. Crawley SE Locality has two Children and Family Centres located within it at Maidenbower and Pound Hill.

Definition of SEN and disability (SEND) -

The locality schools work to the definition of SEN and disability set out in the new Code of Practice.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools ...

The Brook School

We are a two-form mainstream infant school, with a private nursery attached, right in the heart of Maidenbower. At The Brook we learn with love and laughter. We achieved the Rights Respecting School Level 2 Unicef Award. We create a sense of belonging within a fair and trusting community. We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement. We nurture life-long friendships and passion for learning. We respect each other's rights in order to develop responsible global citizens. We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

"The Schools very effective ethos of 'Learning with Love and Laughter' results in pupil's exemplary attitudes towards learning. Pupils have extremely high expectations of their own learning and delight in it." Ofsted 2013

The Brook School responses to parent/carers questions as part of our Local Offer

1a) How does the school know if children need extra help?

- Information communicated during transition from previous settings
- Parent comments
- Outside Professional reports
- School data tracking systems
- Staff observations

1b) What should I do if I think my child may have SEN?

- Speak to the class teacher to raise your concern, the easiest time to catch them to make a further appointment time is at the end of the day when they have finished seeing the children safely to their parents
- Speak to the Inclusion Manager, Jack Sexton to discuss what to do next. The office hold her diary to make an appointment or you can contact her directly at jsexton@brook.w-sussex.sch.uk

2. How will school staff support my child?

- High quality teaching, differentiated for individual pupils, is the first step in responding to SEN, this is a 'universal' approach for all pupils
- We have what is called 'a graduated response' to support which starts with 'universal' support, we use 'targeted' (specific programs above and beyond what happens universally) and 'specialist' (using advice from outside professionals) approaches where appropriate
- We approach each child's individual needs as appropriate and have different forms of targeted support available including TA managed support programs and individual interventions
- We seek specialist advice where appropriate and take on training as appropriate to implement that advice

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

- As a school we aim for high quality teaching, differentiated for all individual needs
- We will use an assess, plan, do, review process

- Each child has Individual targets for progress
- We will track each child's data over time to ensure progress
- With high level need we will personalise the curriculum as guided by outside professionals

4a) How will both you and I know how my child is doing?

- Analysis of data termly (and half-termly for numeracy and literacy) to track progress
- Looking at individual progress during our Pupil Progress meetings in school
- Checking monitoring records from interventions
- Using pupil's views on their progress
- Parent / teacher consultations twice a year
- Formal full written report sent home once a year
- Individual target (currently ILP) review meetings with parents - termly
- Formal and informal dialogue between parents and school
- Parents are welcome to make appointments to see the Class Teacher or Inclusion Manager at any time they have concerns or questions about their child's learning

4b) How will you help me to support my child's learning?

- Fortnightly year group newsletter informing parents what the class are focussing on at that time
- 'I can's' sent home with current highlighted targets
- Shared ILP meeting to set targets for children with SEND
- Parent workshops
- Parent consultation meetings
- Virtual Learning Environment (VLE) accessed on the internet away from school and school website
- Facilitating meetings between parents / other agencies where applicable

5. What support will there be for my child's overall wellbeing?

- We have a strong pastoral ethos in our setting where children are respected and treated as individuals, the school council also represent child viewpoints in the school
- We achieved Unicef Level 2 Rights Respecting School and teach children to respect other people's rights and value their own
- Class Teachers take the initial responsibility for the child's well-being and will deal with matters on a day to day basis
- We run social skills groups as appropriate
- We have a school counsellor who is able to work with a small number of children, there is a discrete criteria for access - please talk to your class teacher if you have concerns
- Parents can make an appointment with their child's Class Teacher or the school Inclusion Manager at any time to discuss their child
- Please see our school behaviour policy and our anti-bullying policy on our website: <http://www.brook.w-sussex.sch.uk/policies-and-procedures>
- Child Protection training for all staff yearly
- Currently our Child Protection Officers in school are Fi Dowley, Head Teacher and Sara Couch, Senior Teacher
- All staff are First Aid trained with several key staff having the higher level training
- Where needed we also produce Personal Care Plans for individual children

- Justin Spark, Premises Manager and Jo Sutton, Business Manager along with Fi Dowley and our governors have responsibility for on-site safety
- In addition we will put additional risk assessments in place for any specific needs
- Trips and visits always have their own risk assessments

6. What specialist services and expertise are available at or accessed by school?

- We are not a specialist school, we are all strong infant practitioners and support all children as individuals
- We currently employ a part time Locality Specialist Teacher for SEND for twice termly advice and a School Counsellor one morning a week
- We currently employ a Yoga Teacher to work with groups of children in the school once a week.
- We have our own Breakfast and After School Club on site.
- We are part of the Teaching School Alliance

The locality schools have direct access for referrals to the following support services and work regularly with them

- Speech and Language Services
- Occupational Therapy Service
- Educational Psychology Service
- Autism and Social Communication Team (primary schools only)
- Learning And Behaviour Advisory Team (primary schools only)
- Sensory Support Team
- Child and Adolescent Mental Health Service - CAMHS (telephone triage only)
- Family Support Network Forum via Early Help Plans
- School Nurse Service

These services have their own criteria for prioritising cases. Referrals for Physiotherapy Service, Child Development Clinic and direct referrals to CAMHS can be made by parents through their General Practitioner (GP).

7. What training are the staff supporting children and young people with SEND had or are a having?

- All our teachers have Qualified Teacher status
- We ensure our Newly Qualified Teachers are part of a clear induction programme
- We receive training from specialist services where applicable, including Sensory Support Team, Autism and Social Communication Team, Speech and Language Therapists
- Training needs are highlighted and developed through our school development plan and our staff benefit from Continuing Professional Development
- We use our best endeavours to access specific training for high level, low incidence need where it is available

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

- We are an Inclusive school and make our best endeavours to use reasonable adjustments to include everyone in activities outside the classroom
- We will prepare individual risk assessments in discussion with parents where appropriate to help with this and will use our knowledge of individual pupils to inform necessary adjustments

9. How accessible is the school?

- The school is all on one level and is fully wheelchair accessible with a disabled toilet, there is a disabled parking bay within the school grounds
- Individual classes adapt their furniture to meet wheelchair access when necessary
- For named pupils who have specialist involvement such as the Sensory Support Team, Occupational Therapists and Physiotherapist we will attempt to provide the specific support advised
- We work with West Sussex Ethnic Minority Achievement and Traveller Service team to help with language access for families who speak English as an additional language
- As a school we are currently learning Makaton and aim to offer a basic level of signing to children and parents where necessary

10. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

Pre-school to school transition -

- Home visits
- Visit children in their pre-school settings
- Transition meetings with pre-school settings (and outside professionals such as the FIRST team if appropriate) to share relevant information
- parent information meetings
- play and stay visits

Mid-phase admissions -

- transfer information with other school
- peer buddies to help the child settle
- meet with class teacher and Inclusion Manager if appropriate

Between phase, within locality -

Strong transition arrangements for all pupils are a feature of the locality. Schools share teaching links and there are planned opportunities for pupils to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include

- Extra school visits
- Transition books
- Individualised transition plan
- Additional staff training

Between phase, to schools outside of the immediate locality -

- We contact the school the child is going to so that we are able to share information
- Where possible we organise additional visits to the school
- We share the new uniform and talk with interest about the changes taking place
- We help with transition books where we can

11. How are the school resources allocated and matched to children's SEND?

- The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials.
- Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with an Education, Health and Care Plans.
- All support and provision is part of the cycle of assess, plan, do and review graduated approach

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

- Provision made for a pupil will be informed by consultation with parents, outside agencies and the child
- It will be based on individual need within the context of the school overall
- We have a graduated response to meet need
- We work with an assess, plan, do and review system using time limited interventions

Pupil Voice

- 'I have the right to have a voice and be heard' - this is one of our sparkly rights and we make every effort to ensure this happens. All children are encouraged to talk about their learning and share their view throughout the school day. Children with SEND are asked set key questions about their learning before ILP's are reviewed so that their views can be included in the review and we have tailored learning plans to target areas they are worried about. Children views are requested at the end of any targeted provision so that we can see how useful the children have found the provision. We also ask their views before Annual Reviews so that these can be shared. Adults will read the questions and scribe for children who need it. We also use emotion face pictures to help.

13. How are parents involved in the school? How can I be involved?

- We believe in strong parental engagement to enhance learning, parents are always welcome to share their views and ideas with the school
- Become a Friend of The Brook and support our PTA's fundraising events
- Become a parent rep for your child's class and share parent viewpoints with the school
- Become a volunteer parent helper in school, you will need a clear DBS check and will need to attend our parent helper workshop
- Come to our open afternoons and drop in sessions
- Attend parents workshops and information meetings
- Complete parent questionnaires to help us meet your child's needs as part of the whole school
- Attend parent consultations and ILP review meetings
- Discuss new topics with your child and share their ideas with the school on our topic forms at the beginning of each new topic
- Complete topic evaluations with your child at the end of each topic
- Comment in your child's reading diary when you read with your child daily and support them with any homework
- Comment on your child's report at the end of the year

14. Who can I contact for further information or if I have a question or concern?

- If you have specific concerns or questions catch your child's class teacher at the end of the day and make an appointment to meet with them.
- General enquiries can go to the school office.
- The School Office have the Inclusion Manager, Jack Sexton's diary and you can make an appointment to meet her or can contact her directly on jsexton@brook.w-sussex.sch.uk
- The Head Teacher, Fi Dowley is on the gate most mornings to welcome the children you can catch her there or make an appointment to see her through the school office.
- SEND Information, Advice and Support Service (SENDIAS) are available to give impartial help and advice at

Website: <https://westsussex.local-offer.org/services/7>

Tel: 03302 228 555

- You will find the wider West Sussex Local Offer and contact details of support services at <https://westsussex.local-offer.org/>
- As a school we take all parent concerns seriously. In the first instance we hope they can usually be resolved by talking to the class teacher. If the class teacher cannot resolve the concern or a parent feels they cannot approach the class teacher they can contact the Inclusion Manager or Head Teacher as stated above. Concerns will be looked into thoroughly before a response is made. If a parent is not happy with the response from the Head Teacher they can contact the school governors via the school office. Please see our complaints policy <http://www.brook.w-sussex.sch.uk/policies-and-procedures>

Please see our School SEND Policy for any further information.