

**What can Brookside offer SEND learners?**

Brookside Academy is a fully inclusive 0-11 Primary School. We have a 70 place nursery on site. Within our academy, we have a 40 place Specialist Provision for children with profound and complex needs.

We are passionate in our belief that our fully inclusive curriculum ensures the best possible progress for all of our pupils, whatever their needs or abilities.

Staff across all our provisions have experience and training across a wide spectrum of needs including;

**Communication and Interaction.** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

**Children with an Autism Spectrum Disorder (ASD)** are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**

We offer support for learning difficulties which may be required when children need additional support to make good progress. The term learning difficulties covers a wide range of needs. Specific learning difficulties affect one or more aspects of learning. These can include a range of conditions such as dyslexia, dyscalculia and dyspraxia. Where there are combined needs, a child may have moderate learning difficulties (MLD). If a child has significant needs in this area they are considered to have a severe learning difficulty (SLD). A child may also have profound and multiple needs that affect many aspects of development (PMLD).

**Social, emotional and mental health difficulties (SEMH)**

Children may experience a wide range of social and emotional difficulties. Some SEMH needs are long-lasting and others are specific to trauma or events in a child's life. Children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment or behavioural disorders. We offer support to children with SEMH needs.

**Sensory and/or physical needs**

Some children have other physical, medical or sensory needs. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (SMSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) or medical needs require additional support and equipment to access the curriculum.

<p><b>What facilities and resources and training do we have to support SEND learners?</b></p>	<p>We are proud of how our environment, resources and staffing support all children with SEND.</p> <p>Across our academy we have;</p> <ul style="list-style-type: none"> <li>• Inclusive links between Nurseries, Mainstream and Specialist Provision based on individual need.</li> <li>• Specialist trained staff and access to a fully qualified Speech and Language therapist.</li> <li>• Flexible learning spaces to meet the needs of individuals, small groups and whole classes.</li> <li>• A qualified SENCo trained to support all children, staff and parents across the academy</li> <li>• An Emotional Literacy Support Assistant who supports and guides children with Social, Emotional and Mental Health Needs</li> <li>• A dedicated Parent, Family Support Advisor, supporting the needs of our families</li> <li>• Strong multi-agency links</li> <li>• Full wheelchair accessibility across the Academy Site</li> <li>• Access to multi-purpose eye gaze technology</li> <li>• Fully accessible disabled toilets and changing facilities</li> <li>• Staff trained in the use of alternative communication strategies, medical support and interventions and positive handling techniques</li> </ul> <p>Our ongoing staff development programme ensures that we address the skills and knowledge which our staff need to fully support and teach all children who attend the academy.</p>
<p><b>What are our policies for our identifying children with SEND and assessing their needs? Who are the people I need to speak to?</b></p>	<p>The academy has a SEND Policy which details our process for identifying children with SEND and assessing their needs, the full policy can be found on the academy website: <a href="http://www.brooksideprimaryschool.co.uk/">http://www.brooksideprimaryschool.co.uk/</a></p> <p>We follow the SEND Code Of Practice 2015 and use the graduated response of assess, plan, do and review. Early identification by academy staff enables us to assess the individual needs of a child and take the appropriate action in providing additional support and targeted intervention. Any member of the teaching staff who has concerns in regards to child's needs should talk with colleagues and seek views of parents to gain more of an understanding. The following process then occurs:</p> <ol style="list-style-type: none"> <li>1. A teacher will submit a referral form to the SENCo</li> <li>2. The SENCo will support the class teacher in evaluating current provision, ensure that quality first teaching is in place. At this point the child may be placed on SENCo's monitoring list</li> <li>3. If further support is needed, along with discussions with the class teacher and parents, the SENCo may decide to place the child on a targeted intervention which includes a pre and post data assessment. At this stage, the child will be placed on the SEND register and an Individual Provision Plan would be created. This document is reviewed three times a year and follows the child</li> </ol>

	<p>during their time at Brookside Academy in order to identify ongoing needs, monitor progress and plan their next steps. If a child is removed from the SEN register, they no longer receive an IPP.</p> <ol style="list-style-type: none"> <li>4. Should the child continue to present with difficulties and limited progress has been made, the academy must ensure that two cycles of intervention have been put in place. Should progress remain limited, then the SENCo will discuss with parents and staff, the option of applying for an Educational Health Care Plan.</li> <li>5. If an EHCP is granted by the Local Authority, the SENCo will meet annually with parents to discuss progress as well as continually monitoring the provision of the child.</li> </ol> <p>Pupil progress and vulnerable children/ group meetings with the Head, SENCo and key members of the Senior Leadership Team ensure that children are continually monitored across core areas of the curriculum and their wider developmental needs. This especially includes considering social, emotional and mental health needs. For some pupils we may want to seek advice from specialist teams. We have access to a wide range of professional services and trained staff to ensure that all needs can be supported by the appropriate person or team.</p> <p>Should you need further advice and support then you can contact in person or via <a href="mailto:office@brooksideacademy.co.uk">office@brooksideacademy.co.uk</a> :</p> <ul style="list-style-type: none"> <li>• DEPUTY HEADTEACHER: Sarah Ashford</li> <li>• ASSISTANT HEADTEACHER and SENCO : Chris Lane</li> </ul>
<p><b>What are the arrangements for consulting parents of children with SEND and involving them in their education?</b></p>	<p>We actively encourage regular communication between staff and parents and carers to share information, celebrate successes, set goals and targets or to discuss any concerns or worries. These can take place by arrangement at any mutually convenient time. The academy has a regular reporting cycle in place for all children across our sites.</p> <p><b>Please note the following cycle is subject to change due to Covid 19 restrictions. However, if you do have concerns for your child, please contact the class teacher.</b></p> <p>This cycle takes the form of two parents` evenings; one in the Autumn term and one in the Spring Term. (During Covid 19 parents evenings have been replaced with electronic progress reports). At these meetings class teachers and/ or key persons will discuss a child`s provision, any interventions they are accessing and the outcomes they are achieving. These provide opportunities for sharing any information about their wider needs and what they will need in their future provision, appropriate targets linked to academic outcomes and where appropriate their social, emotional needs can be discussed and support strategies put in place. Time is given for staff and parents/carers to celebrate developmental milestones linked to their personalised timetables; these can be shown through examples of work, photos, observation notes or video clips.</p>

	<p>In the Summer Term parents/carers will receive a written report, celebrating their child’s progress across all areas of their curriculum. The report will highlight the strengths of each child and the areas which they can be supported with to make further progress. Parents will be given an update on how additional interventions have impacted on their child’s development.</p> <p>If your child is transferring to an Education, Health and Care Plan (EHCP) they will have an annual review meeting involving all the professionals who work with you and your child. This will be to review and evaluate progress and identify next steps, make changes to provision and update details and also to consider a positive transition to the next year or stage of schooling.</p> <p>Parents can access further support from Somerset Parent Partnership Service who will provide impartial advice, information and support to parents and carers in relation to any SEND issue. Further details can be found at <a href="http://www.somersetSEND.org.uk">www.somersetSEND.org.uk</a></p>
<p><b>What are the arrangements for consulting children with SEND and involving them in their education?</b></p>	<p>All children are aware of their strengths and gaps in their learning, next steps are shared during feedback sessions and children are supported in responding to these. Pupils with an EHCP, receiving SEND support or a Child Looked After are invited and encouraged to contribute to meetings via through written reports.</p> <p>Pupil surveys are used to gain the views of children on their curriculum provision, learning and pastoral support and behaviour/ safety at the academy, and these are used by the Head Teacher and Senior Leaders to inform and improve future provision and practice.</p>
<p><b>What are the arrangements for assessing and reviewing children’s progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review?</b></p>	<p>During our <b>Assess, Plan, Do, Review</b> cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do to make a positive contribution. Tracking data along with observations, discussions with staff and parents, reports from professionals will all help to give a balanced view of how well a child is progressing in all areas of their learning and development.</p> <p>Children’s strengths and gaps are discussed and celebrated with parents/carers at parents evenings and annual reports identify how the child’s attainment and progress have improved over the course of the year. All of these provide an opportunity to discuss and set targets for the next term or phase of learning.</p> <p>Support and information from parents and carers is invaluable in ensuring continuity and consistency in approach and provision for all children with SEND.</p>
<p><b>What are the arrangements for supporting children in moving between phases of education? How do children’s outcomes</b></p>	<p>In our Nursery setting, staff will ensure that they have a range of information about your child prior to them starting in Year 1. This can take the form of home or setting visits, pre-school transfer information, sensitive school entry plan meetings, pre-visits for children in our nursery or early years provisions, discussions with previous teachers/ key-workers, parents and any additional professionals involved with the child.</p>

<p><b>reflect their ambitions for the future?</b></p>	<p>From the start of the Summer Term to the end of the school year, any child who needs additional time and support to manage the transition to a new class and class teacher will be identified and a personalised transition plan put in place to ensure that they feel confident and secure with the change. This can take the form of additional visits to the class and times spent with new staff, transition photo book which identifies key changes, staff and environments, and moving up sessions where the new cohort has an opportunity to bond and establish routines. Visual timetables, social stories and support from the pastoral team are all available to ensure the transition is a positive experience for all involved.</p> <p>We have strong links with our secondary providers, induction days are planned and any children who need additional time and visits are supported by our pastoral team, learning support assistants and teaching staff. Staff from both settings liaise closely with each other to ensure important information about a child’s needs are discussed and provisions made to incorporate within the next phase of education. Parents are kept fully involved in arrangements and have opportunities to meet key staff involved.</p>
<p><b>What is our approach to teaching children with SEND? How are adaptations made to the curriculum and the learning environment of children with SEND?</b></p>	<p>At Brookside Academy, we recognise that our children have a wide variety of needs and aspirations for the future and we are committed to the inclusion of all our children in a broad and balanced curriculum. All children receive excellent classroom teaching and provision, based on individual need.</p> <p>At Brookside Academy this means:</p> <ul style="list-style-type: none"> <li>• All our staff have the highest possible expectations for your child</li> <li>• All teaching and learning provision is based on building on what your child already knows, enjoys, can do and understand</li> <li>• Our curriculum and provision provides differentiation, adaptation and personalisation to ensure that all children are excited, engaged and involved in their learning</li> <li>• Groupings, staffing and activities are fluid across all areas of learning with our staff adapting provision daily to ensure every child has the appropriate level of challenge and support.</li> <li>• A physical environment which meets the needs of all learners, children with the most complex of needs are supported through specialist staff and curriculum support, as detailed in the above facilities section.</li> <li>• Excellent support, advice and programmes from a wide variety of professionals.</li> <li>• Specialist interventions and opportunities to access enhanced curriculum provision such as Hydrotherapy facilities and swimming.</li> <li>• A culture which celebrates and recognises all achievements and keeps the child at the heart of the process</li> </ul>
<p><b>How do we evaluate the effectiveness of the provision made for children with SEND?</b></p>	<p>In order for all children to reach their academic and developmental potential, our staff regularly reviews and evaluates its provision for all SEND learners. This evaluation includes;</p> <ul style="list-style-type: none"> <li>• the careful analysis of all data related to educational outcomes in order to assess impact</li> <li>• review meetings and reports from any other professionals working with the child and family</li> <li>• pupil progress meetings and discussions with key staff</li> </ul>

	<ul style="list-style-type: none"> <li>• formal and informal meetings with parents and carers</li> <li>• discussion and consultation with the child involved</li> </ul> <p>From this information provision can be adapted, agreed, resourced and implemented.</p>
<p><b>How do we promote inclusion successfully across our academy?</b></p>	<p>Our inclusive approach ensures that children have the opportunity to move flexibly between provisions within our academy based on their individual strengths and needs. All SEND learners can access mainstream and specialist interventions based on individual strengths and needs. The movement of children and staff between provisions enables trained staff to support children’s confidence and engagement in activities, relevant to their interests and developmental levels and needs. All children have the opportunity to take part in the full range of activities available, including off-site visits and residential experiences. Pre-visits, discussion with venues and risk assessments are carried out and discussed with parents and carers. Staffing levels are reviewed and adjusted accordingly and additional preparations put in place, such as visual timetables, social stories or additional physical aids. This ensures that staff and pupils are fully prepared for the visit.</p> <p>Please note movement between classes and trips are currently restricted by Covid 19 control measures.</p>
<p><b>What support is available for improving social, emotional and mental health needs across the Academy? What pastoral arrangements are in place to listen to the views of children with SEN and what measures do we have to prevent bullying?</b></p>	<p>At Brookside Academy, we believe that the school environment has a central role in supporting children’s social, emotional and mental health development. Children bring to school a wide range of emotional needs, behaviour patterns and social experiences based on prior experiences and individual needs.</p> <p>We recognise the impact a child’s emotional development can have on their overall achievement and have a wide range of approaches in place to support children and families. We use a range of approaches to help children learn how to understand their emotions, and to regulate and manage their own behaviours.</p> <p>The academy employs an Emotional Literacy Support Advisor (ELSA) who supports children with Social, Emotional and Mental Health needs. The ELSA role is to provide children with the skills to independently cope with various situations that might prove to be emotionally challenging.</p> <p>We have a dedicated Parent, Family and Support Advisor (PFSA) who works in partnership with families and the academy to offer support with behaviour strategies, emotional resilience, nurture groups and health and relationships. The academy works closely with the Education Welfare Officer to ensure that families are supported with school attendance issues. Pupils with medical needs are supported by our Pupil Wellbeing Officer, trained staff and medical and personal care plans are put in place to sensitively support these children.</p> <p>Our positive behaviour guidelines give consistent rewards and sanctions for the majority of children, for those children who find this a challenge, additional interventions and programmes are in place to ensure all children have the best support available to manage their</p>

	<p>behaviours. After any behaviour incident the child and the staff involved are able to reflect on the event to discuss ways of changing or improving their behaviour so that future incidents can be avoided.</p> <p>We regularly work with all children and staff to promote anti-bullying. This can be in whole academy theme weeks, including e safety, cyber-bullying, key stage assemblies and small group social skills work. We have a clear anti-bullying policy, which defines bullying, outlines the signs of bullying and details procedures. All reports of bullying will be acted upon and parents kept informed. Vulnerable children will be supported and actions will be taken to work with the bully to help change their behaviour.</p>
<p><b>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children’s needs and supporting their families?</b></p>	<p>At Brookside Academy we celebrate the development of the whole child.</p> <p>We are proactive at working with outside agencies and professionals in order to get the best possible provision and support in place for all our learners.</p> <p>In consultation with parents and carers we can access multi-agency support including health and medical teams, the Virtual School and Learning Support team, Educational Psychology services, Get-Set agencies and Children’s Social Care.</p> <p>We regularly hold meetings in the academy which involve professionals from other bodies, including Early Help Assessment meetings, Team around the child and school meetings (TAC/S’s), Child Protection and Child in Need meetings. These meetings are designed to offer support and safeguard the welfare of children and families.</p>
<p><b>How do we support the needs of children who are looked after?</b></p>	<p>We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to enhance their provision and support progress and engagement with their environment and their learning. Our designated teacher for looked after children is Sarah Ashford. She will meet with children’s social care, the family and the child to ensure that the child’s wider needs are being met. A Personal Education Plan (PEP) is produced and reviewed each term and additional actions implemented, these are externally moderated by the Virtual School.</p>
<p><b>What are the arrangements for handling complaints from parents of children with SEND with regard to the provision made across the Academy?</b></p>	<p>We sincerely hope that every parent/carer is happy with what is in place for their child at Brookside Academy.</p> <p>Any queries, problems or concerns can be discussed with the class teacher. In most instances, issues can be resolved at this stage. If parents/carers would like to discuss anything further, they may also speak to the Deputy Head, Sarah Ashford and the SENCo, Chris Lane. If you continue to have concerns then please refer to our complaints policy which can be found on our website: <a href="https://www.brooksideacademy.co.uk/">https://www.brooksideacademy.co.uk/</a></p>