

# **Special Education Needs and Disabilities Information Report**



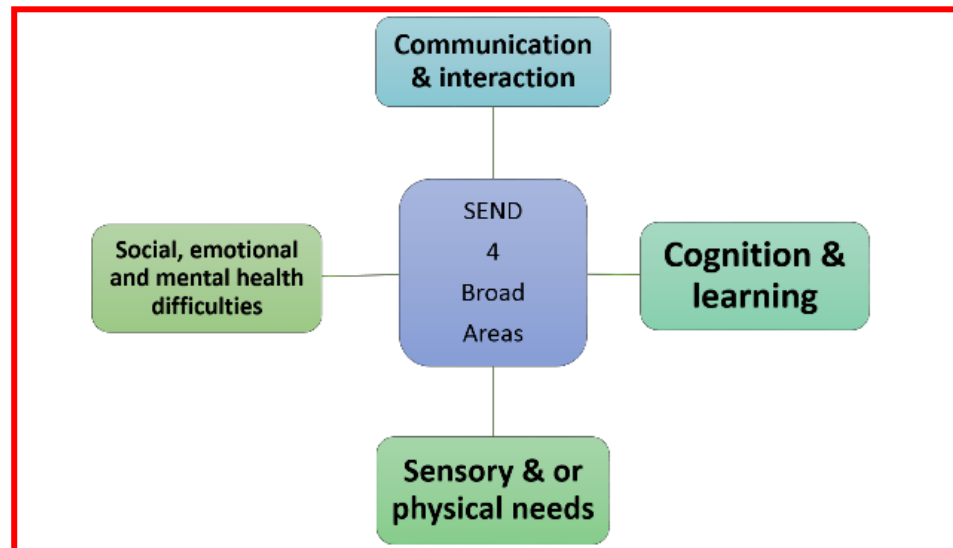
**“Diversity is a fact. Equity is a choice.  
Inclusion is an action. Belonging is an outcome.”**

How does Brookside Academy support its pupils with Special Educational Needs and Disabilities?

## **Special Educational Needs and Disabilities definition**

According to the Code of Practice 2015, 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16, has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four types of Special educational needs and disabilities (SEND), decided by the department for education:



If your child has SEND, then their needs will fit into one or more of these.

## Introduction

- At Brookside Academy we welcome everybody into our community. The staff, governors, pupils and parents work together to make Brookside Academy a happy, welcoming place where all children can achieve their highest potential and develop into kind, respectful and independent individuals.
- We believe that equality of opportunity must be a reality for our children. We are committed to making this a reality through the attention we pay to our school family, providing a learning environment that enables all pupils to make progress and achieve their greatest potential in a caring, supportive and inclusive environment.
- Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to achieve personalised outcomes providing pupils self-confidence through their learning, enabling them to maximise their potential.



**At Brookside Academy, we aim to ensure that:**

- Children with additional needs are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his/or potential.
- Parents/carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.
- The school building is physically accessible to all pupils and staff.



## **The Graduated Response in Somerset**

Somerset's Graduated Response Tool <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/#Our%20Graduated%20Response> sets out the barriers to learning that children and young people may have and the strategies and provision that could be in place to support them.

Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.

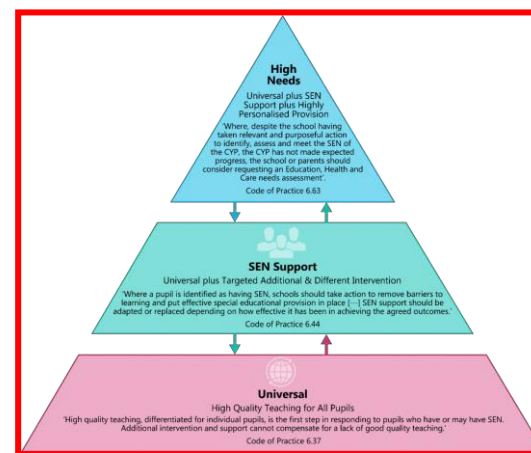
The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.



All children and young people (CYP) attending a mainstream school have an entitlement to access a minimum provision. The purpose of the Somerset response tool is to ensure every child and young person in a Somerset school receives the support they are entitled to. Most children and young people in Somerset will have their needs met within Universal support through high quality teaching. Some children and young people will require or need Special Educational Need (SEN) support at SEN Support level in addition to Universal support. The document sets out the ordinarily available provision in Somerset schools at both the Universal and SEN Support levels. To see more visit [Somerset's Graduated Response](https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/#Our%20Graduated%20Response)

## How will the school support my child and their learning?

- Teachers and staff will seek to identify the need of the pupils with SEND through Assess, Plan, Do Review cycle.
- Teacher will provide Quality First Teaching. In line with the code of practice, the majority of the pupils will have their SEND needs met in class and will have access to a broad and balanced curriculum. All teachers are committed to reducing barriers to learning for pupils with SEND, by planning work which is appropriately differentiated and includes strategies from the core standards and the whole school provision map.



- Teachers and staff monitor the progress of all pupils. Continuous monitoring of pupils with SEND by all teachers will help to ensure that they achieve their potential.
- Work in partnership with parents/carers to gain a more informed understanding of their child and involve them in all stages of their child's education. Parents are consulted during the writing of an Education and Health Care Plans (EHCPs), Annual reviews, SEND reviews, Early Help Assessments (EHAs) Support plans and School Entry Plans (SEP).
- Work with and seek appropriate support from outside agencies when the needs of the pupil can't be met by the school alone, for example speech and language therapists.

## What is Somerset's Local Offer

Information on the services available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged between 0 to 25 and how to access them are detailed on the Somerset Local Offer website.

The information and services available in Somerset are for **all** children and young people with SEND. The local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.



<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Somerset's Local Offer is also an important resource for professionals to support understanding of the range of services and provision for children and young people with SEND across the county.

## What provision does the school offer to support my child's needs?

Area	Universal	SEN Support	High Needs
<b>Cognition and Learning</b>	Somerset graduated response tool Differentiated curriculum planning and tasks. Multi-sensory teaching methods. Clear and simple instructions. Visual aids, pre-teaching. Metacognitive strategies used. Executive functioning strategies used	Somerset graduated response tool Support plan Targeted maths and English interventions Precision teaching Daily reading Alternative forms of recording: iPad, talking tins Toe by Toe	Individualised timetable Sensory diet Nurture room used for delivery Provision and curriculum is highly specialised and personalised. 1:1 support Learning support services. Educational Psychologist support
<b>Communication and Interaction</b>	Somerset graduated response tool Classroom routines to promote good listening Curriculum and learning environment structured and adapted Visual supports used to reinforce language ITS fact file sheets Sensory breaks Timers	Somerset graduated response tool Support plan Social skills groups/Talkboost Now and next/ visual timetable Sensory support Learn to move programme Speech and language support Black sheep resources ITS resources	Individualised timetable Provision and curriculum is highly specialised and personalised. 1:1 support. Speech and Language therapist Occupational therapist support Autism and Communication advisor. Outreach support Children with Disabilities Team
<b>Social and Emotional</b>	Somerset graduated response tool Zones of regulation Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries. Whole school relational policy.	Somerset graduated response tool Support plan ELSA Lego therapy PFSA support Social skills group Sensory group Circle of friends Mental Health Schools team	Educational psychologist Enrichment programme Individual behaviour plan specialist support from The Bridge School The Gift work pastoral support plan risk assessments Kinship Team Family Intervention Team Children's Social Care
<b>Physical and Sensory</b>	Somerset graduated response tool Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries. Sound systems Radio aids Sensory resources/ movement breaks	Somerset graduated response tool Support plan Learn to move programme Sensory programme followed ITS resources	PEEP plan PIMST Hearing Support services Vision Support Services Medical plan Use of specialist equipment for recording Sensory programme followed and record kept



### **How will a child's progress be measured?**

- As a school we measure children's progress in learning against national age-related expectations.
- Class teachers will continually assess each child using a range of methods.
- Children who are not making expected progress are identified through termly pupil progress meetings. In these meetings a discussion will take place about pupils experiencing difficulties and further support can be given to aid their progress.
- Children that are working well below age-related expectation or making insufficient progress will have an SEN support plan to follow. These will be shared and reviewed with the parents and children termly.
- The SENCO, SLT and class teachers monitors the effectiveness of the provision made for children with SEND through continuous assessment, classroom observations, discussions as a team with SLT members, class teachers, parents and children and the analysis of class/whole school data.



## **What is the pastoral and social support available in the school to ensure my child's overall well-being?**

- The school/building/classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore this is the first point of contact should you have any concerns regarding your child.
- At Brookside, we have a large pastoral team made up of nurture groups, Lego therapy, Forest School, Emotional Literacy Support Assistant (ELSA), Parent and Family Support Advisor (PFSA) and Mental Health Schools Team. The team work closely with the SENCO, Senior leaders and the safeguarding team.
- Our Emotional Literacy Support Assistants and Parent and Family Support Advisor offer a dynamic, developmental approach to working with children that helps teachers to interpret their behaviour and address their emotional needs. They also offer advice to families needing support. This can be on-going support or short term for crisis moments.
- All children attend a term of outdoor forest school throughout the year. The sessions are carefully planned by a forest school coordinator.



## **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents can contact the school office if medication needs to be administered during the school day and appropriate forms will be completed and signed.
- If a child's health care needs are longer term, a medical or health plan will put in place. This will be co-produced with the pupil well-being officer health care professionals, parents and the SENCO.
- Staff receive regular training regarding medical conditions and medication affecting individual children. This is so that all relevant staff can manage a medical situation, should it arise.
- If a child requires personal care, a Personal Care Plan will be put in place and staff will receive appropriate training to undertake this level of care.



## **Transitions**

If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate.
- Transition books of photos to support children can be supplied if necessary.
- If your child has involvement from external professionals, then a school entry planning meeting will be arranged prior to them starting school.

If Your Child is moving to another school:

- We will contact the SENCO of the new school and ensure that he/she knows about any special arrangements or support your child may need.
- Where possible, a planning meeting will take place with the SENCO from the new school.
- We will ensure that all records about your child are passed onto to the new school.

Year 6 transitions:

- The SENCO will discuss specific needs of your child with the new SENCO of the child's secondary school.
- Where possible, your child will visit their new school on several occasions and in some cases staff from their existing school will attend with them.

## Autism and ADHD Pathway

- Schools/education settings are now an integral part of the pre-assessment pathway due to the expectation of the SEND Code of Practice (2014) – underpinned by the Children and Families Act (2014).
- As part of this process the SENCO will screen/assess for special educational needs and provide support /interventions as identified through a graduated approach of 'Assess, Plan, Do and Review.' The class teacher and SENCO will also refer to the Somerset Graduated Response Tool on how to support a child at universal, SEN support and high needs level. This process is an invaluable part of the holistic pathway in making the correct and appropriate decision of whether an assessment for autism and/ or ADHD is required.
- If through the Assess, Plan, Do and Review process it becomes clear that an assessment for Autism and/or ADHD should be requested the SENCO and parents will complete the 'Next Steps – Autism and ADHD Pathway' form. Evidence from the Assess, plan, do and review cycles and screening tools will be submitted alongside any external professional reports (this may include; speech and language, occupational therapy, letters from pediatricians) the school have received.

To read more information about these processes please click on the link below.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/autism-and-adhd-pathway/798147-2/>



Figure 2: Somerset Autism and ADHD Pre-assessment Pathway

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO (Mrs Nicola Nevell) through the school office: Telephone: 01458 443340 Email: [office@brooksideacademy.co.uk](mailto:office@brooksideacademy.co.uk)
  
- Visit our website for more information on Special Educational Needs
- Somerset SENDIAS is an organisation that provides independent advice and support for families: Phone: 01823 355578 Email: [info@somerset.org.uk](mailto:info@somerset.org.uk)
- For more information on the Local Authority offer please visit the link below:  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
  
- Somerset Parent Carer Forum is an independent group of parents/carers who joined together to share information, their views and experiences of children's/young person's services (0-25 years). If you would like to find out more about this organisation then phone: 01278 699397 or Email: [help@somersetparentcarerforum.org](mailto:help@somersetparentcarerforum.org)

### **Useful Websites:**

Hearing impairment: <https://www.ndcs.org.uk/>

Autism: <https://www.autism.org.uk/>

NHS: <http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer/>

Vision: <https://www.somersetsight.org.uk/>

Young Somerset: <https://www.youngsomerset.org.uk/>

### **What if I have a complaint about the provision made at Brookside Academy?**

- Your feedback is always greatly appreciated. If you are satisfied or unsatisfied with the provision put in place for your child at school, you are welcome to leave us a review or speak to a member of staff to provide us with your feedback.
- If you wish to discuss your child's progress, please contact your child's class teacher.
- If you require further guidance, then please speak to our school SENCO, Mrs Nicola Nevell, the Head Teacher, Mr Brian Walton, or The SEND Governor, Mrs Helen Fisher



This report was co - produced on 30/10/2022