Brookfields School SEN Information Report 2020-2021

General School Details:	
School Name:	Brookfields School
School website address:	www.brookfieldsschool.com
Type of school:	Special School catering for pupils aged 4-11 years with severe learning difficulties and complex needs. Brookfields School is an academy and part of the Shaw Education Trust.
Description of school:	Brookfields School provides for pupils with complex special needs. All pupils attending the school have an education health care plan indicating severe learning difficulties and / or autistic spectrum conditions. Some pupils have additional physical, emotional or medical needs. Brookfields School caters for pupils from across Halton (Widnes and Runcorn). With effect from 1st September 2019 Brookfields opened a satellite class located within The Grange School Runcorn. This satellite class is home to 9 Reception aged pupils. For the academic year 2020-21 this provision has been extended to 2 classes (Reception and Year 1).
Number on roll:	110
% of children at the school with SEND:	100%
Date of last Ofsted:	February 2018 (Outstanding)
Awards that the school holds:	Key awards include: -National Nurturing Schools Award (2019) Leading Parent Partnership Award (2018), NAS Accreditation(2018), Basic Skills Award (2018), AFA Lead School Quality Mark (2017), Makaton Friendly School (2016), ICT Mark (2017), Rights Respecting Schools Award ~ Silver (2018).
Accessibility information about the school:	Fully accessible school building and hydrotherapy pool. Each teaching area has access to appropriate toilet and changing facilities and the school employs a team of auxiliary staff who support pupils with their changing and toileting needs. The school has shower facilities at the hydrotherapy pool. Please see the school's accessibility plan for full information' this can be found on the school website in the policies section http://www.brookfieldsschool.com/website/policies/51937
Expertise and training of school based staff about SEN. (CPD details)	The whole school staff have undertaken an extensive range of SEN training across ASC, communication and speech and language, sensory needs, behaviour management, training about specific conditions etc. All staff in teaching areas are Team Teach trained. As part of induction staff undertake a thorough Induction Programme including communication, positive behaviour management, PECS and TEACCH training. The Senior Leadership Team and Academy Councillors are highly committed to ensuring that all staff have a high level of expertise appropriate to the pupils in their class and in the school. Additional training / expertise:-

	The school commissions additional Speech and Language Therapy and Sensory Specialist Occupational Therapy on a weekly basis plus a music and art therapist and additional sports coaching including Rebound and Everton in the Community. 1 staff member is trained as a trainer in Early Bird (National Autistic Society) parent / carer course and this is offered annually to parents at the school and those via Portage for whom it would be appropriate. The school provides an outreach service to support children with ASC / with social communication difficulties in mainstream settings and promotes inclusion. This is accessed via the local authority SEN Team. The school is a cluster lead for the British Council Connecting Classrooms Project with 10 schools from the NW England and Cape Town, South Africa.		
Documentation available:	Are the following documents available on the schools website?	SEN policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	Pupils at Brookfields join the school with an Education Health Care Plan or Statement of Special Educational Need and the school will meet the needs and objectives laid out in the statement / plan. Through the staff expertise and work with external professionals and parents, learning needs are continually monitored and additional difficulties addressed as soon as they are identified. The school works very closely with parents and carers and views them as equal partners in their child's education ensuring their involvement in all aspects. This includes planning and reviewing the provision provided through Annual Review, Parents Evenings, informal meetings, termly review of IEP's etc. Pupils are involved where possible and pupil voice is sought in the most appropriate way in line with the child's own ability and need.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.	The school works very closely with a very wide range of professionals from other services and other agencies such as:- **Health**; school nurse, ophthalmic team, paediatrician, continence, occupational health, speech and language, hearing and visual impairment teams, educational psychology team, CAMHS etc. **Behaviour**; Behaviour team from Woodview, Positive Behaviour Support Service, CAMHS, external behaviour specialists (school commissioned). **Social Care;** Early Support team (CAF), children with disability team, family support workers, social workers, Police Liaison Officer etc. Other agencies such as voluntary and sports organisations also play a key role in our core offer to all pupils and their families. The school employs its own Family Support Worker to provide support to all families and to help with liaison with additional services.
How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.	The school is very well equipped and offers a wide range of environments to meet the needs of individual children. The school has the following facilities:- • A hydrotherapy / small swimming pool which enables all pupils to swim on a regular basis across their whole time at Brookfields. • A multisensory hall with a range of visual and lighting effects. • A sensory soft play room with interactive floor. • A light room • Cooking facilities

	• A wide range of well-equipped outdoor areas including trim trail, Tyre Park, sensory walk and outdoor classroom. The main outdoor play area has been upgraded during August 2020 to be a combination of artificial grass and soft play surface. In regards to each teaching area they are equipped with at least 1 interactive whiteboard plus stand-alone computers for pupils use. The school has IPads for pupils to use across curriculum areas. The school has a minibus which enables all pupils to undertake at least a fortnightly educational visit. This learning outside the curriculum is very valuable and allows us to bring the curriculum to life and provides the opportunity for pupils to rehearse skills taught in school in a 'real life' context. It also enables the pupils to have a wide range and breadth of experience outside of the school context. The school also commissions lots of additional activities in school through work with arts and sports specialists.
What strategies / programmes /resources are available to support speech & language and communication including social skills?	• The school operates a total communication environment and the development of communication underpins our whole school curriculum. • Very close links with the Speech and Language team who work with individuals, small groups and classes. • The school employs a Speech and Language therapist for 1 day per week in addition to the Speech and Language service (Chatterbugs) provided for our school. She works with individual children, runs small groups such as social skills, a girls group and a Lego Therapy group. Jude will work in close conjunction with Louise our Family Support Worker to provide targeted interventions. • Pupils at the school use a range of communication strategies such as PECS, Makaton, AAC devices such as LAMP, and use of iPad etc. • Communication and social skills are included on each child's individual education plan (IEP) which ensures they are a key element to their daily curriculum. • The school has a number of staff members trained in Lego Therapy and this is provided as an intervention as appropriate.
Strategies to support the development of English (reading / writing)	English is taught on a daily basis in each classroom and focusses on the development of reading, writing and communication skills. The lessons are highly structured and are composed of group and individual work tasks. The curriculum is differentiated to meet the needs of each individual child and each child has their own Individual Education Plan (IEP) for both writing and reading as well as communication targets. The school uses Read, Write Inc as a basis for its phonic teaching. Alongside the discrete English lessons, English is embedded across the whole curriculum and the children have the opportunity to reinforce and generalise the skills learnt in these lessons across the whole school day. Strategies to support the pupils learning include; use of 1:1 and small group support, a wide range of resources, ICT equipment and programmes, support of external specialists e.g. speech and language therapy team etc.
Strategies to support the development of Mathematics	Mathematics is taught on a daily basis in each classroom and focusses on the development of the whole range of Mathematical skills and understanding. The lessons are highly structured and are composed of group and individual work tasks. The curriculum is differentiated to meet the needs of each individual child and each child has their own Individual Education Plan (IEP) for all aspects of maths; e.g. number, shape and space etc. Alongside the discrete maths lessons, maths is embedded across the whole curriculum and the children have the opportunity to reinforce and generalise the skills learnt in these lessons across the whole school day. Strategies to support the pupils learning include; use of 1:1 and small group support, a wide range of resources, ICT equipment and programmes and support

	of external specialists. The school accesses a range of published schemes and resources as appropriate for each child, including Numicon.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	The well designed, ambitious and individualised curriculum offers exciting and engaging learning opportunities through relevant and stimulating topics and themes via 3 pathways (Early Years, Explorers and Adventurers). The curriculum is designed to meet individual's needs and provide the appropriate level of engagement and challenge. The curriculum is further enriched through a variety of different learning experiences such as educational visits, music therapy and art therapy, access to occupational therapy and additional commissioned speech and language therapy. Through a differentiated curriculum, a wide range of resources and strategies incorporated with the use of adult support, pupils access the taught curriculum at a level appropriate to their needs which is both accessible and challenging. For more information please visit http://www.brookfieldsschool.com/website/curriculum_1/416419
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.	Every individual pupil's progress is tracked using a tool called BSquared which allows target setting and the tracking of progress in very small steps across all subjects. Each pupil has an IEP which breaks down the objectives in their Education Health and Care Plan. The IEP's are written under the same headings; Communication and Interaction, Cognition and Learning, SEMH and Sensory / Physical. These targets are shared on a regular basis with parents and carers and their input is welcomed into the setting and review of the targets. Teachers meet on a termly basis with the Assessment Lead to discuss individual pupil's progress. These meetings ensure that each child is making progress against the targets set for them in the Autumn Term. Each pupil has an Annual Review each year where the pupil's progress against their plan objectives is reviewed. Parents and carers are fully involved in this process and pupils are also asked to contribute their thoughts and feelings. During the annual review meeting the objectives will be reviewed and also the suitability of the provision and/or any additional interventions that are required (school would make relevant referrals as required). The school works very closely with the local authority in regards to each individual pupil's provision.
Strategies / support to develop independent learning	Pupils at Brookfields are encouraged throughout all aspects of the day to be as independent as possible and this is consistent from our Nursery class all the way through to our Year 6 class. There is an expectation of the pupils that to the best of their ability they will develop independence skills through the daily opportunities and strategies that are in place to support this. Throughout the curriculum and daily routines of each class, independence skills are developed linked to self-help skills, personal skills and independent learning. The school uses the TEACCH approach which encourages pupils to work through an increasing number of tasks for a reward. Pupils IEP targets support the development of attention and independence skills and these are identified with and agreed by parents and carers. The daily routines and structures of the school have been established in such a way to encourage the development of these skills and to provide a consistent approach across the whole school setting. Each class has a website page and also a home learning page to encourage the continuation of our learning programmes at home. http://www.brookfieldsschool.com/website/home_tasks/153040
Support / supervision at unstructured times of the day including personal care arrangements	Across the school day there are 2 playtimes and lunchtime and pupils are encouraged to go outside at these times. There is a high level of supervision including class staff and auxiliary staff (lunchtime only). Class staff and auxiliary

	staff support pupils with personal care.
Extended school provision available; before and after school, holidays etc.	• After school clubs such as cookery, Rebound Therapy, Cookery and Lego Therapy run weekly. Children attend on a rotational basis. • At certain times of the year additional after school activities may be run e.g. those led by Everton in the Community such as Multiskills • The school has close links with a wide range of organisations that run holiday and evening clubs and support building links for parents and carers with these organisations e.g. through completing referrals to Disabled Children's Services.
Strategies used to reduce anxiety, promote emotional wellbeing and develop self-esteem including mentoring.	For all of our pupils the education that we provide is not just academic but strives to develop their social and emotional development as well to equip them with the skills and confidence to be as independent and successful as possible as they mature into young people and adults. A wide range of strategies are employed in achieving this goal:- • A PSHE curriculum that develops pupil's emotional development (we have been an Early Adopter School for the new RSE curriculum). • Small teaching groups with a high adult: pupil ratio which allows the building of positive relationships where staff know pupils and their families very well. • Targeted support for pupils who are experiencing difficulties. • Close links with other agencies such as Education Psychology, CAMHS, local support groups etc. • Nurture Strategies ~ the school received accreditation for the National Nurturing Schools Award (Autumn 2019) • Staff are trained in using the Boxall Profile which provides a means of assessing and tracking pupil's emotional health and wellbeing and applying the correct interventions • Use of social stories and other resources designed to support pupils. • Social skills groups. • Nurture based interventions (individual / small group) • Family Support Worker runs targeted interventions with • individual or small groups of pupils • 2 staff are ELSA trained
What strategies can be put in place to support behaviour management?	• Whole school behaviour approach with very clear policy and practice guidelines • Individual behaviour plans • Reward systems • TEACCH approach used • Risk assessments • Home / school behaviour partnership plan • Individualised approach • Liaison with other agencies e.g. CAMHS, Positive Behaviour Support team, behaviour specialist • Nurture groups • CBT strategies incorporated • All staff trained in IABA and Team Teach • Close home-school links to achieve consistency across settings • Support / training provided to parents / carers
How we support pupils in their transition into our school and when they leave us.	Transition is planned on an *individual* basis to meet the needs of the child and their family. Transition into school *can* include: • Visits by parents / carers • Visits with the child (with parents / school/pre-school staff • Visits to the school setting by Brookfields staff

	• Home visit • Social story and visual supports to aid transition • Multiagency transition meeting • Admissions booklet to be completed jointly • Open evening for families to meet staff and provide an opportunity for the whole family to visit Transition into secondary/ other school *can* include: • Transition meetings • Annual review meetings • Visits by parents / carers • Series of visits with the child (with parents / school staff • Visits to the school setting by Brookfields staff • Visits to Brookfields for observation visits by the other school staff • Social stories and visual supports to aid transition • Multiagency transition meetings The Year 6 teacher(s) manage transition and liaising with the destination schools.
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	All pupils have access to the appropriate strategies and resources required to meet their individual needs. If a child requires additional support / programmes e.g. from speech and language, OT, physio etc. then a referral would be made to the appropriate service and the class staff would work with those professionals to design a programme of intervention. Brookfields school has very close links with a very wide range of professionals and will work with agency staff and parents to ensure that each child has their individual needs met to the best of our ability. The school commissions additional Speech and Language therapy input and Sensory OT specialist as well as a music therapist and art therapist. The school hosts clinics for the paediatrician, Ophthalmic team and other agencies such as CAMHS where required.
Extra support for parents and carers and pupils offered by the school / how parents are involved in their child's education.	The school offers a wide range of support for parents and carers as we value very highly the contribution that families make to their child's education. Parents and carers are viewed as partners in the education process. We offer a wide range of activities/support for our parents and carers including: - • Behaviour workshops • Autism specific courses (NAS Early Bird) • Monthly coffee mornings / workshops • Family Learning Workshops (in conjunction with Halton Family Learning Team) • PTFA • Open door policy • Website and Social Media (Facebook page and Twitter) Since September 2015 we have employed a Family Support Worker who is available to provide support to all of our families in a wide range of ways to ensure that each child and family are accessing the support and services that they require.
How additional funding for SEN is used within the school with individual pupils.	Pupils attending Brookfields School carry high needs funding and will receive the appropriate level attributed to their assessed level of need. This funding provides the appropriate provision and interventions that each child requires to ensure that their individual needs are met to the best of the school's ability to ensure they have the best outcome possible.
Examples of how pupil premium is used within the school.	Currently we have 50% of our pupils on free school meals. Pupil Premium is used for a wide range of purposes across the school including contributing to funding our Family Support Worker, additional therapists and resources and in addition the funding goes some way towards each child going out on their educational visits and for specialist providers to come into school to work with the children

	e.g. theatre groups, artist in residence, musicians (e.g. Live Music Now project that brings specialist music teachers into school) etc. For more details on Pupil Premium and also Primary School Sports Funding please see our school website for the most up to date reports.		
Key Contacts	Headteacher: Mrs Sara Ainsworth / 0151 424 4329 head.brookfields@halton.gov.uk Halton SEN Team: 0151 511 7461 For all information re Support and services for children and young people with SEN please access the Halton Borough Council Local Offer website: - **localoffer.haltonchildrenstrust.co.uk** For any questions please contact the school directly or if you have any complaints about the provision please access the school website for full guidance under the Complaints section in the 'Our School' section. Otherwise, please do not hesitate to contact the school office, teachers or headteacher directly.		
Completed by	Sara Ainsworth	Date:	August 2020