

SEN Policy & Procedure

Version Number	1.0
Date of Issue	Sep 2021
Date Approved	Sep 2021
Date for Review	Sep 2022
Approved by	Headteacher & Safeguarding Governor
SLT Member Responsible	Director of Finance & Resources

Contents

Section 1

- 1.1 Aims and Objectives
- 1.2 Performance indicators
- 1.3 The School's responsibility
- 1.4 Role of the Governing Body
- 1.5 Code of Practice Implementation
- 1.6 Definitions
- 1.7 Student Profile
- 1.8 Request for Statutory Assessment (Moderating Group)
- 1.9 Arrangements for consulting and involving parents and informing staff and young people
- 1.10 The Special Educational Needs/Disabilities Register
- 1.11 Evaluation of our Provision
- 1.12 Policies for identifying and assessing
- 1.13 Outside Agency Involvement
- 1.14 AEN Complaints Procedure
- 1.15 Admissions Information/policy
- 1.16 Oversubscription criteria
- 1.17 Waiting List
- 1.18 Late Applications during the Transition Year
- 1.19 General
- 1.20 Bullying
- 1.21 Pastoral Support
- 1.22 Roles and Responsibilities
- 1.23 Identification of SEND
- 1.24 Key Stage 3 Provision
- 1.25 Key Stage 4 Provision
- 1.26 Post-16 Provision

Section 2

- 2.1 Department Information
- 2.2 SEN Support
- 2.3 Resources and Facilities
- 2.4 The role of the subject/class teacher
- 2.5 Line Management
- 2.6 Department Personnel
- 2.7 Performance Management/CPD

Section 3

- 3.1 Autistic Spectrum Disorders (ASD)
- 3.2 Attention Deficit/Hyperactivity Disorder (AD/HD)
- 3.3 Dyslexia
- 3.4 Dyspraxia
- 3.5 Hearing Impairment
- 3.6 Visual Impairment

SEN Policy and Procedure

Section 1

1.1 Aims & Objectives

To ensure that all students, at The Brooksbank School, are fully integrated academically and socially, have full access to the National Curriculum and are taught appropriately with regard to their individual needs.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We endeavour to achieve this through the following targets:

- To secure access to a broad and balanced curriculum for all students.
- There is differentiation to cater for individual needs – including those with a specific learning difficulty/disability, learners who require more time to access the curriculum and students with social and emotional needs.
- To secure the highest quality of education for students with SEND through staff training and support for staff and students.
- To raise the esteem, contribution to school life and social awareness of students with SEND.
- Education, Health and Care Plans and Person Centred Reviews are conducted properly and SMART (Specific, Measurable, Achievable, Realistic and Timed) targets are set.
- Student Support Profiles/one page profiles are devised, acted upon, reviewed and revised.
- Information is gathered from a wide range of sources, including feeder schools, support agencies, parents and the student.
- Life skills training and Vocational Subjects on offer supporting the needs of students with additional needs.
- Staff are aware, via information and training, of the extent and nature of special needs and disabilities.
- Each curriculum area contributes to the teaching of basic skills, including reading, handwriting, numeracy, working within a group, co-ordination and physical skills.
- Head of Faculties, Teachers, Learning Support Assistants and other Support Staff are involved in decisions related to special needs.
- Students are involved in addressing their own special needs.
- The Special Needs Register and other documentation are updated regularly and available on the school's Bromcom/Sharepoint system and accessed by all staff.

1.2 Performance Indicators

- There is full access to the curriculum for all.
- Students with additional needs are successful and happy members of the school.
- There is a successful whole-school drive to improve basic skills.

- There are good employment and training prospects for school leavers with special needs.
- GCSE – (9-1) new grading system.
- Narrowing the gap between SEND and non-SEND students' performance.
- There are appropriate criteria for selecting teaching groups.
- Work within each group is appropriate and differentiated.
- Students in lower ability groups are confident and have high self-esteem.
- New students settle quickly and are supported by all staff and students.
- Progress against target grades against KS2 data.
- Examinations/tests, both school based and external.
- Extra-Curricular activities.
- School reward schemes.

1.3 The School's Responsibilities

Every LA has a special needs policy describing the philosophy, arrangements and procedures for supporting children with SEND. Within this framework the Act places a statutory duty on each school to produce, publish and report on its policy for all students with SEND. The Act has provided a Code of Practice that Governors, schools, LAs, medical and social services must follow with regard to the Identification and Assessment of Special Educational Needs.

1.4 Role of the Governing Body

Monitoring inclusion permeates all aspects of the Governing Body's work and governors are made aware of the training opportunities for inclusive practice.

The governor with specific responsibility for Special Educational Needs (AEN) is Linda Furness. The governor has a termly meeting with the SENCO to monitor progress and discuss issues. There is AEN input to Governor meetings when this is appropriate.

1.5 Code of Practice Implementation

The new AEN Code of Practice states that schools need to adopt a graduated response to help students with special educational needs or a disability:

“Where pupils continue to make inadequate progress despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the AEN support that is required to support the child” (D of E 2014).

At Brooksbank we pride ourselves on our AEN support. The new code ensures that there is a greater focus on outcomes and there is a greater parental involvement and choice.

We have a graduated approach where we assess, plan outcomes and review outcomes with student/parental input.

1.6 Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Students with some barriers to learning will be included within the normal classroom where work is adapted accordingly. These students will be placed on our register as Group Plan. Some students who require additional interventions will be placed on a Student Profile.

1.7 Student Profile

A student who is identified as needing interventions that are additional to or different from those provided as part of the school's differentiated curriculum will have a Student Profile drawn up and strategies set. There may be some involvement from Learning Support staff in an advisory or teaching role. Support may be given to develop students' literacy, numeracy or organisational skills. Teaching staff will implement subject targets.

1.8 Request for Statutory Assessment (Moderating Group)

This is the first formal stage of statutory assessment. It involves a multi-disciplinary assessment and may lead to an Education Health Care Plan (EHCP). The information gathered during the assessment will be used to indicate ways in which the student's needs can be met. The school, parents and all agencies known to be involved with the child give detailed assessments and recommendations to the Local Education Authority (LEA) as to the type of provision needed. The Authority has a Moderating Group to support in the making of fair and consistent decisions against agreed criteria. It is very much a person/family centred assessment.

As a result of statutory assessment an Education and Health Care Plan is issued which will remain in place up to the age of 25. This will specify the detailed educational needs of the student and the extra resources to be made available to meet the student's needs. All students on a EHCP will also have a Student Profile.

1.9 Arrangements for consulting and involving parents and informing staff and young people

Parents of Year 7 are informed when their child is placed on the Register and given a copy of the Student Profile. Parents of Years 8, 9, 10 and 11 receive a copy of the Student Profile with an invitation to support the plan and meet with staff if they have any concerns. Members of the Learning Support Department attend all parents evenings.

Parents of students on a Student Profile in Year 7 are invited to a coffee morning to meet key personnel. Those on an EHC plan are invited to the review annually.

Parents are encouraged to contact the school regularly about any concerns.

There is a good level of communication between the school and parents, evidenced by Annual Review meetings, telephone contact and a range of formal and informal meetings with parents and AEN staff presence at all parents evenings.

Student voice is actively encouraged through weekly Key Worker meetings, contributing to student profiles and review meetings.

All staff have access to the Additional Educational Needs (AEN) Register and the Student Profiles for the students in their teaching groups. Staff use this information to help plan relevant targets for students in their subject area with advice from the learning support team. Student Profiles are referred to by the Pastoral staff in target setting for students with behavioural and social/emotional difficulties. Teaching staff are expected to set targets termly for students with a student profile.

AEN are an integral part of the intent of curriculum planning of all departments, evidenced by Student Profiles and differentiation in schemes of work to provide a broad range of opportunities which meet the interests, aptitudes and particular needs of all students.

We work in partnership with outside agencies to deliver appropriate support to students and to use advice and information when it is required.

1.10 The Special Educational Needs/Disabilities Register

The SEND Register is a fluid document maintained and regularly updated by the SENCo. The register can be accessed on the school Sharepoint system which can be accessed by all staff. The register is updated through discussion at Student Support reviews, Special Needs meetings and negotiation with outside agencies.

1.11 Evaluation of our Provision.

We continuously ensure the provision has a positive impact on the outcomes for all of our students. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Student Voice
- Parent voice

Support Plans and EHC Plans are regularly monitored, reviewed with staff, parents and children and updated to reflect progress. In addition to monitoring academic progress, we monitor social and emotional progress and wellbeing to ensure that all a student's needs are fully met.

The school evaluates the progress of AEN provision through a report written by the SENCo and delivered annually to the governing body. The AEN governor supports and monitors the SENCO on a termly basis.

The Brooksbank School also analyses its examination results and compares the results of AEN students with non AEN students and with national outcomes for AEN and non AEN students.

There is a reward system that recognises the efforts and achievements of all students. There is close liaison between Special Educational Needs Co-ordinator (SENCo) and Heads of Year so that any concerns regarding learning, behaviour or social and emotional difficulties can be highlighted and action taken. Subject staff review the Student Profile for the student they teach and new targets are set as necessary. Parents and students are kept informed of any changes to the Student Profile. Detailed information is collected from the teaching staff, specialist staff and outside support agencies for Annual Review of Statement meetings.

1.12 Policies for identifying and assessing

School, specialist staff and outside agencies work together to identify strategies and these are accessible to staff, parents and students through the Student Profile.

We follow the 'Assess, Plan, Do, Review' cycle as recommended in the Code of Practice. Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

There is regular self-review to assess the success of the Inclusion Policy to ensure it is updated in line with the Code of Practice and the School Development Plan. We will have been successful when:

- Through positive liaison we have received up to date student information from the feeder schools and relevant screening processes are in place to successfully transfer and identify vulnerable students.
- Parents are informed of the local offer and our school offer of provision.
- Students with AEN make a successful transition into secondary education after following a structured transition plan during Year 6, evidenced by student/parent contact and review at Year 7 Parents evening (Autumn term).
- Students are identified through the completion of the CATs tests and the NGRT reading assessments. Those with a standardised score below 85 will receive further diagnostic assessment.
- There is evidence of the impact of inclusion for AEN students in activities available in the school including extra-curricular activities, trips and residential courses, by providing additional support if necessary

1.13 Outside Agency Involvement

The Brooksbank School works closely with other agencies and has an excellent reputation for providing close partnerships and information sharing with agencies supporting our most vulnerable students. We have an ever-changing network of partnership agencies as we seek to support our students. The following services/agencies are some of those we work closely with:

- Educational Psychology Service
- Open Minds/CAMHS
- Speech and Language Therapy
- Occupational Therapy
- Looked After Children Team (Virtual School)
- Visual Impairment Team
- Hearing Impairment Team
- LA SEN Support Team
- School Nurse Service
- Child and Family Support Teams
- Education Welfare Office
- Children's Social Care
- Invictus
- Noah's Ark
- Young Carers
- Respect

1.14 AEN Complaints Procedure

If you have AEN concerns regarding any matter with a student or situation please contact Mrs Helen Shenton (SEnCo) in the first instance, to try and resolve the complaint. Please put your concerns in writing so a full investigation can take place. The most appropriate member of staff will report back. Mrs Zandra Puddephatt (Deputy Head) is the line manager for the AEN department and she would be the second stage in the process. Mrs Linda Furness is the AEN Governor and she would be stage 3 in the process, if required.

For further guidance please look at the Whole School's Complaints Policy.

1.15 Admissions Information/policy

Those students with an EHC plan are entitled to select the school that they feel can meet their needs. If the school did not feel they could adequately support this students, close liaison with the authority/family will take place.

Those AEN students without an EHC Plan would follow the normal school admission policy.

Pupils will be admitted without reference to academic ability or aptitude. The number of intended admissions for the year commencing September 2022 will be 297. The school proposes to continue to admit pupils with Education, Health & Care Plans where that is the wish of the parents and of the local authority administering the plan.

1.16 Oversubscription criteria

Where parental preferences for admission exceed the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit.

1. Children who are in public care, including those who ceased to be looked after because they were adopted or became subject to a child arrangement or special guardianship order within the regulations set out by the Admissions Code (September 2020)
2. Children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted
3. Pupils of All Saints Primary, Bowling Green Primary, Cross Lane Primary, Elland CE (VA) J&I, Holywell Green Primary, Old Earth Primary, St Patrick's Catholic Primary, The Greetland Academy and West Vale Primary schools
4. Those pupils who have a brother or sister (or step/half brothers or sisters) permanently resident in the same household and currently attending the school (this excludes those pupils in their final year (Year 11) and those in the Sixth Form)
5. Children of staff at the school. "Staff" for this purpose are defined as anyone employed by the school who has a permanent contract with the school at the date of the deadline for Year 7 admissions applications relating to the child in question (usually 31st October in the year before the child would start in Year 7)
6. Children who have a particular aptitude for sport. Allocations under this criterion will be limited to up to 10% of the planned admission limit. Parents must complete a separate application form for consideration under this category. This must be returned to the school by the deadline set by the school. Parents must also have expressed a preference for the Brooksbank School on the online application form. Applicants under this criterion will be invited to attend a session where their sporting aptitude will be assessed. All those who are above the minimum standard in the test will be submitted (in ranked order) for consideration under this criterion in the allocation process.
7. Direct distance between the child's home to school, with those living nearer being accorded the highest priority. Distance will be calculated using a straight-line measurement from the pupil's home to the closest designated school gate s

Distances will be calculated using the local authority's GIS system (Geographical Information System). To ensure consistency applies, all measurements will be carried out by the local authority's GIS system and no other method of measuring distance will be considered. Each property has a coordinate taken from Ordnance Survey ADDRESS-POINT data. This is the point which distance measurements will be taken from. In the event of calculated distances for two or more pupils being equal, a tie-breaker based on Calderdale MBC Admissions Section random allocation system will be applied. If there is oversubscription within any category, the next criterion would be applied (except for sporting criterion, which is based on the rankings in the sporting aptitude test).

1.17 Waiting List

For pupils placed on the waiting list during their transition year from Year 6 to Year 7, the waiting list will be maintained in accordance with the co-ordinated admission scheme by the local authority. The school itself does not keep formal waiting lists for the new intake beyond December of that year.

1.18 Late Applications during the Transition Year

If an application for a place in Year 7 is received after the deadline as laid down in the co-ordinated admission scheme and the school has allocated all the places for Year 7, the pupil's name will be put on the waiting list. As places become available, they will be allocated as detailed above.

1.19 General

Parents should note that governors, when allocating places, consider the present permanent place of residence. This will be ratified under the terms of Calderdale's coordinated admissions scheme. The governors do not take into consideration an intention to move to another address. Governors will establish arrangements for appeals against non-admission. This appeals process is completely independent of the school. Details of appeal arrangements are available from the school.

1.20 Bullying

At the Brooksbank School everyone has the right to be safe and secure. We, as a school, do not tolerate bullying of any kind. Everyone has a role to play in preventing
At Brooksbank we:

- Have a whole-school approach to anti-bullying with clear policies.
- Listen, take issues seriously, are consistent and take action.
- Celebrate differences.
- Are inclusive.
- Raise awareness of disability among other children to help them understand why someone may be different, communicate in different ways or behave differently.
- Encourage them to support their peers and discourage bullying.
- Set up structured activities and clubs at breaks and lunchtimes
- Allow pupils to go to the Focus Centre or Learning Support at breaks or lunchtimes if they wish.
- Set up peer mentoring.

1.21 Pastoral Support

At The Brooksbank School we emphasise the need for both students and staff to have strong mental health support, and to that end we have a dedicated mental health team in school. This is led by Mrs Zandra Puddephatt. We also have access to school counselling services.

Our vulnerable students can come to learning support/focus centre at unstructured times where they can play with board games and Lego to help alleviate any anxiety they may feel.

We also support students through our pastoral structure with Progress Leaders, pastoral support staff, form tutors and designated LSAs leading support on a daily basis.

1.22 Roles and responsibilities

The SENCO

The SENCO is Mrs Helen Shenton,

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.
- Provide require CPD training and information sharing for all teaching staff.
- Ensure annual reviews for students in receipt of EHCP's are completed.
- Oversee Access Arrangements and liaise with examination officer

The SEN Governor

The governor with specific responsibility for Special Educational Needs (AEN) is Linda Furness.

The Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- The governor has a termly meeting with the SENCO to monitor progress and discuss issues.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

1.23 Identification of SEND

Arrangements for supporting young people in moving between phases and preparing for adulthood.

KS2—KS3

- Open Evening visits to the AEN department at the school.
- Visits by the SENCo to Primary schools to meet with teachers of those with an AEN.
- Additional parent/student visit if required.
- 3 additional AEN transition visits plus Calderdale transition day
- Sharing of Student Profile (if required) with student/parent/teachers
- Settling in evening
- Coffee Morning in October to meet key personnel.
- Twilight evening for vulnerable students

KS3—KS4

- Thorough GCSE option programme
- AEN students work with SENCo and Careers to ensure students are on correct pathway.
- Exam Access arrangement put in place.

KS4—KS5

- We work in partnership with C & K Careers team to ensure suitable work placements are available for the students with AEN and that there is advice on careers planning and appropriate provision post-16.
- Transition visits to FE establishments are arranged for those on the AEN register. Very personalised depending upon college/placement.

1.24 Key Stage 3 Provision

Transition Plan

Links have been established with the Transition Co-ordinator and Year 6 teachers of our main partner schools and visits are made to those schools by the Head of Year 7 and the SENCO to discuss the needs of individual students. Where a student has a statement or EHCP, the SENCO attends the Year 6 Annual review and a transition plan is drawn up so that students can make familiarisation visits during the summer term.

Initial information on students is collected from feeder schools' records, National Curriculum test results, IEPs and parent contact. In addition, information is collected from tests taken in the first half term of Year 7. These include CATs (Cognitive Abilities Tests), NGRT Reading Tests, spelling tests and numeracy tests. Teacher assessment is also considered to help identify any students not referred previously. As a result of this screening students are placed on the school's AEN register: EHCP, Student Profile and Group Plan.

Literacy Provision

The Learning Support Department use a broad range of multisensory approaches when encouraging students to develop their literacy skills. All year 7's sit the NGRT Reading Test to determine their actual reading age. Extra one-to-one reading sessions, including Guided, Paired and Better Reading depending on students' specific needs, are held during registration periods. Students with weaker literacy skills are taught in smaller sets. Withdrawal from these small English sets is for more intensive support. This work may be in small groups or individual and includes spelling, reading and comprehension to develop thinking and processing skills.

A specialist literacy teacher will provide intensive literacy support to a small cohort of students in Years 8 and 9. These students may be withdrawn from a humanities lesson.

Access to Homework Club is available to all students, five days a week at lunchtime. This is well staffed and also offers ICT facilities. The Department continues to support and promote the Reading Book Boxes for use by Years 7 and 8 tutor groups during morning registration.

Numeracy Provision

Students are set for Mathematics during the first term in Year 7. Students with AEN receive additional support from learning support assistants who work in their maths classes. Students with significant difficulties in numeracy are taught in the learning support base where they have access to computer programmes and multisensory resources. Access to a Maths club is available one evening a week.

Support across the curriculum

The team of Learning Support Assistants are timetabled to provide support to students across all Key Stage 3 curriculum areas. The support may take place within the classroom or in the Learning Support base depending on the needs of students.

Supporting students with significant learning difficulties

Students with significant learning difficulties may follow an alternative curriculum for History, Geography and Science working as a small group of students on more practical tasks. These students will not usually study a Modern Language but learn to develop life skills in Literacy and Numeracy in the Learning Support base. Students with specific needs are provided with tailored resources as appropriate; for example, those with a visual impairment might be provided with a modified Laptop to enable them to view powerpoints clearly. We also adapt text-based resources to suit the needs of students with dyslexia and have a full range of coloured overlays for them to use if they find them helpful when reading.

Key Stage 3 Provision



1.25 Key Stage 4 Provision

Option choices

All students follow a core curriculum with option choices for their abilities and strengths. Students are guided onto different pathways appropriate to their needs. If they choose an academic option, e.g. History and Geography, they are supported in class with coursework. An increasing number of vocational courses are now being offered at Brooksbank. At present students may choose from a range of Foundation courses including Health and Social Care and ICT Skills. Students are also entered for entry level qualifications.

Transition Plan and National Curriculum

As part of the induction training programme from Key Stage 3 to Key Stage 4, all students are given guidance on making their option choices. This is given through the PHSCE programme and option meetings, where staff meet parents and students to explain choices. Connexions attend these meetings to give guidance on person-centred career planning and independent travel training.

In addition to the above, students with an EHCP have a Transitional Review meeting during the first term. A Careers adviser is present at this meeting to outline the support and guidance that their service makes available during Years 10 and 11. A member of the Local Authority is also present to help complete the transition plan for the student. Further guidance on post-16 training options is given at the Year 10 and 11 Review meetings and support is offered for visits and interviews at colleges and training schemes.

Work Experience

Students are offered the opportunity to gain work experience for a week during July of Year 10. The Learning Support Department liaise closely with the Teacher in charge of Work Experience to ensure placements are appropriate for students with special needs. This includes issues regarding transport, safety, supervision etc.

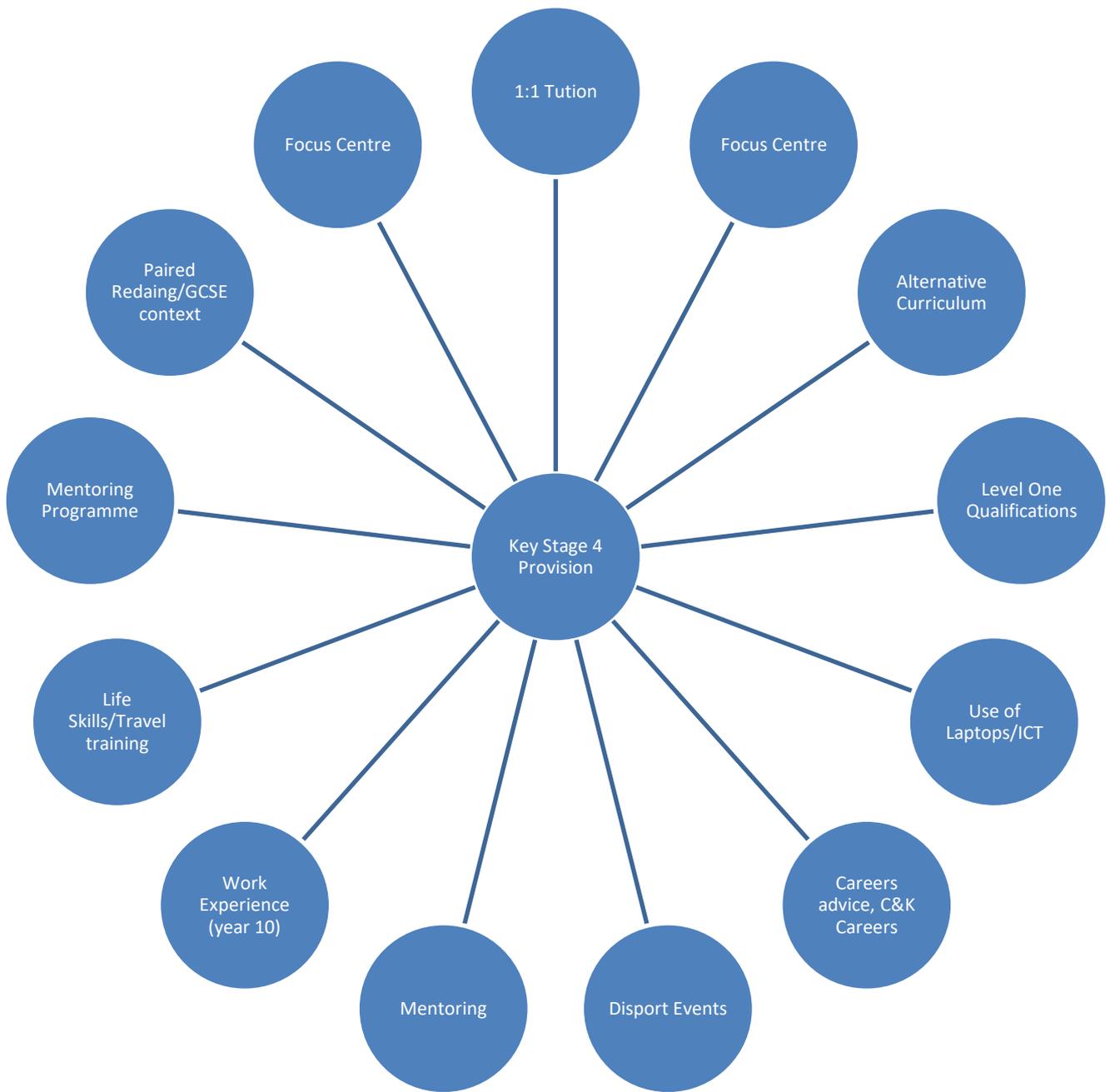
Special Examination Arrangements (including Controlled Assessments)

Where a student has a sensory impairment or specific learning difficulty, the examination board will consider requests for special consideration or the use of aids, enlarged text or assistance with reading or writing, or extra time. Requests must be accompanied by recent professional advice, and are made by the School's Access Arrangements Officer in consultation with the SENCo. In setting internal examinations it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits students with SEND, enabling them to demonstrate their knowledge in the subject.

Access arrangements are made for the following reasons:

- Specific learning difficulties where extra time is allowed for reading, writing, proof-reading and language processing. Students may have one-to-one support by a reader and/or a scribe and/or use of a word processor.
- Physical difficulties eg. hearing.
- Emotional difficulties where students sit their exams in a separate, smaller room with an appropriate level of support.
- Students are given an up-to-date individual assessment by a specialist teacher, prior to a formal referral to the exam board for these arrangements.

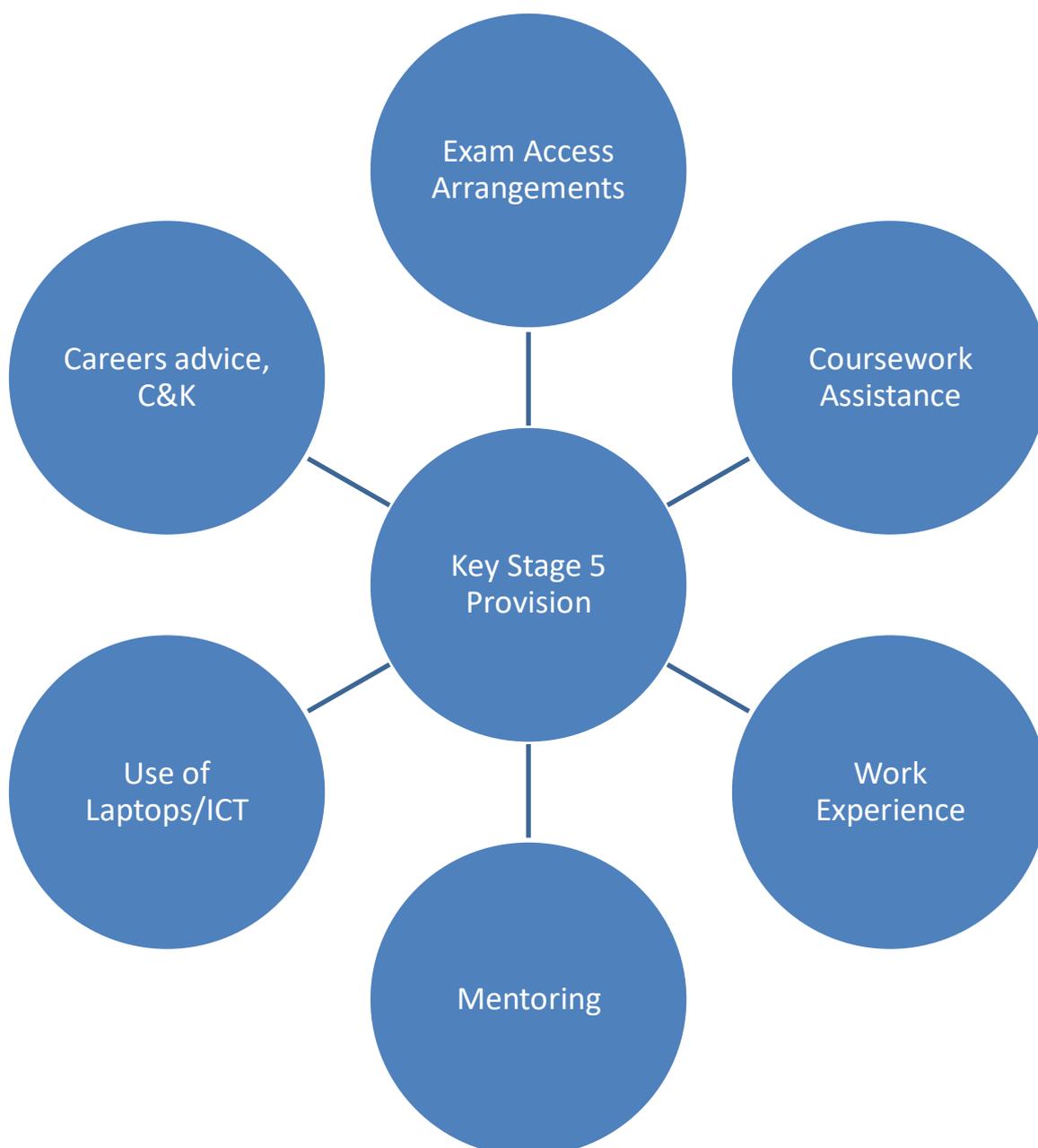
Key Stage 4 Provision



1.26 Post-16 Provision

Students with a Statement of Special Educational Need who enrol on courses in the 6th Form of Local Authority schools, retain their plan and funding for support. Students who enrol on college courses are eligible for funding from the Higher Education Funding Council. The Year 11 Annual Review includes the Careers Service and representatives from local colleges. Students are supported with applications, visits, and interviews. Information is passed on to the relevant staff running these courses when requested. The Local Authority continues to monitor these students and their placements.

Key Stage 5/Six Form Provision



Section 2

2.1 Department Information

Provision for students with Special Educational Needs and Disabilities (SEND)

The Brooksbank School is a mainstream school and the majority of our students are expected to reach the education standards for their age. A number of our students have Special Educational Needs. Students are identified as having SEN when their education necessitates provision which is over and above, or different to their mainstream peers. Teaching Standard 5 stresses that the classroom teacher should differentiate and personalise their lessons to accommodate abilities for a wide and diverse range of students. Our large team of learning support assistants enable inclusion of our SEN students within the mainstream curriculum.

Whole School context		
Current students on roll (2021-2022)	1747	
AEN- EHCP	28	1.6%
AEN- Student Profiles	224	12.9%
AEN- Group Plan	138	7.9%
AEN Register (EHCP/SP/GP)	390	22.3%

2.2 SEN support

Our school currently provides additional support for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory difficulties ie sight, hearing or physical difficulties

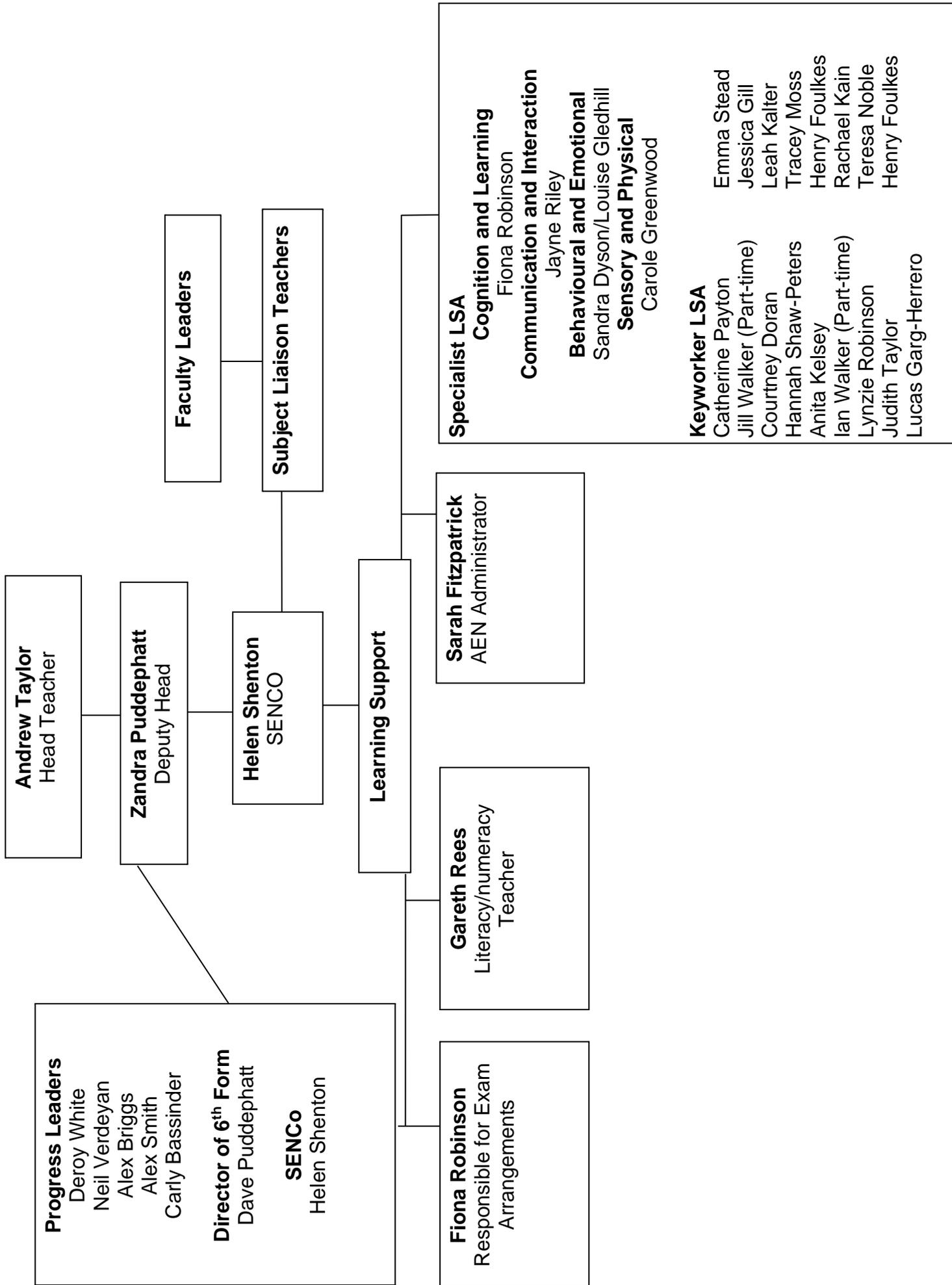
2.3 Resources and Facilities

The Learning Support department comprises of a large teaching area, flexible learning and meeting areas, focus centre and a SEN office. The school employs 24 Learning Support Assistants; SEN teacher; Access Arrangements Assessor and an Administrator. There is a dedicated member of staff from each faculty attached to the SEN Department. The school has access to 'Read Write' which reads aloud any documents of the computer screen. This is JCQ compliant and will support students who require a Reader in Exams, as well as being a support and the 'normal way of working' in the classroom.

2.4 The role of the subject/class teacher

Teaching Standard 5 requires that all teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what the child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress. The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable the child to access the learning tasks.

2.5 Line Management



2.6 Department Personnel

Helen Shenton	SENCo
Gareth Rees	Specialist Literacy/Numeracy Teacher
Sarah Fitzpatrick	AEN Administrator

Specialist Learning Support Assistants

Cognition and Learning/ Exam Assess Assessor

Fiona Robinson

Communication and Interaction

Jayne Riley (part time)

Behavioural and Emotional

Sandra Dyson/Louise Gledhill

Sensory and Physical

Carole Greenwood

Keyworker Learning Support Assistants

Catherine Payton
Hannah Shaw-Peters (part time)
Anita Kelsey
Tracey Moss
Teresa Noble
Judith Taylor
Lucas Garg-Herrero (part time)
Jill Walker (part time)
Rachael Kain
Ian Walker (part time)
Emma Stead
Hazel Sykes
Courtney Doran
Jessica Gill
Henry Faulkes
Lynzie Robinson
Leah Kalter
Vacancy
Vacancy

2.7 Performance Management/CPD

All Learning Support Assistants will be involved in a three-stage annual review process to support their professional development and raise standards.

The three stage process:

1. Self-review and planning
2. Monitoring Progress
3. Reviewing performance

Objectives will be set within:

- Developing and improving professional practice
- Training and development

All Learning Support Teachers will be involved in the process of supporting Learning Support Assistants with:

- Reviewing
- Objective setting
- Monitoring
- Training

CPD/Training

The Learning Support team contributes to whole school strategies to improve the quality of teaching and learning. CPD for all staff takes on a regular basis throughout the year. SEND specific training for all staff is always available on designated sessions throughout the year. Staff are encouraged to drop in to speak to the SEND team about any specific SEN queries or to discuss strategies to use with particular students. Planned CPD sessions for staff for the academic year 2021-22 include sessions on specific areas of need such as ADHD or dyslexia, best practice when deploying LSAs. In addition, our LSAs also take part in a comprehensive CPD programme to increase their expertise to support in the classroom, organised within school and are also provided by the Local Authority and other external providers.

This is achieved in the following ways:

- Information on a wide range of student needs is available in written form and on a website.
- Informal consultation with individual staff on Student Profiles.
- Meetings are held on a regular basis with designated link teachers in all faculties to give both information and training.
- Contributing information and strategies to the Teaching and Learning Group.
- Contributing information and strategies to cross-curricular literacy and numeracy policies.
- Input into the training programme for trainee teachers.

Section 3

Information about the kinds of AEN provided for at The Brooksbank School

3.1 Autistic Spectrum Disorders (ASD)

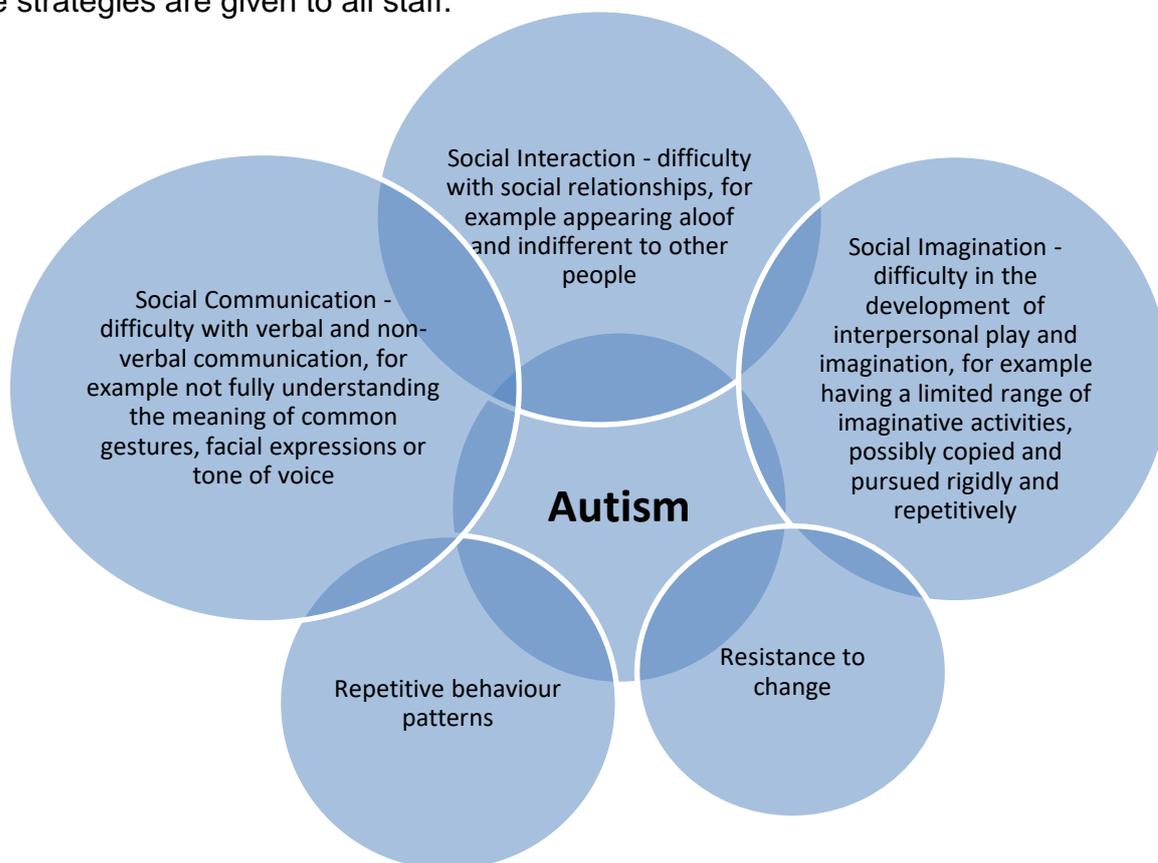
ASD is a complex developmental disability that affects the way a person communicates and relates to the people around them. Some students with the condition may also have accompanying learning difficulties, while others are much more able with average or above average intelligence. Aspergers Syndrome is a condition at the more able end of the spectrum. Some students with autism have exceptional skills in areas such as memory, maths, art and music.

Students with autism generally experience three main areas of difficulty, these are known as the triad of impairments. In addition to this triad, repetitive behaviour patterns and resistance to change in routine are often characteristic.

Students with autism have difficulties in all or some of the following:

Provision

Students on the autistic continuum are identified either at transition from Key Stage 2 to 3 or as part of school screening. Referrals are made through the Educational Psychology Service. There is a close liaison with parents and the service. Students are placed on the AEN Register and appropriate strategies are given to all staff.



The following are strategies or approaches adopted by school to help students with autism:

- Holistic approach, treating each child as a unique individual.
- Provide students with a structured and supportive learning environment so that any stress experienced through a change in routine is kept to a minimum.
- Providing a broad and balanced curriculum with extra support in areas of communication and social skills.
- Development of language skills

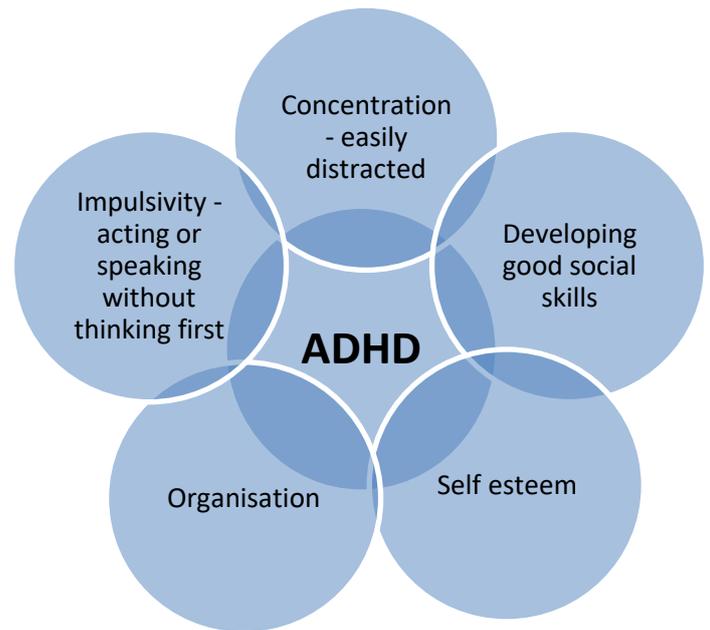
3.2 Attention Deficit/Hyperactivity Disorder (AD/HD)

Attention Deficit/Hyperactivity Disorder (AD/HD) is caused by a form of brain dysfunction of a genetic nature and manifests itself in emotional and behavioural difficulties. The condition affects approximately 5% of the population. Students may have difficulties in the following areas:

The following are strategies or approaches adopted by school to help students with AD/HD:

Provide students with a broad and balanced curriculum

- Well-paced teaching with varied tasks and shortened tasks in line with concentration span.
- Multisensory approaches, particularly using visual stimuli.
- Actively involving the student during the lesson - ensure regular eye contact.
- Use of ICT.
- Use of visual prompts.



Managing behaviour

1. Be clear and consistent about classroom rules.
2. Tackle one targeted behaviour at a time.
3. Liaise with student to set short, measurable goals.
4. Criticise the behaviour, not the student.
5. Praise specific behaviours.
6. Encourage student to generate solutions to his or her difficulties.
7. Plan ahead, anticipate problems that may arise and spot early signs.
8. Give immediate feedback on unacceptable behaviour.
9. Avoid confrontation wherever possible. Repeat instruction or give time to make a good choice before imposing a sanction.

Avoiding distraction

- Physical arrangement of room.
- Seating near appropriate peer model or teacher.
- Provide 'time out' calming area where student can go to regain self-control.
- Provide jobs for student, such as giving out books, to provide a distraction.

Help with organisation

- Use of planner and checklists.
- Clear instructions so that students know what is expected of them.
- Rewards and praise to raise self-esteem; some students prefer private praise.
- Provide a changing array of back-up rewards and privileges.

Social skills

- Teach social skills, listening, communicating, eye contact and turn-taking.
- Encourage collaborative learning tasks with other students to build up these skills.
- Compliment and reward appropriate social behaviour

3.3 Dyslexia

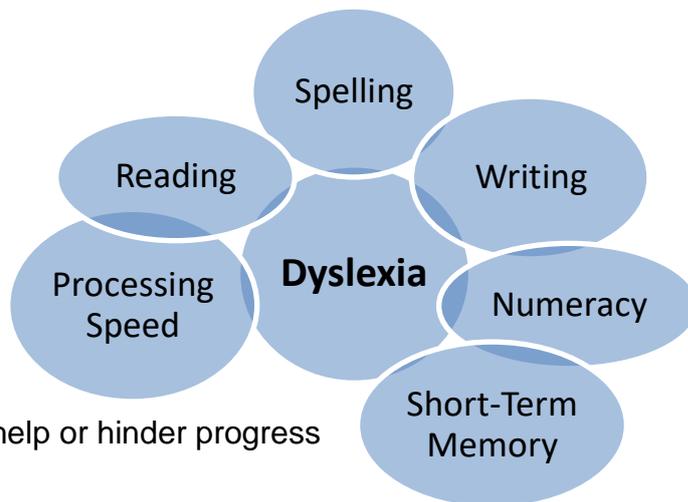
Dyslexia is a specific learning difficulty which can hinder the learning of both literacy and numeracy skills. It can affect children at all levels of intellectual ability.

Dyslexics have difficulties in all or some of the following:

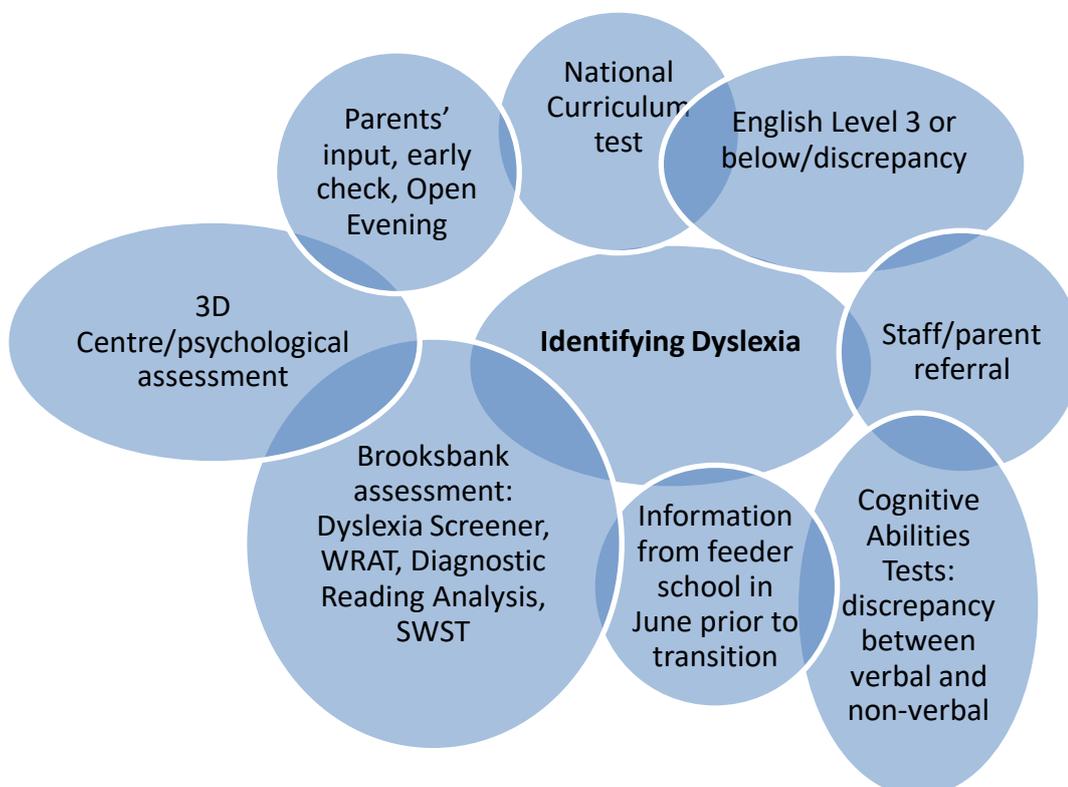
The school is seeking to promote a dyslexia friendly environment where students with specific learning difficulties are recognised and are taught appropriately. These students can be taught the skills and strategies they need, to maintain positive self esteem and academic success. What is good for the dyslexic learner is good for everyone.

Identification of Dyslexia

- Assessment (when)
- Strengths/weaknesses
- Sensitively explained to student/parent
- Identification of environmental factors which help or hinder progress
- Confidential (shared with agreement)



Dyslexic students are identified on the Special Needs Register after initial assessment and analysis of test scores. Individual needs are identified on the student's IEP and strategies suggested.



Successful Strategies

The following are recommended strategies for use with students who experience learning difficulties including those with specific difficulties associated with dyslexia:

- Present work in **manageable chunks**.
- Regularly **review** and over learn work.
- Whenever possible arrange for an appropriate **work 'buddy'** who can be asked to clarify anything they are unsure about.
- Mark work for **content** rather than presentation and spelling. Ensure dyslexic students know the marking criteria for tasks (eg. 'What I am looking for is...' and that spelling will not be marked unless it is an explicit objective).
- Encourage the use of a **word book** to help with the spelling of high frequency words or subject related vocabulary.
- Provide **writing frames** to structure writing and provide **models** of quality written work.
- Provide **help with planning** and organising.
- Encourage the use of **mind mapping** (extended to bullet points) to provide evidence of learning when presenting work.
- Do not ask to read aloud in class (unless they ask to).
- Avoid dictation and copying from the board. It is better to **provide photocopies** to highlight or add information to. Ensure written information is provided in an **accessible** form eg. large clear font, not too much text (or text chunked), graphics, colour-coded, read aloud. Use **coloured pens** on whiteboards to **demarcate** lines of information.
- Give more time to complete work (eg. coursework, assignments, deadlines). Give **time** to formulate a response to questions (eg. 'In a moment I am going to ask you all...').
- Give plenty of **time to record homework** – preferably at the beginning of the lesson and display in the same place.
- Encourage the **use of ICT** to present and organise work (eg. Inspiration).
- Present handouts on **cream** or **pastel coloured** paper.
- Provide support in tests and examinations.

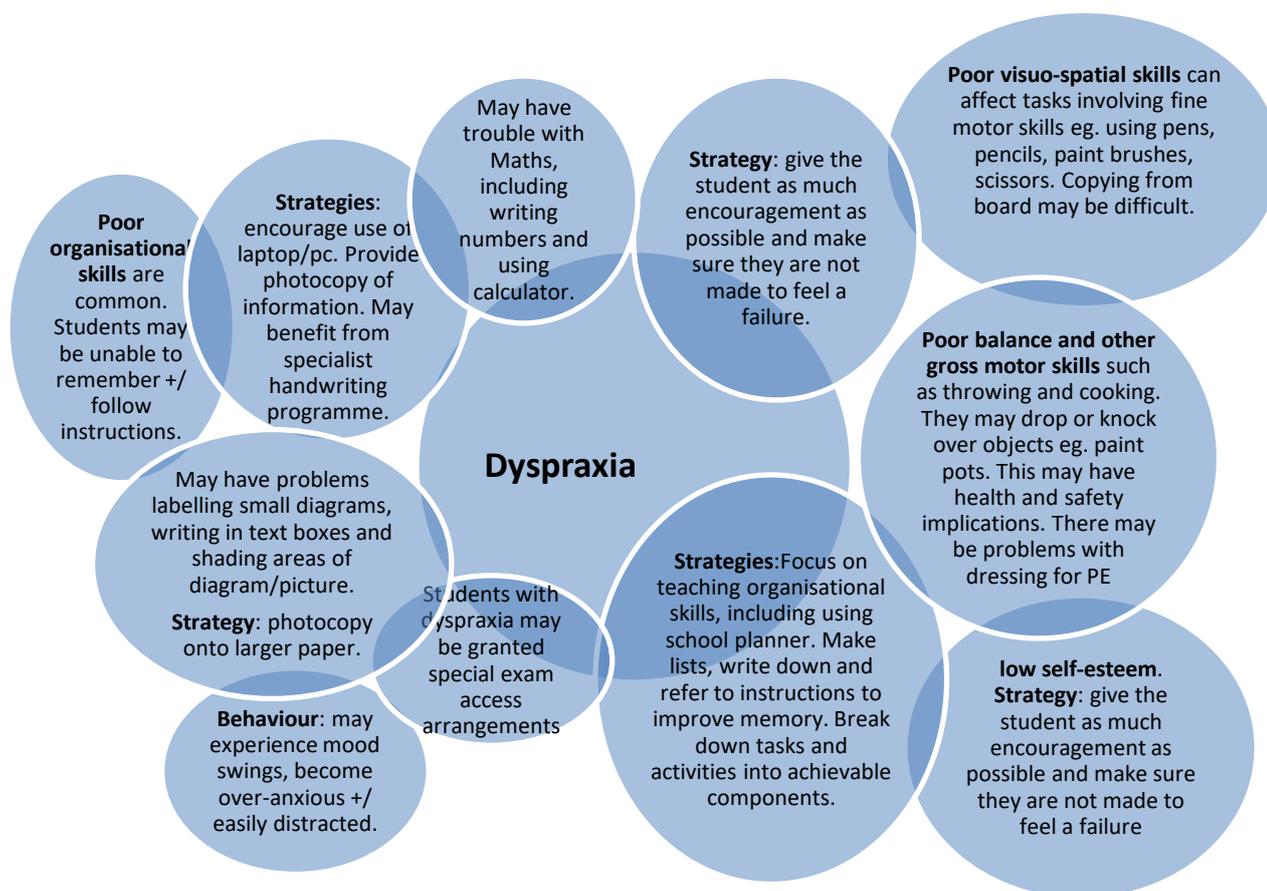
3.4 Dyspraxia

Dyspraxia derives from two Greek words: ‘dys’ meaning ‘poor’ and ‘praxis’ meaning ‘movement’. It is an impairment or immaturity of the organisation of movement and motor co-ordination.

Sometimes associated with dyspraxia is **dysgraphia** meaning ‘poor writing’ so the student has difficulty with fine motor skills.

The broader implications of dyspraxia are that it affects self-organisation, time management and attention span. Dyspraxia can also affect verbal skills whereby students search for the correct word or sequence of words.

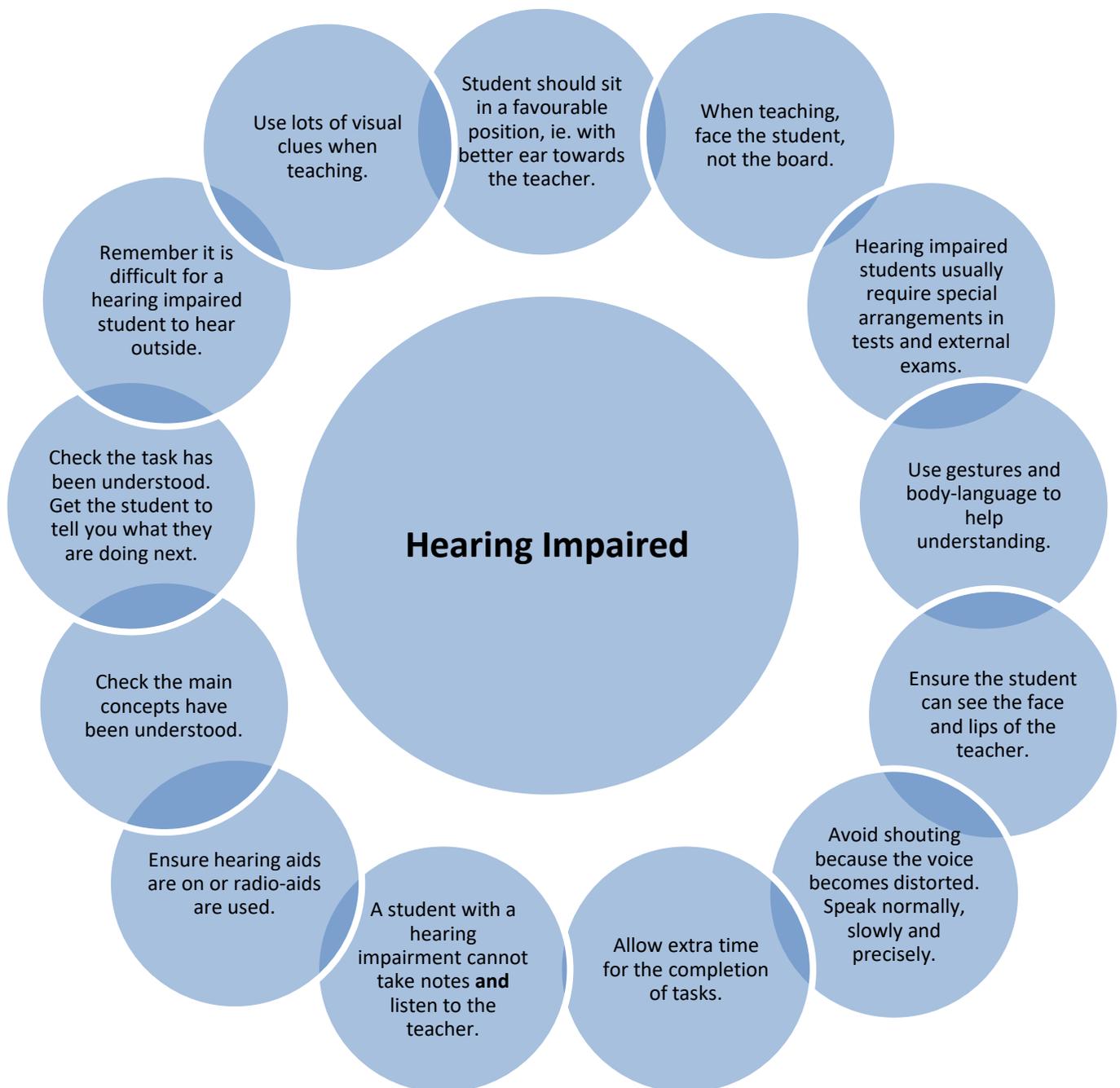
Supporting students with Dyspraxia:



3.5 Hearing Impairment

- Hearing loss may be a congenital problem or it may have been acquired. It may also be **temporary** or **permanent**.
- Hearing loss which originates in the outer or middle ear, responsible for conducting the sound in the inner ear, is known as **conductive hearing loss**.
- Hearing loss which arises from a problem in the inner ear or nerve of hearing is referred to as **sensory-neural hearing loss**.

Supporting students with a Hearing Impairment:



3.6 Visual Impairment

- Some students can only see what is in front of them – **tunnel vision**. Others can only see from the corners of their eyes – **peripheral vision** or patchy vision.
- Some visually impaired students have sight that improves when they wear glasses.
- Some students have a complex eye condition called ‘Nystagmus’. This means the eyes make involuntary movements all the time.
- Many Nystagmus sufferers are registered as ‘Partially Sighted’ or ‘Blind’.

Supporting students with a visual impairment:

