



SEN and Disability

Local Offer:

Brookside School, Clitheroe

Accessibility and Inclusion

What the school provides

- The school is fully wheelchair accessible: all on one level, with wide doorways and corridors.
- Accessible disabled toileting facilities with a height adjustable changing bed and shower.
- Information available in different sizes and fonts.
- Information can be relayed in different formats if requested.
- Furniture is modern and of a suitable height appropriate to the age group of the children being taught in the classroom. Table heights can be adjusted if a child has a specific need. Writing slopes, special cushions, different writing materials etc. can be allocated.
- Signs and symbols used if necessary.
- The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides

- Access to external specialist support (educational and medical) who can advise on provision of intervention strategies and support.
- Class teachers will report any concerns regarding a child's learning to the Head teacher who will receive regular reports on action taken. Parents/carers will be made aware of concerns and school will work together with the family to ensure the child is provided with the most appropriate support.
- The Special Educational Needs Coordinator (SENCO) and other staff where applicable will work with the child, family and class teacher to plan and access a suitable programme of intervention and support.
- The impact of provision will be closely monitored by the Head Teacher as well as school staff.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school, but the assessments may be broken down into smaller steps to aid progress and provide detailed indicators of next steps.
- Teaching Assistants work in classrooms with individuals and groups. Teaching Assistants can be allocated to classrooms according to need, and each class has some time allocated.
- Teaching assistants trained to support specific areas of difficulty e.g. autistic spectrum, speech and language difficulties, delivering intervention programmes.

- All teaching staff and most support staff receive First Aid training.
- Staff with practical experience in dealing with a range of issues: autistic spectrum, attention deficit, physical difficulties, language problems, emotional issues.
- All teachers are teachers of SEN. All staff able to access on line training, allocated to courses appropriate to the needs of the class.
- Children with difficulties are given support during SATs if necessary: readers, extra time and adapted materials. Children who have Education and Health Care Plans can be supported 1 to 1, have timed breaks, be granted extra time, sit exams in a quiet setting
- The provision map records and evaluates the group and individual support allocated. Rigorous half termly monitoring of pupil progress allows school to allocate resources and staffing to provide support to any pupil with any additional need. Attainment and progress is tracked for all pupils and is used to monitor pupils in vulnerable groups e.g. Pupil Premium, SEN, English as a Second Language.

Reviewing and Evaluating Outcomes

What the school provides

- Review meetings are held at least once a year, but can be called at any time if a need arises. Pupils and parents/carers actively contribute to the reviews both by attending and providing written advice.
- Parents/Carers of children who do not have Education, Health and Care (EHC) Plans but are on the SEN record do not have reviews, but parents can speak to the SENCO (Special Educational Needs Coordinator) and class teacher at any time there is a concern. Any intervention or individual plan is shared with the parents/carers at least once a term and they are able to contribute to the targets being set.
- Children are tracked by the progress seen in KLIPs (Key Learning Indicators of Performance). If a child is making smaller steps in their learning school uses PIVATS (Performance Indicators for Value Added Target Setting). In school there are various assessment resources which can be used to assess verbal skills, non-verbal skills, visual and auditory skills etc.

Keeping Children Safe

- **What the school provides**

- The Governing Body takes responsibility for any risk assessments completed.
- Risk assessments are carried out by appropriate members of staff and are monitored by the Senior Leadership Team. Where a child has a specific need an external specialist will be requested to offer advice on putting in place a risk assessment.
- Playgrounds are enclosed with gated access (gates are closed and locked once children are in school). Children are supervised by adults at all times.
- At the end of the school day children are handed over to a responsible adult unless an alternative arrangement has been agreed. Younger children can only be collected by adults nominated by the parents in advance.
- To ensure the safety of children entering and leaving the school premises movement of cars is not allowed at these times, but if a child has a specific need this can be arranged, with parking near the front door of the school.
- At break times there is at least one member of staff on duty who is a qualified teacher.
- If an individual child is more vulnerable than their peers a teaching assistant may be allocated to supervise. At lunchtimes some children may have individual support, but the majority are catered for by trained welfare staff.
- All relevant policies are in school, and can be modified before being printed if there is a need. Staff are available to explain and discuss the policies with families. Each year the discipline policy and anti-bullying policy are explained at the new Parents Evening.
- Policies are available on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Medication is kept safe and administered in line with the relevant policy.
- Most Care Plans are drawn up by the School Nurse who contacts the parents to discuss the specific need. If a child has a motor difficulty the plan is drawn up by the relevant medical specialist with the parents and school staff. A file is kept centrally for Care Plans. A copy is also kept in the child's class and shared with all classroom and welfare staff.
- Most staff are trained in First Aid.

- Staff training is by attending courses and liaising with relevant professionals. Visits can be arranged to visit specialist facilities and professionals come in to school to talk to staff. The aim is to have members of staff who are specialist in dealing with certain issues.
- The school does not have any therapists on site. We have regular contact with the Speech and Language Therapist who also comes in to school. School has established relationships with the Occupational Therapy and Physiotherapy services.
- School supports families in accessing emotional support for children through the CAF process and referral through the Children and Families Wellbeing Service.
- School works with families to access support for children who display behaviour difficulties and works closely with external agencies to provide appropriate support.

Communication with Parents

What the school provides

- Teaching staff attend New Parents Evening and the website contains details of staff currently employed.
- The school operates an Open Door policy with parents being able to speak to a member of staff in person. It is best to make an appointment which are readily available before and after school or at a mutually agreed time during the day. Staff can be contacted by telephone at a mutually agreed time. Office staff can relay a message to teaching staff if appropriate.
- Pupil progress meetings are held each half term and staff contact parents if there are any specific concerns.
- Parents Evenings take place in the autumn and spring terms and time is set aside to meet with parents after the end of year reports are sent home in the summer term.
- School holds an annual Open Day.
- Information is made available on the school website.
- School gets feedback from parents through the regular parent questionnaires. If parents have any issues it is advisable to discuss these with the Head Teacher.

Working Together

What the school provides

- School encourages all pupils to have their say through the School Council. Elected member represent their class on the council with

children from every year group being on the council. School also has an eco-council.

- Parents attend Parents Evenings twice a year and are always welcome to discuss their child at any time they feel there is a need.
- Year group staff share the curriculum they will be covering in school at meetings and half termly newsletters are provided to keep families informed on the content of the curriculum.
- The Governing body contains representatives of staff and parents.
- Parents are able to volunteer in school (not in their own child's class) and can join the Friends of Brookside.
- Parents attend their child's review. Copies of Individual Support Plans are sent home and parents/carers can come in to discuss the targets that have been set and are able to make any suggestions they feel are appropriate.
- School encourages families to seek support from external specialists such as SEND (Special Educational Needs and Disability) Information, Advice and Support Service.

What help and support is available for the family?

What the school provides

- Parents of children at Brookside may bring paperwork in to school if they need additional help in completion.
- The Head Teacher and SENCO are aware of where to signpost parents to for support and will contact other professionals if the parent wishes.
- School is willing to run courses for parents and children out of school hours e.g. dealing with teenage years, practical parenting.

Transition to Secondary School

What the school provides

- School has strong links with the local secondary school and children attend activities at the school throughout their time at Brookside.
- Prior to transition all children have visited the school with their peers. Where it is felt a pupil may have other issues additional visits are arranged either with the child's parents or with our school support staff.
- For children who have a communication difficulty a 'passport' is prepared in cooperation with the Speech Therapist.
- Some children attend Transition projects with pupils from other local primary schools. This is aimed at building confidence and encouraging pupils to develop new friendships.

Extra Curricular Activities

What the school provides

- A Care Club runs before and after school and during the school holidays.
- School offers a range of after school activities delivered by the staff and also external providers. School does not make any charge for the activities unless there is a requirement for specific resources. Externally delivered activities may be chargeable as the school budget does not make provision for these resources.
- Invitations to join clubs are sent to children in the appropriate age group, including those with additional needs.
- The member of staff responsible for extra-curricular activities makes sure that there are a range of clubs to ensure that all children can access some of the clubs e.g. art, cookery, chess, sports, dance, gardening, board games.
- To encourage positive social relationships all pupils take part in PSHE (Personal Social and Health Education) lessons in school. Each half term school has a SEAL (Social and Emotional Aspects of Learning) theme which is introduced in assembly and supported through activities and assemblies.
- At playtimes older children act as play leaders. Children can be allocated buddies if there are issues.
- Children can be referred to specialist support services if there are serious concerns regarding their ability to cope with social and emotional situations.