



Aspire • Act • Achieve

Brookfield  
Community School

# SEN Information Report July 2018

This document has been created to inform parent/carers and agencies working with SEN students about the SEN provision in place at Brookfield School.

All information provided is correct at the time of printing and will be reviewed annually at the end of every academic year.

Hampshire County Council Local Authority have their own Information Report which can be found at [www.hants.gov.uk](http://www.hants.gov.uk)

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## **Brookfield Community School Aims**

### **“Aspire Act Achieve”**

The purpose of this introduction is to give prospective and actual parents of students an insight into our school and, most importantly, to share with you the ethos and values that we believe provide the foundation for the achievement and success of every student.

Happiness, success and achievement; to be the best that they can be – these are all things that we want for our children. At Brookfield we know that we can offer your child the strong foundations of support and challenge that success and achievement are built on. Through the very positive relationships that have been built, high quality teaching in a stimulating learning environment.

As importantly, we actively go the extra mile to seek out and nurture every child’s talents and develop the personal qualities and inner resilience required of a fast-changing and demanding world. However, it is the aspirations of young people themselves, inspired by a team of highly committed and specialist staff, that are the heart of our growing success.

These are exciting times. Attainment is high, our House System is flourishing and our facilities are the best that they have ever been; we are reaping the rewards of established partnerships with parents and the local and wider community. We encourage parents to become a part of the Brookfield Community and to join us on our journey to excellence.

We believe that the Learning Support Department has a central place within the whole school curriculum in supporting and enhancing students’ learning. We seek to meet the needs of individuals by identifying barriers to learning and implementing appropriate intervention strategies across a range of resources.

## Primary School and Post-16 Links:

My Child	Brookfield School
<p><b>My child is in Year 6 and has Special Needs:</b></p>	<ul style="list-style-type: none"> <li>• If your child has an Education Health and Care Plan or complex needs, come and speak to the SENCO Mr Roberts, or Deputy SENCO's Mr O'Reilly/ Mrs Thornton; Student Inclusion and Support Services Manager; Mrs Calder or a member of the Learning Support Team. You are advised to visit the school – please do contact us on Tel: 01489 576335.</li> <li>• Your child's Primary School should invite Mr Roberts to the Year 5 Annual Review and Year 6 EHCP K3 Transfer Meeting and to any TPA meeting before transfer to Brookfield School.</li> <li>• In the Summer term of Year 6, Mr Roberts visits the SENCO at your child's school and SEN information about your child is passed on to him.</li> <li>• Your child will be invited to Bridging Days and Induction Day and parent / carers are invited to the Year 6 Tutor evening in the Summer Term of Year 6. In addition, children identified by their primary schools, will be invited to spend additional time at Brookfield to support them to successfully transfer to secondary school. Other additional visits can be arranged and agreed between schools according to your child's needs.</li> <li>• Brookfield School holds an Open Evening during September where prospective parent / carers are able to receive information about the school. There will be an opportunity at this evening to come and speak to the Learning Support Team.</li> </ul>
<p><b>My child is on the SEN register in Year 6:</b></p>	<ul style="list-style-type: none"> <li>• The Primary School SENCO will inform Mr Roberts whether your child still has SEN needs by the end of Year 6.</li> <li>• If your child's needs are still present by the end of Year 6, your child will automatically be placed on the SEN Register at Brookfield in Year 7 in line with the Code of Practice.</li> <li>• The SEN Register is reviewed twice a year. If your child makes progress that results in his/her needs being outside the criteria set by Hampshire Authority, s/he may be removed from the register. If this is the case, your child's progress will continue to be monitored by the Learning Support Team and a description of his/her needs remain in the SEN Database throughout his/her time at Brookfield.</li> </ul>
<p><b>My child is in Year 6 and has access to Outside Agencies:</b></p>	<ul style="list-style-type: none"> <li>• Specialist Teacher Advisors such as those for Hearing Impaired (HI) and Physical Disabilities will continue working with your child at Brookfield School.</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational Psychology services will continue if your child still requires their input.</li> <li>• Child and Adolescent Mental Health Service (CAMHS) staff will carry on working with your child at Brookfield School.</li> <li>• Occupational and Speech Therapy will stop in Year 6 but a representative will oversee transition at the start of Year 7.</li> </ul>
<p><b>My child has Special Needs and is starting Brookfield School in Year 7:</b></p>	<ul style="list-style-type: none"> <li>• Your child’s need is recorded in the school’s SEN Database. All teachers and support staff have access to this information via SIMS (School Information Management System).</li> <li>• Brookfield has Learning Support Teaching Assistants (LSAs) assigned to year groups who will support your child through the first few weeks and, if necessary, throughout their time at Brookfield.</li> <li>• In the first weeks, your child will take reading, spelling and other, appropriate baseline assessments.</li> </ul>
<p><b>My child with SEN is starting Brookfield School but not at the start of Year 7:</b></p>	<ul style="list-style-type: none"> <li>• You will be invited during your first school visit to meet the SENCO, Mr Roberts or his deputies Mr O’Reilly/ Mrs Thornton.</li> <li>• Your child’s needs will be added to the SIMS Database and will be available to staff.</li> <li>• Your child will undertake a series of baseline assessments which can include reading, spelling, communication, dyslexia screening, cognitive ability and numeracy. The requirement to assess for other needs (e.g. dyspraxia, joint hyper-mobility) will be discussed individually with parents/carers and the Specialist Teacher Advisory service. Where a SEN need is identified, the Learning Support Team will contact parents/carers. The results of assessments will be passed on to teachers and shared with you.</li> <li>• Your child will be added to the SEN Register, if his/her needs meet the Hampshire guidelines.</li> <li>• The SEN Register is reviewed twice a year. When your child needs are above the criteria set by Hampshire Authority, s/he may be removed from the register. The description of his/her needs, though, will still remain in the SEN Database throughout their time at Brookfield School.</li> <li>• Your child’s previous school should send over important documents and information about your child. It is helpful if parents/carers can also provide any useful information as this will speed up the process.</li> </ul>

<p><b>My child has Special Needs and is leaving Brookfield School:</b></p>	<ul style="list-style-type: none"> <li>• If your child moves to another Secondary school, Brookfield School will forward records and documents to the new school.</li> <li>• If your child is moving to college, Brookfield School will keep their records until your child is 25. After that date, all records will be shredded.</li> <li>• Brookfield maintains close links with local colleges to ensure that students are supported in making post-16 option choices. All students will have a careers guidance appointment, organised by Mrs Smith, our Vocational Co-ordinator.</li> </ul>
<p><b>My child is struggling but has never been diagnosed:</b></p>	<ul style="list-style-type: none"> <li>• If you have any worries about your child, you can raise your concerns by contacting the SENCO, Mr Roberts on 01489 576335. These concerns can then be addressed by the Learning Support Team, in liaison with appropriate staff.</li> <li>• Teaching staff and Tutors may contact the Learning Support Team if they have concerns about a student's progress.</li> <li>• The Learning Support Department, in consultation with your child's teachers and Tutor, investigate the needs of students using a range of internal and, where appropriate, external assessments. We will contact you to discuss the results of assessments.</li> <li>• Assessments are analysed and used to create a Student Information Form (SIF), which includes the learning strategies to be provided by staff to support the student's learning.</li> <li>• For a formal diagnosis, we may seek the advice of our link Educational Psychologist.</li> <li>• You may also contact a private Educational Psychologist, go through the NHS or contact any other relevant private organisation.</li> </ul>
<p><b>My child is very anxious:</b></p>	<ul style="list-style-type: none"> <li>• The House System can support anxious students through support from the Tutor, Pastoral Support Team, House Leader and other students within the House such as students in the Student Leadership Team. We also have Year 11 Student Supporters and an Advocate on the staff team.</li> <li>• The Learning Support Team stays in regular, and sometimes daily, contact with parent carers of the most vulnerable students.</li> <li>• Anxious students can spend lunch time in the R Zone club, overseen by the Learning Support Team. They may be allocated a Year 11 Student Supporter to meet with regularly.</li> <li>• At Lunchtime the duty staff will look out for anxious students.</li> </ul>

## SEN at Brookfield

My Child	Brookfield School
<p><b>How does Brookfield School help my child with special needs?</b></p>	<ul style="list-style-type: none"> <li>• At Brookfield School, the SENCO, Mr Roberts co-ordinates the provision for students with SEN and Looked after Children. Please contact him on 01489 576335 if you have any questions regarding your child’s SEN Needs. You may also contact your child’s Tutor.</li> <li>• Within the Learning Support Team, individual staff have responsibility for the planning and delivery of specific SEN interventions (see Appendix 2 for Roles and Responsibilities).</li> <li>• Where the school requires external professional advice for particular student’s needs, it works closely with all appropriate external agencies, including Children’s Services Social Care.</li> <li>• Brookfield is committed to the professional development of all staff to enable them to meet SEN needs. Training opportunities are included in INSET days and in after school sessions throughout the year. Please see Appendix 3 for details of SEN training provided to school staff.</li> <li>• A team of Learning Support Assistants (LSAs) is deployed to help students with SEN, especially for students with an Education, Health and Care Plan. When there are a number of students requiring help in the same class, the LSA helps each of these.</li> <li>• We currently have students with the following needs on our SEN Register:             <ul style="list-style-type: none"> <li>- Cognition and Learning (moderate and specific learning difficulties including dyslexia and dyspraxia);</li> <li>- Communication and Interaction (speech language and communications and Autistic Spectrum Disorder);</li> <li>- Physical and Sensory (which includes physical, vision, hearing or multi-sensory impairment);</li> <li>- Social, Emotional and Mental Health Difficulties</li> </ul> </li> <li>• Whatever the need of students, we work with parents / carers, teachers, support staff and, at times, outside agencies to accommodate students’ needs so that they can access the curriculum and participate in school trips and after school clubs.</li> <li>• The range of interventions, resources and support required are determined in line with your child’s individual SEN need, and in liaison with you and your child.</li> <li>• All teachers and Tutors read about students’ needs in the SEN Student’s Information File (SIF) in September – this includes students with complex needs. This document can be accessed by staff via the School Information Management System (SIMS) and is updated regularly.</li> <li>• Teaching and support staff receive training in SEN to update or enhance their skills. Training varies every year according to identified training needs of teaching and support staff.</li> </ul>

- Teachers will ensure that your child can access the work in their lessons.
- Brookfield has a whole school approach to SEN policy and practice. In Years 7, 8 and 9 students identified as requiring additional literacy and numeracy support may be taught in the SEN Transition Group, until such time as they are assessed to be able to progress into the mainstream curriculum.
- The SEN Code of Practice makes it clear that individual teachers are responsible for the teaching of SEN students in their classes, through differentiation. Where appropriate, interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, are provided to students with a SEN need. This may be in the form of in-class support from a Learning Support Assistant or individual/group work (please see Appendix 1 for current range of interventions offered).
- A SEN Homework Club is offered to help students to organise and complete their homework.
- From Year 7 onwards we begin to build up evidence of the need to consider examination concessions. In Years 9, 10 & 11, SEN students are tested to see whether they are eligible for concessions. This provision includes for example: extra time, use of a laptop, access to a reader and/or scribe.
- The House System supports all students at Brookfield school by engaging the students in both a learning and pastoral environment. Every student will have a Tutor group and a House leader who is responsible for their overall education. The Tutor and House Leader are the first contact point for parents if the parent has any concerns. House Leaders work closely with our team of Pastoral Support Officers and the Attendance Officer.
- The school has a significant bank of laptops for students to access in literacy based lessons. Their use will be determined by the SENCO after relevant tests are completed.
- The Medical Room Officers keep medicines in a locked cupboard, including insulin, epipens and inhalers. Students can come to the Medical Room when necessary to take medicines. When students are too unwell to stay in school, parent / carers are contacted to arrange collection.
- The school has a team of Pastoral Support Officers who work closely with the House Leaders to monitor the personal development of all students. Appropriate interventions are provided to address individual student's pastoral needs.
- The school is a designated access school which includes a specialist Therapy and wet room and LSAs are trained to deliver physiotherapy to meet individual student needs.
- The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for students with a Visual Impairment or Physical Disability. The school is currently equipped for wheelchair access to the ground floor. There is a lift to access the

	<p>Library and all departments have access to rise and fall work stations. There are a number of EVAC chairs available to use in case of emergency evacuation. The School has disabled parking bays and disabled toilets/changing rooms.</p> <ul style="list-style-type: none"> <li>• The Governing Body receives training on SEN matters and policies and is regularly briefed about SEN provision at Brookfield School. There is always one governor designated as Link SEN Governor and this individual is expected to have a greater knowledge of SEN matters; this governor can be contacted via the school and the clerk to the Governing Body.</li> </ul>
<p><b>How do I know how my child is doing?</b></p>	<ul style="list-style-type: none"> <li>• Through parental/carer access to Brookfield's VLE, it is possible to access key information about your child. You can also email the school at <a href="mailto:insight@brookfield.hant.sch.uk">insight@brookfield.hant.sch.uk</a> or telephone the school on 01489 576335 or arrange an appointment with a relevant member of staff.</li> <li>• Parent / carers receive reports regularly throughout the academic year, detailing the student's On Track For Grade (OTFG) compared to their target level/grade.</li> <li>• Each year, you will receive a full written report and will meet with your child's Tutor at an <u>Academic Tutorial</u> meeting to discuss your child's progress.</li> <li>• Subject evenings are also held annually to enable you to meet directly with each of your child's teachers. A representative from the Learning Support Team will be available for consultation.</li> <li>• Students with an Education, Health and Care Plan have an Annual Review meeting, chaired by the SENCO.</li> <li>• Looked after Children have an annual Personal Education Plan meeting and a review each term.</li> <li>• If school staff have a concern about your child, they will make contact with you to discuss this via telephone, email or to arrange a meeting.</li> <li>• The Learning Support Team provide a range of specific information evenings for parent/carers.</li> <li>• Where appropriate, intervention progress will either be fed back directly from the Learning Support Team or through your child's Tutor.</li> </ul>
<p><b>How does Brookfield School monitor and evaluate its SEN provision</b></p>	<ul style="list-style-type: none"> <li>• Periodically, students being asked to contribute to the monitoring and evaluation of SEN provision.</li> <li>• Consulting with the Student Leadership Team which represents students' views.</li> <li>• SEN reviews featuring in the Senior Leadership Team and Curriculum Area Monitoring cycle.</li> <li>• External evaluation, such as Hampshire Inspection and Advisory Service (HIAS).</li> <li>• Parental evaluation of the effectiveness of provision, through relevant focus groups, as and when appropriate.</li> <li>• The Governing Body receiving regular reports about the progress being made by SEN students, at both the Learning and Teaching Committee and at Full Governing Body meetings.</li> </ul>

<p><b>How does Brookfield help SEN students to achieve success after leaving Brookfield e.g. higher education, employment and independent living</b></p>	<ul style="list-style-type: none"><li>• In Years 10 and 11, some students have the opportunity to attend local colleges to follow vocational courses such as, Hair and Beauty and Automotive Engineering.</li><li>• Students, who have an Education Health and Care Plan (EHCP), will have a transition meeting to complete K3 TR Form to see if the EHCP remains into further education. This meeting must occur before October half-term. The Local Authority will determine whether the EHCP continues and will notify all parties once a decision is made.</li><li>• Students with complex needs, who do not have an Education Health and Care Plan, will also have transition planning arrangements made.</li></ul>
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## Parent/carer involvement

My Child	Brookfield School
<p><b>My child has SEN. How can I help?</b></p>	<ul style="list-style-type: none"> <li>• As a parent / carer, you know your child best. If your child is new to Brookfield School, please do arrange a meeting with our SENCO, Mr Roberts, on 01489 576335 to discuss your child’s needs.</li> <li>• If your child ever worries about school, is anxious about a subject or is struggling at school, please speak to someone in the Learning Support Team or House Team e.g. Tutor, Pastoral Support Officer or House Leader.</li> <li>• You can help your child by encouraging good attendance at school and by maintaining regular contact with their Tutor/House Leader and /or the Learning Support Team.</li> <li>• You can help your child by taking an active interest in their curriculum and by encouraging them to engage in the wider life of the school.</li> <li>• You can help your child with home learning by making sure they understand what they have to do and checking that they keep to deadlines. All home learning projects and timescales are available on the school’s Virtual Learning Environment(VLE).</li> <li>• You can help with organisation by making sure your child has the correct equipment and uniform before getting to school.</li> <li>• You can help with reading by encouraging your child to read for pleasure. Precision Teaching reading materials are sent home with students who are following this programme. You can help with Maths by using the websites BBC bitesize and mymaths at home. Students are provided with a username and password for mymaths.</li> </ul>
<p><b>My child has SEN. How will I get involved in school?</b></p>	<ul style="list-style-type: none"> <li>• If your child has an Education, Health and Care Plan, our SENCO, Mr Roberts should be invited to your child’s Annual Reviews in Years 5 and 6.</li> <li>• You will be invited to regular reviews (at least annually) at Brookfield.</li> <li>• If your child has a Transition Partnership Agreement (TPA) at transition you will be invited to a review meeting.</li> <li>• Annual parent/carers’ evenings are an opportunity to discuss your child’s progress with individual subject teachers. In addition, our SENCO, Mr Roberts is available for appointments at these evenings, bookable via the online booking system.</li> <li>• Brookfield School holds Academic Tutorials each year for all students.</li> </ul>

	<p>Students and parent/carers are expected to attend a 30 minute appointment with their Tutor. At the meeting students' progress is reviewed using the most recent academic report. Targets are set and recorded in the SIMS database. If your child is on the SEN Register then a member of the Learning Support Team will attend the meeting on request.</p> <ul style="list-style-type: none"><li>• If you are concerned about the SEN provision for your child, please do, in the first instance, contact our SENCO, Mr Roberts. The school Complaints Policy is available on the school website which can provide guidance on resolving any concerns you may have.</li><li>• The Governing Body has representation from parents/ carers and from time to time, opportunities to be considered as a Parent Governor will occur.</li></ul>
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## References

In the compilation of this report, reference has been made to the following Policies/documents:

Special Educational Needs (SEN) and Disability Code of Practice 0 - 25 years (January 2015)

HM Government Special Educational Needs(Information) Regulations: Clause 65

Children and Families Bill: SE7 Local Offer Framework and Guidance v17 Hampshire

County Council: SEN Support – Guidance for mainstream schools and colleges (May 2014)

Accessibility Policy

Assessment, Recording and Reporting

Policy Behaviour Policy

Equal Opportunity and Race Equality Policy

Equalities Policy

IAG Policy

Learning and Teaching Policy

The following were consulted in the design and compilation of the Report:

Schools in the Hampshire ETC Alliance

Brookfield Staff: Senior Leadership Team / Learning / Subject Leaders / Pastoral /

Learning Support Staff and Medical staff

The Chair of the Governing Body

A sample group of parents of students with SEN

This SEN Information Report was first approved by the Governing Body in July 2014.

Annual Review: July 2018

Next Review: July 2019

## Glossary

Academic Tutorial	An annual 30 minute meeting with your child's Tutor to discuss the academic progress and personal development of your child.
Annual Review	An annual meeting to discuss the needs of a student with a Statement of SEN/Education, Health and Care Plan (September 2014), review progress and set targets for the year ahead. Parents /carers, the student and all adults working with the child outside of school are invited to contribute to the meeting.
Behaviour Support Team	A service available to support Primary school students who display challenging behaviour.
Bridging and Induction Day	A school day when your child will spend time at Brookfield taking part in transition activities. The Induction Day provides an opportunity for your child to meet their new Personal Development (Tutor) Group and is followed by a parents evening where House Leaders and Tutors are available to meet you.
Educational Psychology services	A team of trained Psychologists who come to school to provide advice and training for school staff.
Education, Health and Care Plan (formerly Statement of SEN)	The Education, Health and Care plan is a written report of the child's educational, health and care needs and the provision required to meet them. The Plan helps the child, their parent/carers and Children's Services staff to identify and agree the most suitable provider (including education) to ensure that their needs are fully considered when matching a placement to meet these needs. The provider can then put into place the support the child needs to achieve new goals in life.
EHCP K3 Transfer Meeting	The meeting held in Year 6 to enable the SEN Service to complete a transfer review for the child or young person in preparation for their next phase of education.
Transition Partnership Agreement (TPA)	Transition planning for students with more complex needs, but who do not have a Statement of SEN/Education, Health and Care Plan(September 2014).
Occupational and Speech Therapy	A support service offered by the Local Authority for students with physical or language needs.
Outside Agencies	Term referring to any service outside of school, which students have access to, for example, Specialist Teacher Advisors and the Educational Psychologist service.
SENCO	Special Educational Needs Coordinator- the staff member responsible for the provision of support/intervention and the progress of students on the SEN register.

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SEN	Special Educational Needs - a term referring to students with needs as published in the SEN Code of Practice.
SEN Database	Special Educational Needs Data Base – an online resource for staff which details the needs and difficulties of students on the SEN Register and includes ways to support them in the classroom.
SEN Register	Special Educational Needs Register- an up to date list of all students whose needs are greater than others and who require extra help in school

## **Appendix 1: Learning Support Interventions**

Brookfield has a whole school approach to SEN policy and practice. In Year 7 and Year 8 students identified as requiring additional literacy and numeracy support may be taught in the SEN Transition Group until such time as they are assessed to be able to progress into the mainstream curriculum.

The SEN Code of Practice makes it clear that individual teachers are responsible for the teaching of SEN students in their classes, through *differentiation*. Where appropriate, interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, are provided to students with an SEN need. This may be in the form of in-class support from a Learning Support Assistant or individual/groupwork:

### **Literacy Intervention 1:1:**

One to one tuition focusing on reading comprehension and or spelling skills aimed at students working significantly below their chronological age. Depending upon an individual student's need they are withdrawn from Personal Development (PD) twice per week, and / or from certain lessons, and / or use designated English lessons to undertake appropriate intervention. These programmes are delivered by Students Ambassadors and Learning Support Assistants. Student progress is reviewed regularly to focus on individual need. This can also include external provision based on need.

### **Literacy Intervention: Small group work:**

Students receive intervention in small groups or, on occasion, work takes place within English lessons, aimed at students who are working below their chronological age.

### **Spelling Intervention:**

A programme run in partnership with parents – diagnostic analysis identifies individual phonic groupings that the parent can work on at home following appropriate training from the SENCO/Literacy Co-ordinator.

### **Numeracy Intervention:**

One to one tuition focusing on basic mathematical skills, students are identified through baseline assessment and follow a weekly programme of targeted intervention. It can also include external provision based on need.

### **Numeracy Intervention: Small group work:**

Youngsters are withdrawn from one maths lesson per week to work together on reinforcing skills learnt in the classroom. Students in Yr11 are withdrawn for GCSE revision/preparation after Christmas for their exam.

**Targeted In-Class Support:**

Support provided by the Learning Support Team, in line with the hours identified through the Annual Review for students with a Statement of SEN/Education, Health and Care Plan (September 2014). Members of the Learning Support Team are linked to identified year groups and work in liaison with class teachers to plan differentiated tasks and activities to meet the needs of students on the Special Educational Needs Register.

**Year 7 and 8 Learning Support Transition:**

The Learning Support Transition Groups are targeted at students who are not yet secondary ready in terms of academic achievement. They are taught by specialist teachers and are supported by members of the Learning Support team. These lessons replace the mainstream English and Maths curriculum and are designed specifically to build and reinforce students' literacy and/or numeracy skills.

**Year 7 Transition:**

For some students additional support is needed in the transition year from KS2 to KS3 to enable them to develop their literacy and/or numeracy skills sufficiently to work consistently at secondary level. Students are taught by specialist teachers building on skills and knowledge studied in Key Stage 2. Progress for these students is monitored closely to assess at which point in the year the child is ready to be integrated into mainstream English and Maths classes.

**R-Zone:**

A lunchtime club for vulnerable students to meet in a friendly environment to eat their lunch, socialise and take part in activities. It can only be accessed through invitation.

**Social, Emotional and Mental Health:**

Friends a resilience programme only delivered by trained staff in a nurturing group. It provides positive emotional and social development for vulnerable students.

Emotional Literacy Support Assistants (ELSA) 1:1

Some students may follow a 1:1 programme devised by the ELSA to address individual emotional literacy needs.

**Years 8 – 11 Additional Maths and English Lessons:**

Students who have been identified as 'potentially benefitting from spending more curriculum time in

English and/or Maths will have an additional 2 or 3 lessons a fortnight in either or both of these subjects.

**Speech, Language and Communication:**

This intervention focusing on memory and word learning/finding skills. The programme requires students to be withdrawn from lessons and the frequency is determined by individual need. A progress review is carried out and the focus for further intervention is agreed.

Observations are carried out to assess whether students are able to successfully transfer the skills they have learnt into the classroom environment.

**Study Skills:**

This intervention provides discrete Study Skills tuition to students with SEN during Key Stage 4. This intervention focuses upon developing learning to learn skills to support students preparing for GCSE examinations.

**Home Learning club:**

The after school sessions led by Learning Support Assistants to support students in the completion of their home learning assignments.

**Touch Typing Club:**

The club aims to teach students the keyboard, accuracy in typing and then speed – all without looking at their hands. The Touch Typing Club has a relaxed atmosphere and combines traditional techniques alongside typing games. At the end of the year members are given a typing test and a certificate to monitor their progress. The course is specifically targeting those students who will use laptops in their examinations based on access arrangements.

**Looked After Children (LAC):**

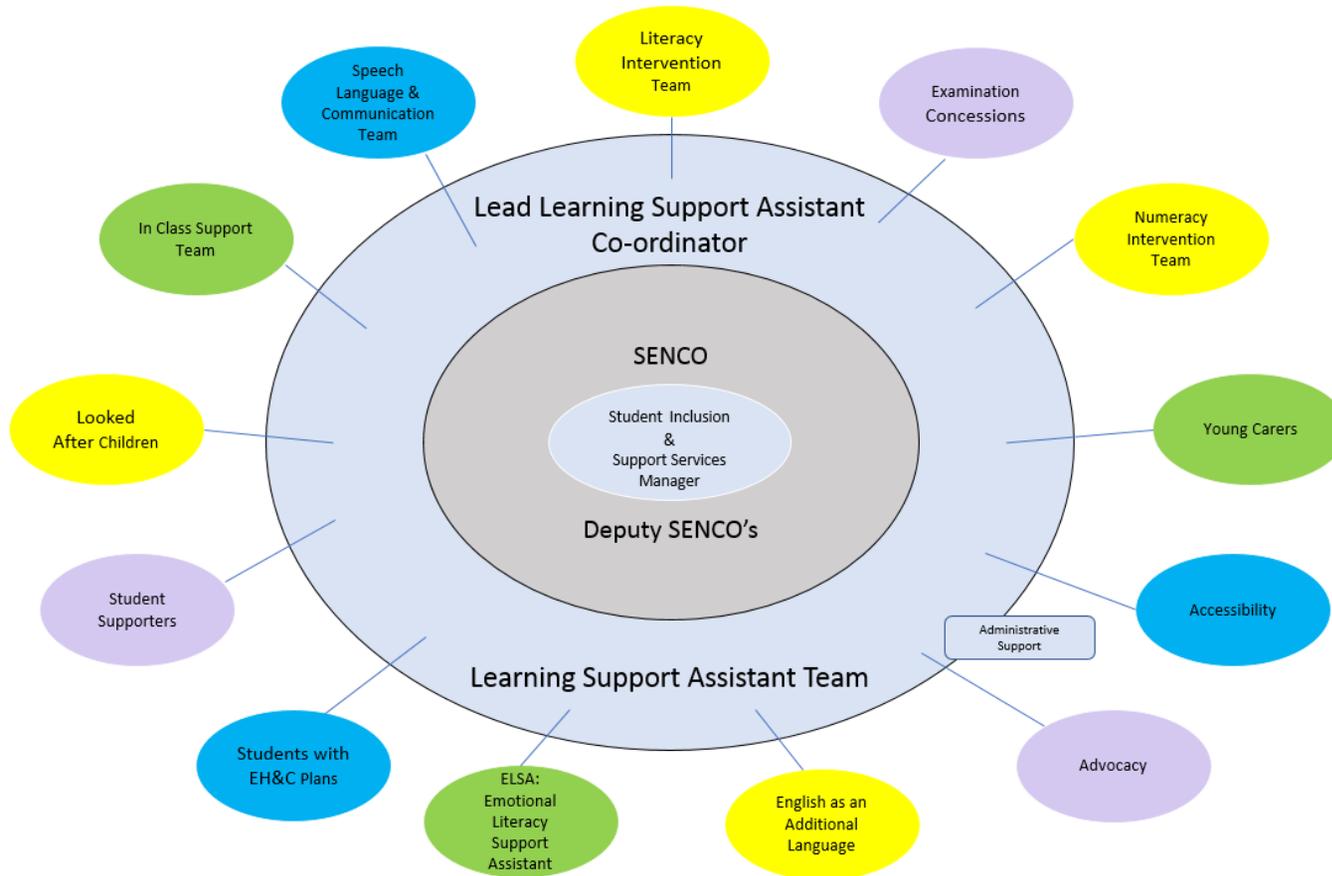
Designated LSA team members provide support to LAC student's - this support is individually planned based upon the child's Personal Education Plan (PEP).

**Advocacy:**

Advocacy is provided to support those students who may require specific counselling. This is provided internally or externally based on individual need.

## Appendix 2: Learning Support Team Roles and Responsibilities

The following diagram shows the staff roles and the areas of responsibility for the Learning Support Team at Brookfield:



### **Appendix 3: SEN Training for Staff**

- 2017-2018: Fareham and Gosport School SEN Collaboration  
Elklan Speech and Language Level 3  
Health and Wellbeing  
Bereavement Counselling  
Visual Impairment  
Down Syndrome Association Training  
Hearing Impairment  
Language and Communication – Visual Story  
ELSA Conference  
SENCO Conference  
Outreach Training  
SEN Local Authority update support  
Health Assessments
- 2016-2017: Certificate in psychometric Testing, Assessment and Access Arrangements (CPT3A)  
Elklan Speech and Language – Level 3 Autism  
Emotional Literacy Support Advocate (ELSA)  
Language & Communication Training  
Looked After Children Network  
Mental Health & Wellbeing Conference Speech,  
Language & Communication Network ‘The Concept of Gender’  
Down Syndrome Association Training  
Communicated: Exam Invigilation Training  
Counselling Skills Course  
Working with children with visual impairment Read,  
Write, Gold Text Help  
ELSA updates SENCO  
Circle BETT Show TES  
SEN Show Universal
- 2015 – 16: Pupil Motivation: Re-engaging disaffected learners Friends – resilience Certificate of Confidence in Educational Testing (CCET) – on-going training Elklan Speech and Language Level 3  
Elklan Speech and Language – Level 3 Autism Mental health Well Being

Looked After Children Network Clicker 6  
Auditory Support Therapeutic Story Writing  
Internal Literacy and Numeracy training SENCO Conference

- 2014-15: SEN Code of Practice Changes: Awareness Session  
SEN Support: Meeting the needs of those identified previously as School Action/School Action Plus Examination Concessions  
PEP Toolkit Training  
Raising SEN Attainment (Learning Leaders) Understanding Emotional Difficulties
- 2013-14: Communication and Interaction: INSET  
Effective Deployment of Learning Support Assistants in Class: Workshop  
Reading: Inference and Analysis: Workshop  
Visual Clutter and SEN: Workshop  
Supporting Physical Disabled Students: Workshop
- 2012-13 Cognition and Learning Difficulties: Workshop Supporting Dyslexia in the classroom: Workshop  
Effective Deployment of Additional Adults in the classroom: INSET  
Navigating SIMS for SEN Information/SEN FROG Resource  
Learning Support Team Training/Continued Professional Development (CPD):

## **Appendix 4: Categories of Special Educational Need (SEN):**

- 1: Cognition and learning needs (C&L)
- 2: Communication and interaction needs (C&I)
- 3: Sensory and/or physical needs (S&P)
- 4: Social, emotional and mental health difficulties (SEMH)

### **1: Cognition and Learning Needs (C&L):**

- Cognition and Learning
- Specific Learning Difficulties

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

A student with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a student has a SpLD, -although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can be an indicator of SpLD.

Students with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

### **2: Communication and interaction needs (C&I)**

- Speech Language and Communication (SLCN)
- Autistic Spectrum Disorder (ASD)

Students with speech, language and communication needs (SLCN) have difficulty in

communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with an Autism Spectrum Disorder (ASD), including high functioning autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on the way they relate with others.

### 3: Sensory and/or physical needs (S&P)

- Hearing Impairment (HI)
- Physical Disability (PD)
- Visual Impairment (VI)

There is a wide range of sensory and physical difficulties that affect students across the ability range. Many students require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department for Education publishes guidance on these duties.

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Students with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Information on how to provide services for deaf / blind is available through the Deaf blind guidance.

Some students with a physical disability (PD) require additional support and equipment to

access all the opportunities available to their peers.

#### 4: Social, emotional and mental health difficulties (SEMH)

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorder, attention hyperactive disorder or attachment disorder.

Schools should have clear processes to support students, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.