

	<p>Head teachers (Emily McGrath & Sarah Armstrong)</p> <p>SEND Governor ()</p>	<ul style="list-style-type: none"> • Updating SEN support plans, and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is in place for any child who attends the school who has SEND
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children at Brooklands will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children at Brooklands?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. 	All children in school should be getting this as a part of excellent

		<ul style="list-style-type: none"> • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 	classroom practice when needed.
	<p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or most often a teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> • They will engage in group sessions with specific targets to help him/her to make more progress. • An TA/HLTA/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans. 	Any child who has specific gaps in their understanding of a subject/area of learning.
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational 	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	<p>Service (for students with a hearing or visual need)</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set better targets which will include their specific expertise o A group run by school staff under the guidance of the outside professional e.g. a social skills group o A group or individual work with outside professional • The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Provision listed on the EHCP</p>	<ul style="list-style-type: none"> • The Statement or EHC Plan will outline the educational provision required to support your child and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head teacher • If you are still not happy you can speak to the school SEND Governor. 		

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> ● If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to; <ul style="list-style-type: none"> ○ listen to any concerns you may have too ○ plan any additional support your child may receive ○ discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> ● The school budget, received from Greenwich LA, includes money for supporting children with SEND. ● The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. ● The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● A school wellbeing team ● Speech and Language Therapy input ● Educational Psychologist
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Autism Outreach Service ● Sensory Service for children with visual or hearing needs ● STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties) ● Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> ● Occupational Therapy ● Physiotherapy
		<ul style="list-style-type: none"> ● The SENDCo's job is to support the class teacher in planning for children with SEND.

<p>How are the teachers in school helped to work with children with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> ● The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties ● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS.
<p>How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> ● Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. ● Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. ● Specific resources and strategies will be used to support your child individually and in groups. ● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> ● Your child's progress is continually monitored by their class teacher. ● Their progress is reviewed formally every term. If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. ● The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. ● The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of child with an SEND?</p>	<ul style="list-style-type: none"> ● The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. ● The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. ● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. ● SEN Support Plans will be reviewed with your involvement each term.

<p>How is Brooklands accessible to children with SEND?</p>	<ul style="list-style-type: none"> ● The building is accessible to children with physical disability via ramps. We ensure that equipment used is accessible to all children regardless of their needs. ● There are disabled toilet facilities
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> ● If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible in accordance with GDPR requirements. ● When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. ○ If your child would be helped by a book to support them to understand moving on then it will be made for them. ● Transition in to Year 7 <ul style="list-style-type: none"> ○ The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with ASC as appropriate. ○ Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What percentage of students did we have at SEN Support at the end of July 2022? - 11% (national 12.6%)

What percentage of students had a statement/EHCP at the end of July 2022? - 2.4% (national 3.7%)

8. What were the outcomes for children within our school with SEND for 2021/22 - Please see SEND Policy

Whole school training

Our programme of professional learning and development continues to ensure that staff training maintains a high profile across the school. Needs and priorities differ widely according to a number of factors and we tailor our CPLD programme so that specific needs are met. Weekly professional development meetings, attended by all staff, address areas such as; Using strategies to develop reading comprehension and fluency, developing children's knowledge through an engaging and progressive curriculum, using positive behaviour strategies to support children's learning and phonics training. A weekly briefing meeting enables professional discussions between team members. We also make sure that all staff competencies are updated and that statutory obligations are met. We have termly SEND meetings which include; every class teachers, the SENCo, Learning Mentor, Safeguarding lead as part of the Assess, Play, Do, review cycle. Staff have regular updates in Safeguarding, First Aid, Positive Handling etc. Staff receive training appropriate to the needs of the children, for example the local authority 5 week training course to support adults working with children on the autistic spectrum.