

**REVIEWED: March 2021**

### **What types of SEN do we provide for?**

Brownhill Learning Community consists of Brownhill School and Rochdale Pupil Referral Service. We provide educational provision for pupils who are unable to attend mainstream school for a variety of reasons that includes; exclusion, youth offending, teenage pregnancy and medical reasons.

We cater for a wide range of Special Educational Needs (SEN);

- **Social, emotional and mental health difficulties.** Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. Other areas of difficulty in this category can be Oppositional Defiance Disorder (ODD), Post-Traumatic Stress Disorder (PTSD) and anxiety.
- **Communication and interaction.** This includes young people with speech, language and communication needs (SLCN) and those with an Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Pathological Demand Avoidance (PDA).
- **Cognition and Learning.** This includes young people with Moderate Learning Difficulties (MLD). This also includes young people with Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Sensory needs.** This includes young people with sensory processing difficulties.

### **How do we identify and assess pupils with SEN?**

SEN may be identified and assessed in a number of ways:

- Information shared by parents / carers.
- Information provided at transition.

- Baseline assessments – pupils complete STAR assessments in reading and maths alongside a writing assessment as part of the admission process.
- Information from class teachers who closely monitor the progress of all pupils in their form class.
- Within termly pupil progress meetings.
- Assessments completed by other professionals for example; Educational Psychology, Speech and Language Therapists and Healthy Young Minds.

All pupils are assessed using the following methods:

- Teacher assessments for each curriculum area.
- Writing bands to assess extended pieces of writing.
- STAR assessments in reading and maths (completed at the start and end of each academic year).
- EBD scales which measure progress in emotional behaviour, learning behaviour and conduct behaviour.
- RAGs which measure the individual pupil's ability to engage with learning and behave appropriately on a lesson by lesson basis.

The BLC assesses every pupil on entry to the school in terms of current skills and level of attainment. There will then be ongoing monitoring of progress both educationally and in terms of their individual SEN. This will then identify young people making less than expected progress given their age and individual circumstances.

This is progress which:

- Is significantly lower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Our school SENCO is Francis Vermeulen who can be contacted on 0300 303 8384.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

Communication between home and school is considered to be essential and we are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of young people at least three times each year.
- Provide an annual report for parents on their child's progress.
- Review the young person's EHC Plan on a yearly basis.

In addition, staff contact parents and carers on a regular basis via telephone to discuss each young person's progress. Parents and carers are also encouraged to contact school at any time to discuss their child's education. Informal meetings between school staff and parents take place regularly. Home visits are conducted where appropriate.

### **How do we consult with pupils with SEN and involve them in their education?**

We are committed to involving young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making.
- Support young people with their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Involve young people in reviewing their own progress on a termly basis.
- Involve young people in their annual EHCP review.
- Collect pupil voice on a half termly basis either through questionnaires or in-depth discussions.

## **How do we assess and review pupils' progress towards their outcomes and work with parents and young people as part of this assessment and review?**

Many pupils who attend Brownhill Learning Community come to us with an Education, Health and Childcare Plan (EHCP). EHC plans are used to actively monitor young people's progress towards their outcomes and longer term aspirations. They will be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a health service representative and a Local Authority social care representative will be invited to the review meeting as appropriate.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the young person.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

Additionally, the following are used to measure pupils' progress towards outcomes:

- Teacher assessments are completed for each curriculum area per topic.
- Writing bands to assess extended pieces of writing are completed every term.
- STAR assessments are completed at the start and end of each academic year.
- EBD scales are recorded on a half termly basis.
- RAGs are recorded daily on a lesson by lesson basis.
- Pupil progress meetings take place every term.

The BLC records evidence of pupil progress with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Progress information is provided to parents and carers in the form of a written report every term.

## **How do we support pupils moving between phases of education and in preparing for adulthood?**

Pupils attending Brownhill Learning Community may join the school at any point in the academic year. Transition is considered to be a time that needs very careful management for pupils with SEND or other difficulties. All parents / carers and young people are invited to visit the school. They are encouraged to look around the building and facilities and to ask questions.

Bespoke transition programmes are put in place for pupils transitioning into year 7. This includes;

- Meetings with the feeder schools, parents and pupils.
- Visits and observations within the feeder schools.
- Transition visits enabling pupils to become familiar with the school, its staff and its students.

A similar programme is also in place for pupils returning to a mainstream setting from Brownhill Learning Community.

Brownhill Learning Community works closely with colleges and post-sixteen providers to ensure pupils have a smooth transition to these settings. Positive Steps work with all students with an EHCP and other students with special educational needs to support college applications, careers advice and transition as necessary. Pupils also receive support and advice from the school's Progression Officer. For pupils with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

## **What is our approach to teaching pupils with SEN? How do we adapt the curriculum and learning environment for pupils with SEN?**

Our approach to teaching pupils with SEN is to provide a nurturing environment which focuses on developing positive relationships with each individual pupil. Pupils are taught in small classes with a high staff to pupil ratio. Pupils are grouped according to age, ability and need. All pupils have access to a key person who can support them academically, socially and emotionally.

All pupils have access to a broad, balanced and differentiated curriculum. Timetables include the following subjects; English, Maths, Science, PSHE, IT, Humanities, Art, PE and Cooking. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil

achievement. Pupils also participate in the school's Social and Communication curriculum which aims to develop social skills and communication skills. Pupils complete activities both on and off-site in small groups. Our youth team also works with pupils on an individual and small group basis delivering activities such as bush craft, gardening, design technology and sport.

We have high expectations of each individual young person whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. Pupils in Key Stage 4 undertake a range of examinations and accreditations. This includes vocational courses which are delivered both on site and also by external providers.

### **What expertise and training do our staff have to support pupils with SEN?**

All staff are experienced and trained in a comprehensive range of Special Education Needs. Training is delivered through a rolling programme of INSET delivered throughout the academic year and involving external professionals where appropriate. All staff have access to the SEN reference base on the school's intranet.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying particular patterns of need in the school and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

### **How do we evaluate the effectiveness of SEN provision?**

The assessment, monitoring and review of each pupil's progress takes place throughout the school year. This is done through termly pupil progress meetings, EHCP reviews and informal meetings. Data is collected throughout the school year. This is regularly analysed by form teachers, course leaders, the SENCO and senior management and shared with parents / carers in termly written reports. Parents and pupils are included in these assessment processes as much as possible.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and is closely monitored through lesson observations, learning walks, work scrutiny and pupil voice.

The School Improvement Plan includes targets relating to SEN. These are regularly evaluated and give clear strategic direction, considering how effective current provision is and where it can be improved.

### **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

- All pupils are offered a broad and balanced curriculum. Within lessons, participation of all pupils is encouraged and regular opportunities to develop team working and social skills are integrated throughout the school day.
- School trips and extra-curricular activities are offered to all students. Additional support can be put in place to ensure that needs are met and all pupils are able to participate.
- The school's youth team work with groups of pupils, enabling those with SEN to participate in activities alongside pupils who do not have SEN.
- Pupils with SEN take part in vocational courses (both on and off-site) with pupils who do not have SEN.

### **How do we support pupils with SEN to improve their emotional and social development?**

- Emotional and social development is supported throughout the curriculum, specifically in PSHE and Social and Communication lessons.
- Pupils' key adults (usually their form teacher and teaching assistant) provide pastoral care and support pupils with their emotional and social development on an individual basis and also within a small group through form activities.
- Staff have been trained to use strategies such as emotion coaching, social stories and comic strip conversations to aide pupils with their emotional and social development.
- Nurture groups are used to support pupils where appropriate.

- Pupils' emotional and social development is assessed on a half termly basis through the completion of EBD scales.
- The school's welfare team plays a pivotal role in the development of pupils' social and emotional skills. This team work with our families to provide advice and support. Two school counsellors are available to pupils and can complete interventions such as Lego therapy and Art therapy. The youth team work with pupils on an individual and small group basis. The aims of these sessions are to improve self-esteem and confidence as well as creating opportunities for social interaction with adults and peers.

### **How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

Young people who attend the BLC may have a history of difficulties in a mainstream setting or may have already had input from external professionals. Staff are alert to identifying areas of need which may require assessment from specialists. The BLC has a close working relationship with all external services including; Healthy Young Minds, Occupational Therapy, Speech and Language Therapy and Educational Psychologists.

These professionals come into school regularly and work alongside staff to implement strategies to meet pupils' needs. We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment and interventions to support the child/young person's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed.

We will always involve a specialist where a young person makes little or no progress over a sustained period of time or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to support with early identification of SEN and effective support and interventions.

### **How do we include arrangements for young people who are looked after by the local authority and have SEN?**

Each pupil who is a Looked After Child (LAC) will have a Personal Education Plan (PEP) and additional funding will be linked to this in order to support them at school. The designated



teacher, alongside the welfare team, works closely with the pupil, parents and carers, social services, virtual school and other relevant agencies to identify how best to use the funding to support the pupil and enhance learning.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

### **How do we handle complaints from parents of children with SEN about provision made at the school?**

- In the first instance, please contact your child's form teacher to discuss any concerns.
- If you are not satisfied that your concern has been addressed, please speak to the appropriate Deputy Headteacher with the responsibility for the site your child attends or the Head Teacher. We will do our best to address any concerns you have and make necessary changes. The school's complaint procedure is available on the BLC website.

### **Where can I find the Local Authority Local Offer?**

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>