



## Brookwood Primary School Local Offer 2014

### Range of available support for pupils at Brookwood

When choosing a school for their children, parents want to know the range of services and skills on offer at each school they are considering. To help with this, schools have been asked to put together a response to a set of standard questions, posed by Surrey County Council, in order that parents have similar information with which to compare. Our response to Surrey's questions is summarised in the table below. You should be able to find similar information for all schools in Surrey via their websites. How we tailor our curriculum and support for individual pupils very much depends on their needs. Our ambition and stated aim is that all pupils make the very best progress they can during their time in school. This means that we plan demanding and extending lessons and have good teachers in school. For some individuals, additional support may be needed so that they can access the curriculum and fulfil their potential. If you have any questions in relation to how we tailor support for individuals, please come in and talk to us.

	Brookwood School	
	Questions	School Response
1	<b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b>	<ul style="list-style-type: none"><li>• The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team so that, when a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.</li><li>• If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher/form tutor to discuss their concerns. Alternatively they can speak to the Special Needs Coordinator (SENCO).</li><li>• We operate an open door policy for parents and any requests to meet with the class teacher will be dealt with on the day of the request.</li><li>• We have in house expertise in all areas of Special Educational Needs (Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory and/or physical needs)</li></ul>
2	<b>How will early years setting / school / college staff support my child/young</b>	<ul style="list-style-type: none"><li>• All pupils are assessed on entry.</li><li>• All teachers ensure they identify children early to ensure support is put in place to maximise children's learning.</li><li>• The curriculum is tailored to meet the needs of individual pupils.</li></ul>

	<b>person?</b>	<ul style="list-style-type: none"> <li>• When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers are invited to a meeting at the school with the SENCO to draw up a plan of support.</li> <li>• This individual provision plan details what sort of provision is in place, what outcome is expected, who is providing it and for how long.</li> <li>• We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting</li> </ul>
3	<b>How will the curriculum be matched to my child's/young person's needs?</b>	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech. Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</li> <li>• We seek advice from outside agencies when needed and reasonable adjustments are made to support the child.</li> <li>• The background/culture of the child is taken into account when planning the curriculum.</li> </ul>
4	<b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<ul style="list-style-type: none"> <li>• Parents/carers are invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home</li> <li>• At this meeting we -talk about the progress your child is making and share ideas about how we can together help them to do even better</li> <li>• An annual report is sent home showing the levels the child has reached for the year.</li> <li>• Parents/carers of children with special educational needs are given the opportunity to speak with the class teacher and/or SENCo termly so targets are reviewed and updated.</li> <li>• Parenting classes are offered through our children's centre.</li> <li>• We have a home/school link worker on site that is available to support and advise parents/carers.</li> <li>• We operate an open door policy for parents/carers.</li> </ul>
5	<b>What support will there be for my child's/young person's overall well-being?</b>	<ul style="list-style-type: none"> <li>• All pupils are supported with their social and emotional development through the curriculum and at playtimes.</li> <li>• We use the SEAL resources in school which help to promote and a positive school approach to instilling good values in children.</li> <li>• All staff use praise and positive reinforcement when working with children. We use a behaviour system called 'Good to be Green' which allows children to monitor their own behaviour and make good choices.</li> <li>• Children who have particular needs are given access to 'TLC' sessions in school to support their social and emotional development.</li> <li>• Pupils are given a voice through the student council.</li> </ul>

6	<b>What specialist services and expertise are available at or accessed by the setting / school / college?</b>	<ul style="list-style-type: none"> <li>• Surrey's Graduated response is used to ensure we are meeting the needs of children. This supports us in deciding when outside agencies need to be involved. These services include: Speech and language therapy, Occupational therapy, Freemantles' outreach supporting children and families with ASD, school nurse, Children and Adolescence Mental Health Services, Language and Literacy support and the Educational Welfare Officer. There are also many other services we are able to use when needed.</li> </ul>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Teaching assistant training takes place in specialist areas half termly.</li> <li>• Regular whole school INSET involving all teaching staff.</li> </ul>
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• Risk assessments are made for every school trip and outing planned.</li> <li>• Any specialist equipment needed for pupils is taken where identified on the risk assessment.</li> <li>• Higher ratios with additional staff support activities when identified on the risk assessment.</li> <li>• Staff make pre-visits to intended locations for trips and residentials to support risk assessments and trip planning.</li> <li>• Where appropriate social stories are written for pupils prior to the trip.</li> </ul>
9	<b>How accessible is the setting / school / college environment?</b>	<ul style="list-style-type: none"> <li>• The single equality scheme is reviewed annually by Governors and staff.</li> <li>• Where reasonable specialist resources may be purchased and used to support the curriculum.</li> <li>• Reasonable adjustments are made to class rooms/school to ensure all pupils can access the curriculum.</li> <li>• We endeavour to support all advice from outside agencies where ever possible.</li> </ul>
10	<b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• We work closely with local pre-schools and secondary schools.</li> <li>• We ensure all children joining our school in early year's foundation stage have a pre-school visit from a teacher in the early year's team.</li> <li>• In the summer term before children start in early year's foundation stage we hold an open day, and stay and play sessions.</li> <li>• In the first half of the autumn term all classes hold a 'meet the teacher meeting' and individual parents meetings for children to discuss progress and ways to support your child at home.</li> <li>• Children joining the school at other times in the year will have rapid initial assessments completed.</li> <li>• When notice is given that a child is leaving Brookwood School they will receive an exit meeting where they get the chance to remember the highlights of their time with us and to discuss their hopes and fears for moving on.</li> <li>• In school transition books are used for year to year moves when it is felt it will support the</li> </ul>

		<p>child.</p> <ul style="list-style-type: none"> <li>• Autistic spectrum disorder bespoke programme for transition to secondary school in place.</li> <li>• Behaviour support transition programme to secondary school in place.</li> <li>• Visits to and from secondary school and pre-schools embedded.</li> <li>• Transition days fully supported.</li> </ul>
11	<b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Time allocated to individual pupils dependent upon the SEND needs.</li> <li>• Budgets are closely monitored and aligned to the school improvement plan of the school.</li> <li>• Our budget is allocated according to our provision management system.</li> </ul>
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• Surrey's Graduated response is used to ensure the school meets the needs of individual pupils.</li> <li>• Teachers, in collaboration with the SENCo, use their professional judgement when deciding upon the best and most appropriate interventions to be used.</li> <li>• These decisions are then shared and discussed with parents.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees any additional support and regularly shares updates with the SEN Governor.</li> </ul>
13	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We operate an open door policy and guarantee first day contact following parental request for a meeting.</li> <li>• Termly grounds day sessions.</li> <li>• Friends of Brookwood School who arrange Christmas/Summer fairs.</li> <li>• Parent Governor positions.</li> <li>• Parental support in class and on school trips.</li> <li>• Home-school books</li> <li>• Information evenings</li> <li>• Parent questionnaires and feedback</li> <li>• Class assemblies and school productions.</li> </ul>
14	<b>Who can I contact for further information</b>	<ul style="list-style-type: none"> <li>• We operate an open door policy and in the first instance we ask parents to arrange to speak with the class teacher. Further information can be gained from the SENCo.</li> </ul>