

Brownhill Learning Community

OUR OFFER

SEN INFORMATION REPORT

REVIEWED 16.07.2019

The Brownhill Learning Community consists of Brownhill School and Rochdale Pupil Referral Service. We provide educational provision for pupils who are out of mainstream schools for a variety of reasons that include exclusions, Social Emotional and Mental Health difficulties, medical reasons, pregnancy and young mothers. A significant number of our young people have an Autistic Spectrum Condition. Over the three sites we aim to create a supportive and nurturing environment.

At the Brownhill Learning Community, we approach each individual pupil in a way which will reduce barriers to learning and will maximise their potential.

The Offer for SEN at the Brownhill Learning Community is presented here in a format suggested by the Rochdale Local Education Authority and is parent / pupils friendly and needs to be seen in conjunction with the School SEND and Inclusion Policy.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Many pupils who attend the Brownhill Learning Community come to us with an Education, Health and Childcare Plan. Others have difficulties which require that we refer them for assessment for this. Other pupils come to the BLC because of other difficulties which mean that they have struggled to access a provision in a mainstream school.

All pupils are assessed in school for progress in the following areas:

- National Curriculum Levels.
- STAR Assessments.
- EBD QCA scales which measure progress in Emotional Behaviour, Learning Behaviour and Conduct Behaviour.
- RAGs which measures the individual pupil's ability to engage with the task and behave appropriately on a lesson by lesson basis.

The school also refers for assessment to external professionals on a needs led basis for Learning Difficulties through the Educational Psychologists, Speech and Language specialists, Occupational Therapy for Dyspraxia and sensory difficulties and Healthy

Young Minds for assessment for Autism, Attention Deficit Hyperactivity Disorder, Attachment Disorder, Anxiety and other mental Health difficulties.

INVOLVING PARENTS AND CARERS IN IDENTIFYING AND PLANNING TO MEET SEND

Communication between home and school is considered to be essential and there are face to face meetings with all parents and carers each term. Pupils with an EHC Plan have an SEN review each year and Interim Reviews are held at any time if requested.

ADAPTING THE CURRICULUM TO MEET SEN

- The BLC offers each individual pupil a personalised curriculum which takes account of the Special Educational Needs of each young person, breaks down barriers to learning and allows them to succeed.
- The BLC offers each child access to a broad, relevant and differentiated curriculum which is based on individual need.
- All areas give the young people access to the National Curriculum:
 - At KS 1 and KS 2 this may take the form of an emphasis on basic skills and project work to ensure the pupils have different learning experiences as they move through the school.
 - At KS 3 and KS 4 there is an emphasis on working towards achieving to each individuals' potential in external accreditation.
 - There is also an emphasis on vocational courses and accreditation which will prepare the pupils for post-sixteen provision.

MODIFYING TEACHING APPROACHES

- Pupils are grouped mainly according to age. The classes have a high staff / pupil ratio which allows for a high level of support for all pupils.
- All staff are experienced and trained in teaching pupils who have a variety of special needs. The training is ongoing and reviewed on a regular basis.

ASSESSING AND REVIEWING PUPIL PROGRESS

All pupils are assessed in school for progress in the following areas:

- National Curriculum Levels which measure progress in English, Maths and Science.
- STAR Assessments which measure progress in Literacy and Numeracy.
- EBD QCA scales which measure progress in Emotional Behaviour, Learning Behaviour and Conduct Behaviour.

- RAGs which measures the individual pupil's ability to engage with the task and behave appropriately on a lesson by lesson basis.

EXTRA SUPPORT THROUGH EQUIPMENT AND RESOURCES

- We have two new build schools which provide for all Key stages except pupils in Year 11.
- The KS1 and KS2 areas have spacious classrooms most of which open onto the outside area.
- All classes have access to specialist teaching areas which include:
 - A Science Laboratory
 - A Food Technology Room
 - A large Sports Hall
 - A Therapeutic Inclusion Room
 - Small quiet rooms.
 - A room for sessions with the Counsellor
 - A room for sessions with the Careers Advisor from Positive Steps.
- The grounds provide areas for sports activities.
- The Key Stage 4 Centre provides for most of our Year 10 and 11 pupils and offers a stepping stone to post-16 provision and more independent working
- At the Key Stage 4 Centre the emphasis is on external exams, Vocational Courses, Work Experience where appropriate and supported decisions about future college courses, educational or training providers.
- Post-sixteen provision is prepared for through our Positive Steps advisor and the BLC Progression Officer who will also have input with our young people through the first year in post-sixteen provision.

MULTI AGENCY SUPPORT TO MEET SEND

- The Brownhill Learning Community is committed to the principle of inclusion. We work closely with Healthy Young Minds, Occupational Therapy, Speech and Language Therapy and Educational Psychologists. These professionals are in school regularly and work closely with the staff to put in place and implement strategies to meet the needs of the pupils. They are also actively involved in the staff training programme.

EXTRA CURRICULAR ACTIVITIES

- We consider that extra-curricular activities are very important in the development of self-esteem, social communication and peer interaction, together with the modelling of Social Use of Language. Activities which we offer are:
 - Gardening
 - Sport
 - Music
 - Woodwork
 - Boxing
 - Swimming
 - Karate
 - Horse riding
 - Judo
 - Circus skills

TRANSITION SUPPORT

- Pupils attending the Brownhill Learning Community may join the school at any point in the academic year. Transition is considered to be a time which 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.
- Cross phase / from one site to another / back to mainstream / transition to post-sixteen provision.
- Vocational courses are offered to all our Y10 and Y11 pupils. These do change but currently include:
 - ACE Training, building crafts
 - Motor vehicle
 - In house Cookery
 - Personal Development in the Outdoor Industry.
 - Art
 - Horticulture
 - Teens and Tots
- The BLC also works closely with Colleges and post-sixteen providers.

SEND FUNDING

- The Brownhill Learning Community is funded directly through Rochdale Local Education Authority.

EXTRA SUPPORT FOR PARENTS AND CARERS

- The Brownhill Learning Community Welfare Team provides advice and support for parents and families where appropriate. They also refer to the BLC Youth Team and the school Counsellor.
- Parent Partnership (Family Action) now known as SEND Information and Support Service also offers impartial support and information to parents and families.
- The Children with Disabilities Team within Rochdale Children's Social Care Department works with many families to provide additional support in the challenges they face.
- The BLC also has a Parent Forum which engages parents in a variety of activities such as:
 - Wise Choices / Weight Management programme.
 - Cooking on a budget.
 - Training Courses.
 - Pre-loved Boutique.

WHAT TO DO IF YOU ARE NOT SATISFIED WITH A DECISION OR WHAT IS HAPPENING

- Please speak to the class teacher if there is something you are not happy with in school with regard to your child.
- If you are not satisfied that your concern has been addressed, please speak to the appropriate Head of Site 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 or a paper copy can be obtained from school if you feel that any issues have not been resolved.
- The Local Authority also have a panel of managers who consider unresolved issues. (concerning the Local Authority).

Provision for Special Educational Needs

Overall Provision at the BLC for pupils with SEND:

Interventions

- High staff / pupil ratio.
- One-to-one support where appropriate
- Personalised Curriculum
- Differentiated curriculum
- Access to a therapeutic approach which includes:
 - Access to a key person when feeling unsettled
 - Access to social use of language in the classroom setting
 - Access to the BLC Welfare Service where appropriate
- Access to the Youth Team where appropriate:
 - Improving self-esteem
 - Creating opportunities for social interaction with adults and peers.
- Access to the School Counsellor where appropriate
- Liaison with LEA services and external agencies where appropriate.

Individual Interventions Educational:

- Literacy interventions
- Numeracy interventions
- Specific Learning Difficulty eg
 - Dyslexia
 - Language processing
 - Speech and Language difficulties.

Social:

- Social Use of Language
- Opportunities for positive asocial interaction
- Opportunities to improve self-esteem
- Counselling
- Social stories and Comic Strip Conversations

Information for individual SEN are found in the pupil's file:

- EHC Plan (Educational Health and Care Plan)
- ○ Statement (these are being replaced by the EHC Plan)
- ○ Educational Psychologist assessment
- Healthy Young Minds assessments (previously Child and Adolescent Mental Health Difficulties, CAMHS)
 - Information from previous provision.
 - Assessments and advice through Rochdale Additional Needs Service.

(RANS)

Assessments we use in the identification of pupils needing interventions are:

- In school assessments:
 - National Curriculum Levels
 - STAR Assessments
 - EBD QCA Scales
 - RAGs

TYPES OF SEN THAT AFFECT OUR PUPILS

Social and Communication difficulties:

- Autistic Spectrum Conditions
- Asperger's Syndrome
- Pathological Demand Avoidance

ADHD - Attention Deficit Hyperactivity Disorder

ADD - Attention Deficit Disorder (without the hyperactivity)

Attachment Disorder – A large and complex area often presenting with the characteristics of Attention Deficit but pupils will not have medication.

Reactive Attachment Disorder -As Attachment Disorder but with presenting behaviours including 'fight flight' reactions in a dramatic, challenging and unpredictable way.

Mental Health Difficulties

- Anxiety
- Depression
- Post-Traumatic Stress Disorder

ODD Oppositional Defiance Disorder

Conduct Disorder

This list is not exhaustive. We find that SEND is a changing scenario as diagnoses become more exacting and the special needs that mainstream can't provide for are constantly changing. We are currently building up a reference base on the 'O' Drive for teaching strategies for individual difficulties: 'SEN Reference Library'.

We hope that the information in this report is useful and has answered your initial questions. For further information, please contact the school directly, Thank you.