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### Our Vision

***'Provision and practice delivers the opportunities for children to reach their own aspirations'***

As part of LEO Academy Trust we are determined to realise the **full potential** of every child including those with SEND, to provide them with an excellent education and the opportunities to develop as successful, confident and independent learners.

*Children with SEND will be welcomed positively to our school and the classroom with the intention of inclusivity in the class teaching and learning wherever possible. This is to ensure that all children understand diversity as a positive attribute, with the 'mindset' of becoming adults to support, understand and integrate in the inclusive society we live in.*

Every single decision made by the school is determined by what is in the best interests of **all** our children. We are committed to ensuring that every child has the **best chance** to fulfil their aspirations so they are prepared for the next stage in their educational journey and adulthood.

For more information please find attached [here](#) our LEO SEND Policy.

### Contact to discuss child needs

Who will I contact to discuss the concerns or needs of my child?

At Brookfield Primary Academy we aim to have an open partnership with parents and staff and always promote two way communication.

As part of a graduated response approach, if a parent has a particular concern about their child we advise that the first point of call is the child's class teacher. At this stage an initial concerns form will then be completed and interim targets will be set to meet needs. Following this, an appointment can then be arranged with the school SENCo.

This can be done through:

- emailing the school
- writing a note for the teacher
- speaking with them after school
- arranging an appointment if necessary

### About the school

**Form entry, website blurb etc.**

### Assessing children

How does the school know how well my child is doing?

### Updates on progress

At Cheam Common Infants' we treat every child as an individual and our lessons and provision are differentiated to meet the varying needs of all children within the class.

Children are observed regularly and assessments take place every term to track their current levels of progress and attainment. Ongoing in-class assessments, statutory end of Key Stage assessments and assessments from targeted intervention with identified groups/individuals are used to monitor impact and inform future support and provision.

We take a holistic approach to assessing the needs of children in our school in order to ensure we can support them to reach their full potential. We acknowledge that all children learn differently.

### Assessments

- The tracking of individual pupil progress over time is monitored at class teacher level and by the Senior Leadership team who have termly meetings with teachers to discuss progress expectations, targets and interventions that may need to be put in place.
- SEND Support Plan meetings take place termly to set and review targets for children who are on the SEN (Special Educational Needs) register and share the provision to support children to work towards these. Interim meetings may occur if required for an individual.
- Informal verbal feedback about your child's progress at school may be provided by the child's teacher on an ad hoc basis, either at your request, or in relation to a particular activity or piece of work your child has been doing.

- Parents' Open Evenings are offered each term.
- A detailed School Report is provided annually at the end of the summer term and there is a slip provided to send back any comments or queries you may

### If a child is not making progress

Please click [here](#) to see our Assess, Plan, Do, Review Cycle which explains in detail how we support children who are not making progress.

### Informing parents and carers

How will I be kept informed about how well my child is doing?

At the end of the academic year each child will receive an end of year report that will highlight the child's progress, achievement and areas of need. The assessment data will be drawn from a range of sources.

In order to monitor children's progress, regular meetings are held throughout the year. We have two parent consultation meetings every year where parents have the opportunity to come into school and discuss their child's progress with the teacher. There is the option for a third parent consultation at the end of the Summer Term, if needed, once the child's report has been sent home.

Targets for children with a SEN Support plan will be set in July. These targets will be shared with the new teacher for the next academic year. These targets will then be reviewed in October and February.

In addition to these meetings to review targets, there is the opportunity for ad hoc meetings with class teachers and or the SENCo.

For pupils with an EHCP, reviews are held annually to discuss progress against outcomes with input from all professionals who have supported the child.

Team Around the Family and Team around the Child meetings are organised on a needs basis to support both pupils and their families.

### Curriculum

What is the curriculum and how is it taught?

How will the curriculum be adapted to meet the needs of my child?

How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach his/her expected outcomes?

Are there any special features or strategies to help children learn?

How do I know my child's particular need will be met?

At Brookfield Primary School we follow the National Curriculum and provide a thematic curriculum that fosters enthusiasm through a cross-curricular approach to learning, encouraging children to

gain a deeper understanding by making connections.

Our curriculum takes into account the interests and needs of our children, is relevant to our local surroundings and draws on the resources available in our community. It is multi-cultural and promotes the skills needed by individuals to be successful in the 21st century.

It seeks to motivate and interest children and provides them with a purpose for learning. Clubs, trips, outside speakers and other planned opportunities for enrichment enhance the children's experience.

At Brookfield Primary School we take into account different learning styles and use a variety of teaching styles and resources to teach the curriculum, allowing us to encourage and promote children to be independent thinkers, to learn through making mistakes, to challenge and ask questions, to make connections and see relationships, to communicate their ideas and work well with others and reflect on their learning and ideas.

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs, abilities and interests. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. Through Quality First Teaching staff ensure that activities are differentiated to meet the individual needs according to what is appropriate for each child.

The school has a commitment to make reasonable adjustments to ensure access to the curriculum for all. The school has interventions for children experiencing difficulties in English or mathematics.

Barriers to learning are carefully identified and specific support is put in place for example nurture support, occupational therapy support, friendship support, speech and language support, EAL (English as an Additional Language) support.

### **Meeting the child's needs**

Our school approach complies with the Equality Act of 2010 and we seek to promote equal opportunities for all children with or without disabilities. Teachers are aware of physical and sensory needs and are equipped to differentiate accordingly to enable them to use facilities and access the curriculum. All children have equality of opportunity to access the curriculum and after school clubs and reasonable adjustments are made to enable participation in school visits.

We have a disabled toilet to assist children with disabilities to enable them to use these independently. There are also changing facilities available to support children with specific needs.

Children who need extra support will often work closely with a TA. The staff will be aware of the children's needs and what needs to be done to support them. They may attend intervention groups to support with the development of academic social skills and emotional development. The aim of the intervention is to ensure that the children are developing independence and will increase their progress.

### Access to exams

What arrangements are available for pupils to access tests and assessments?  
How will I know if my child qualifies for additional support or time to access tests?

Every child is given the opportunity to access the curriculum. Every child will be assessed and supported according to what their specific needs are and decide if any adjustments are necessary in order to allow that child to access tests.

Adjustments that may be made include:

- Additional time to complete the test
- A break during the test
- Large print
- An adult to help the child to stay focused
- Making a transcript of the test if the child's writing is difficult to read
- Any adjustments would become part of normal classroom practice.

This information is shared with parents/carers at parents consultation or Send Support Plan meetings.

### Developing social & emotional skills

How does the school help my child to feel comfortable and safe and manage school situations?  
How does the school help develop my child's social and emotional skills?

At Brookfield Primary School we take our pastoral responsibilities very seriously and our procedures reflect the values of the school. We offer social and emotional support within the school environment for every child and their family/carers.

The school works in partnership with parents and carers to encourage good behaviour. We expect the children to be responsible, make good choices and show respect for the whole school community. Please click [here](#) to view the school's behaviour policy.

All children are taught through PHSE (Personal Health and Social Education) and staff model how to deal positively with social interactions.

All staff endeavour to ensure that children feel safe, comfortable and welcome. Children know they can speak to staff should they have a need too. There is an open door policy between staff and parents.

All children are supported to develop their social and emotional skills and there are interventions available at school for children who are identified as needing support within this area.

There are also opportunities for children to attend a range of extra curricular clubs as well as PHSE, Pupil Voice and School Council during school time which encourages independence and social resilience.

### Early Help Support in the community

We actively engage with local services to provide support to parents/carers. We do this through:

- Email
- Newsletters
- Twitter
- Target intervention for particular families.

As a trust we facilitate parent coffee mornings. These can be agenda driven (e.g support for children with ASD) or networking opportunities for parents.

### **Who we work with**

Who does the school work with?  
How do we work with other agencies?

The school works closely with a variety of external agencies including the following:

- Educational Psychology Service
- Sensory Impairment Service
- Speech, Language Communication Service
- Adapt to Learn
- Specialist Educational Needs Team (including Early Years)
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service
- Social Care
- Voluntary services

This is not an exhaustive list and the school would engage with any agency of professional as necessary to support the needs of the children.

The school would follow the criteria and referral procedure as set out by the individual agency/professional.

Any referral to be made would be in consultation with the parent/carer following a discussion with the SENDCO.

### **Helping your child settle with confidence**

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Moving schools can create understandable concerns for children and their parents. If your child is joining the school you and your child will be offered the chance to tour the school in advance on request and if your child has SEN the SENDCO is happy to meet during this tour. New children will also be allocated another child to spend time with, help them settle in and find their way around.

Our staff are sensitive to the implications of joining a new peer group, joining the school mid-year, or moving to a completely new location. They are experienced at supporting these transitions and will be keen to offer help and reassurance to ensure your child integrates well and are happy at their new school.

Transition arrangements are personalized to meet individual needs. Some of these personalised arrangements include:

- Virtual tours
- Social stories
- Virtual meet the teacher meetings
- Transition booklet/work
- Secondary school transition meetings
- Home visits
- Visits to previous settings

#### **Extended School Day**

What additional facilities do you offer?

We are pleased to run our own Breakfast and Afterschool club.

#### **Extended School Day**

What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care

We offer a Breakfast club and Afterschool club.

