

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

What kinds of special educational needs does Brent Knoll make provision for?

Brent Knoll is a foundation all age special school within a cooperative trust. We have provision to meet the needs of children with complex social, communication and interaction difficulties. The overwhelming majority of children at Brent Knoll have a diagnosis of autism.

How would Brent Knoll identify and assess my child's special educational needs?

Every pupil has a Statement of Special Educational Need or an Education, Health and Care Plan. These are reviewed annually. In addition children are constantly observed and progress noted. Pupils are assessed against their own prior learning. A formal meeting is held three times a year with teachers and senior leaders to monitor progress. The school works closely with therapists and external agencies to identify the holistic needs of every child.

How does the school evaluate the effectiveness of provision for pupils with special educational needs?

We have a robust system of reviewing our provision each term using The Ofsted framework of self-evaluation. This includes looking at:

1. Pupil achievement
2. Behaviour and safety
3. Leadership and Management
4. Quality of Teaching

Governors are involved in this process and receive regular reports through Curriculum and Pupil Welfare Committee. Any interventions such as additional therapies and additional funding such as pupil premium are identified and tracked to ensure the impact is effective.

How do you I know how well my child is doing at school?

We meet with you as parents once a year to hold a structured conversation and to discuss targets for your child. We discuss progress at Annual Reviews and our expectations for your child. We also invite you to a parents evening three times a year to discuss your child's progress. We

communicate with you regularly through our home school books and by telephone. In addition to the Annual review you will also receive an Annual Report from us in July of each year.

How will the staff support my child? How will the curriculum be matched to my child's needs?

Every child has their own individual education plan which identifies long term and short term objectives. The staffing ratio is approximately 1:3 children. Children may be taught 1:1, in small groups or whole class (of no more than 10) depending upon the activity.

How do you adapt the curriculum?

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full time equivalent teacher and at least 2 learning support assistants – sometimes more. School staff are supported by Speech and Language Therapists, Occupational Therapists and school nurse where and when appropriate.

The curriculum has recently been reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences and prepares young people for life in 21st century Britain. Young people will be given every opportunity to achieve their potential and succeed in nationally accredited qualifications.

How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their statement. We constantly review this and using our expertise and experience will identify when and where additional support may be need. For example; additional therapy or emotional support.

How will my child be included in activities outside the school curriculum including trips?

At Brent Knoll every child has the opportunity to access trips including residential trips for secondary children if parents wish. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. No child is excluded from activities at Brent Knoll.

What support is there for my child's overall well-being?

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health care Plan and administration of prescribed medication. We also work closely with social services and the children with disabilities team.

Within school we have our own school counsellor and staff trained in psychotherapeutic counselling, music therapy, art therapy and play therapy as well as a team of learning mentors. We also work closely with CAMHS child and adolescent mental health services if your child needs that level of support.

What training is provided for staff supporting children and young people with SEND?

All of our teachers are qualified and have undertaken specialist further professional development. This includes Autism specific training, Makaton, PECS, SoundsWrite and positive handling. Learning Support Staff also have a wide range of expertise – including tube feeding, Makaton, Autism and PECS. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

How accessible is Brent Knoll School?

Our school is fully accessible with dedicated disabled parking bays and toileting facilities. We have ramps and a lift. We have changing facilities for children who require adult support.

How are parents involved in the school? How can you get involved and who should you contact? How do parents and children get involved in their education?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child. We hold an admissions meeting prior to your child starting our school. Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold three Parents Evenings and you are very much encouraged to come along to your child's Annual Review. We also arrange medical clinics at school for you to see your child's paediatrician or school doctor.

We hold coffee mornings and parents workshops where you can listen to a range of speakers and meet other parents for coffee and cake. We also hold a Christmas Fayre, Summer Fete and put on a Christmas Play and other events such as Achievements Assembly to which you are warmly invited.

For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets through the structured conversation. We also write to you in home – school books, email or ring you if needed and we hope you will also keep in touch with us that way as well.

The children are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate

What do I do if I have a concern about the school provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher.

In the unlikely event that your concern is not resolved then please see the schools Complaints Procedure which is on the school website.

What specialist services and expertise are available at or accessed by the school?

We work closely with the following to support your child's needs.

All therapy services including Occupational Therapy and Speech and Language Therapy – currently managed by Lewisham NHS. Specialist services including the Educational Psychology services, Music Therapy, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team. We have a partnership with the Cassel Centre in Lewisham who provide play and art therapy services in school. We also access the services of School Home Support and have our own SHS practitioner in school three days a week.

Your child will need a Statement of Educational need or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.

How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us. The school will contact you and if appropriate your child's current school to arrange this. When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary.

When can I get further information about services for my child?

The information in this report forms a part of Lewisham's local offer which can be accessed at www.lewisham.gov.uk