



SEND Information Report

At Brookfield Community Primary School, all children are entitled to an inclusive and enriched learning environment and education. Our staff and Governors work together to ensure that all our pupils, including those children who have special educational needs, disabilities and medical needs receive this in a safe and secure environment.

The school is wheelchair accessible on the lower floor. Specialised equipment, materials and furniture can be provided to meet the needs of individual care plans.

All classes have a Teaching Assistant who supports the children during lesson time. They are also able to support children who have a learning plan. Children who have an education, health and care plan have support tailored to their needs. However, opportunities are put in place to encourage independence whenever possible.

The SENCo at Brookfield Community School is Mrs Rowland. A copy of the school's current SEND policy can be viewed on the school website at www.brookfield.lancs.sch.uk

We currently meet the needs of children who have difficulties in relation to

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.
- Independence and self-help

The school currently buys in advice, support and teaching from various external agencies

These agencies include:

- Woodbridge Outreach
- Bridge Speech Therapy
- Golden Hill Inclusion Support Team
- DW psychology
- Specialist Teacher Service

Useful abbreviations

SEND - special educational needs and disabilities

EHCP - Education, health and care plan

SENCo - special educational needs co-ordinator

LP - learning plan

PIVATS - Performance Indicators for Value Added Target Setting.

How we identify a child with SEND and how we assess his/her needs.

The needs of some children may already have been identified before starting at Brookfield.

At Brookfield, the progress made by children is regularly monitored and reviewed by class teachers, senior leadership team and the SENCo. Our effective tracking system enables the teaching staff to monitor progress in reading, writing, maths and any other areas as appropriate each term.

Teachers consult with the SENCo when s/he raises concern about a pupil's progress. The triggers for concern can be found in SEN Code of Practice. https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

We recognise that all children make progress at different times and use additional information from a range of sources when identifying if a child may have SEND.

- Information from parents
- Reports and meetings with transferring schools/nursery
- On-going teacher assessments and formal termly assessments
- Termly progress meetings
- Information from other professionals.

The school considers pupils as having SEND if we are taking action that is additional to, or different from that which goes on in the learning environment as part of our differentiated approach.

If a child's progress causes concern, we may assess the child's needs through observations and assessments by the SENCo and where necessary, external agencies may be involved to provide further advice and support. If we feel a child is working significantly below age related expectations, then we will consult the PIVATS documentation. The class teacher will contact parents to discuss concerns and talk through the steps that have already been taken and what the next planned steps will be. Following on from this, regular meetings will be held to review the child's progress.

For some children, a short intervention programme will be used to meet their needs. Support staff or class teachers deliver these 'catch-up' programmes. The programmes run for no longer than six weeks at a time before review. Outcomes of the interventions are reviewed once the

allocated time period has concluded. The review looks at progress, resources and approaches. If the intervention has not 'narrowed the gap', the child will be further assessed. We have multiple intervention spaces in school, the children know as the nook, the hive, the nest, the den and the burrow.

SEN Support

1) Catch Up Programme - flagged through tracking system and the class teacher's expertise. Catch up intervention delivered as and when needed.

2) Focused Intervention - When the gap in attainment is not being closed, the child will receive a more specific intervention with measureable targets which can be revised and reviewed as often as required to ensure that intervention is specifically focusing on the child's needs at the time.

All interventions delivered to children are documented on the school Provision Map that is reviewed by the SENCo and senior leadership team regularly.

How we involve parents and consult with them about their child's education.

New Children.

For new children joining us, parents can come to look around the school by making an appointment with the head teacher. Parents will be asked to complete the registration forms that will enable them to share information about any known additional needs. Induction meetings for new parents are held in the summer term where relevant staff will be introduced and parents can discuss their child's needs.

All children.

The first contact for parents will always be the child's class teacher. Parents are welcome to talk to staff at any appropriate time but longer conversations will require an appointment. Throughout the year, parents are invited to attend meetings, held in the autumn and spring terms, allowing the opportunity to meet with the teacher and discuss progress. Parents are welcome to contact the school at any point during the year regarding any aspect of their child's needs and the school will identify an appropriate member of staff to offer support. A full annual report will be

sent home at the end of the summer term and interim reports will be given during parent meetings.

Children with SEND.

If a child is experiencing difficulties, parents will be informed at a parent's meeting or an informal meeting will be arranged. Meetings with the SENCo need to be booked at the school office. Learning plans will be shared with parents and will be updated termly. Parents of a child with an EHCP will be asked to give their views verbally or written for the child's annual review and will be invited to an annual review meeting. Where appropriate, other meetings may be arranged such as at transition times. For some children and parents, a home/school communications book will be used to share information.

Parents can offer feedback to the school in a variety of ways - parent questionnaires, suggestion boxes, email, feedback slips on reports or verbally.

How we involve and consult with the children about their education.

Children will have the opportunity to participate in a pupil voice interview.

The children's milestones are shared and discussed with each child on a regular basis.

All children with an EHCP complete an All About Me document. They also have the opportunity to contribute to questionnaires for their annual review and during informal interviews with the SENCo.

Where appropriate, children will attend the review to share their views verbally. The child will join in with discussions about his/her strengths, progress, difficulties and next steps on an on-going basis to ensure that s/he is an active participant and their voice reflects the milestones and targets outlined in their EHCP.

How we adapt the creative curriculum and the learning environment for children with SEND.

Work and activities are always differentiated to support the needs of all the children. To support learning, all the teachers use a range of teaching styles. Plans are put into place to target the individual needs of children where and when necessary. A workstation approach can be used to break down tasks into manageable chunks and provide children with opportunities for rewards.

Adjustments are made for children with SEN to support them as necessary during formal assessments. Access arrangements, for example, additional time, readers and scribes can be used for individual children. In some cases, children may be dis-applied for these assessments if necessary.

Adaptions to the environment will be made as required, visual timetables are present, additional resources, specialised equipment, materials and furniture is provided to meet individual's needs. We also seek advice from other professionals when needed.

How we assess and review the progress that children make and how we involve them and parents.

Assessment for all the children is on-going and informs the teacher's planning. The school measures progress against nationally agreed standards. Each term, pupil progress meetings are held to review the progress of all the children and identify those who may need additional support. Following Lancashire guidelines, reviews of EHCPs are held annually or more frequently if necessary. Learning plans and the outcomes of intervention groups are monitored by the class teachers and the SENCo and are reviewed each term or when the programme comes to an end. Targets on the learning plans are reviewed regularly and new ones set when appropriate. Learning plans are sent home with an invitation to attend a meeting to discuss the targets if required.

How we know whether our provision is effective.

The SENCo monitors and evaluates the provision being made on an on-going basis. Through monitoring, assessments and tracking we identify progress. Through our graduated approach (assess, plan, do, review) the SENCo can track a child's progress. The review process of a learning plan is clear and realistic. We are also able to assess and gather reports from specialist teachers.

How the staff are trained and kept up to date.

Staff skills and training are audited to inform training needs. The SENCo attends cluster meetings to keep up to date and feeds back when required. A termly SEND newsletter is published by Lancashire.

How we deal with bullying and make sure children with SEN and any other child can tell us if they are having a problem

The school has an anti-bullying policy which can be found on the school website. Reported incidents are dealt with immediately. Anti - Bullying week is used to raise awareness of bullying. Strategies are put into place according to the individual child's needs. All staff know the children and are able to identify when a child is acting out of character. This is then reported to the appropriate member of staff.

Our approach to teaching children with SEND.

The SENCo will work with all the staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible. ALL CHILDREN are fully included in the life of the school and our curriculum is planned and differentiated to meet the needs of all children. As outlined in the SEN Code of Practice, we use a graduated response to meeting children's needs. Where appropriate, an alternative curriculum may be used to support the learning needs of identified children.

WAVE 1 - Quality First Teaching and Differentiation.

Teachers are responsible and accountable for the progress and development of the children in their class. High quality teaching, differentiated for individual children is the first step in responding to children who have or may have SEN. There is an on-going cycle of monitoring of the quality of teaching and learning by the Senior leadership Team.

WAVE 2- Interventions.

As mentioned before, the class teacher will monitor progress closely of children they have concerns about and will provide appropriate intervention strategies and support in the classroom to meet the needs of the child. A range of interventions is used to target identified needs. The effectiveness of these interventions are monitored and evaluated and adjustments are made as necessary. Intervention groups are recorded on provision maps. The SENCo reviews these in order to ensure individual children's needs are being met.

WAVE 3 - Personalised Interventions.

Where the child needs provision that is additional to and different from the other children in the class, an individual plan will be devised for them. There is one teaching assistant assigned for each year group in KS1 and one per class in KS2 each morning. In the EYFS classroom, there is a level 2 TA full time and an additional TA for 10 hours per week. The support staff are in place to support the classroom teacher in meeting the children's needs, delivering interventions and personalised learning. Additional teaching assistants may be deployed, depending on the need. A provision map is produced each term to illustrate the range of intervention groups and additional support being provided.

How we support our children with SEND as they move on to high school or move to another school.

Where a child has an EHCP the move to secondary school may be discussed as early as the year five review. Each child visits his/her forthcoming secondary school for taster sessions. Additional visits will be arranged for children with SEND with support from school staff as required. We are able to inform parents and support and prepare them for

the transition. The Year Six teacher meets with the secondary school staff to pass on information and the transition documents will provide additional information. The SENCo will liaise with staff from the receiving school if required. Following the allocation of places, the secondary school SENCo will be invited to any relevant meetings including EHCP reviews.

Transition from one class to another.

When the children are moving to their next academic class, there are a number of preparation visits in the new classroom and with the new class teacher. The transition from Key Stage 1 to Key Stage 2 involves a change of playground and children will experience this as part of their transition visits. Where needed extra transition is put into place e.g. regular visits to the new classroom, spending time with new class teachers and the wider class team.

How we support children with emotional and behavioural difficulties.

Liaison with the family to ensure consistency between home and school through pre-arranged meetings and handovers at the start and end of each day. A behaviour chart may be introduced by the class teacher to keep up with communications. All children participate in PSHE sessions where they are encouraged to develop their social skills and reflect on relationships with their peers and with adults. A range of resources are used to support in the specific teaching of social skills and to support with emotional development intervention and nurture groups are set up to support individual children. Some of the older children work with the younger ones to encourage friendships and co-operation. Involvement with outside agencies to work closely with the child and sometimes the family can be informed and work within the school setting. We employ a family support worker three days per week who works with children who are experiencing these difficulties.

Arrangements we make for supporting children who have SEN and are in the care of the local authority.

The school currently has no children who are in the care of the local authority. If this was the case, there would be a designated member of staff (Miss Little) with responsibility for looked after children who would ensure that we work in partnership with the social worker and other professionals to fully meet the needs of the young person and to ensure that a Personal Education Plan is in place.

What should you do if you have a concern or complaint about the provision of your child.

Any concern is taken seriously, as all children are entitled to a quality education. Initial complains should be to the class teacher, then the SENCo and if it cannot be resolved, the head teacher should be notified.

More information regarding Special Educational Needs can be found on the website for the Local Authority's local offer

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

You can view our school accessibility plan on the special educational needs tab on our school website www.brookfield.lancs.sch.uk .

Document written: July 2026

Review date: July 2027