

SEND Information Report

1. What kind of SEN does the school provide for?

Brooklands Primary School is committed to providing an inclusive education to all of its pupils. It meets the needs of a range of pupils with special educational needs under the following four headings:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Whatever the needs of any child, we will be proactive in ensuring that barriers are removed and the correct support is in place to provide a safe and nurturing environment in which children thrive socially, emotionally and academically. Parent support is vital to ensure that this takes place. No one knows their child better than the parent particularly on entry to school. We greatly value the input of parents in informing us about the needs or difficulties faced by their child as well as their strengths and interests. By working in partnership we ensure that the best provision is in place for each child.

2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Staff use the **Trafford Graduated Response** document to support them in identifying a child's needs. Many children need additional support at some time in their education. Where this support needs to continue over a sustained period of time, where the child's level of ability is well below that of the national expectation (1 year below or more), or where the child has a specific difficulty or disability, then they will be identified as having a Special Educational Need or Disability (SEND). There are various ways that children's needs are identified:

LEARNING NEEDS:

- The assessment data is used to identify any pupil who is significantly behind their peers
- Child is closely monitored
- SEN review meetings between the SENCo and Class Teachers take place
- Parents may mention their concerns regarding their child directly to the SENCo, who will take the parent's concerns seriously and investigate further before informing the parent of their findings

PASTORAL INTERVENTION:

- Incidents involving behaviour are recorded on SIMs
- Class Teacher completes pastoral referral
- SEN review meetings between the SENCo and Class Teachers
- Parents may mention their concerns regarding their child directly to the SENCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings

SPEECH AND LANGUAGE INTERVENTION:

- Class Teachers may flag children up at SEN review meetings
- External agencies, such as Health Visitors may flag a child up for Speech and Language intervention
- Parents/ carers may also flag a child up for speech and language intervention

DYSLEXIA INTERVENTION:

- Class Teachers may flag children up at SEN review meetings
- Parents/ carers may also flag a child up for dyslexia screening

If you have a concern regarding your child's academic, social, behavioural or emotional well-being then please do speak to the class teacher or the SEND Coordinator. Your concerns will be taken seriously.

3. How will school staff support my child?

At Brooklands Primary School inclusion is at the heart of all we do. The SENCo meets termly with each class teacher to discuss any concerns that they might have regarding any child within their class; these might be academic, social, emotional or behavioural issues. We will discuss the progress of the children already identified as having SEND, review their existing outcomes and set new ones. We will consider whether to continue support, remove support or if progress is limited over time we will discuss possible referral to external specialist services. This will all be discussed with parents and referrals will only take place with parental consent.

At our school we tailor support to meet the needs of the individual child. We are fortunate to employ a number of skilled and dedicated Teaching Assistants. TAs provide additional adult support and may support individual children or groups of children, and may release the teacher to do so. We use a number of programmes in school to support learning and these provide a structured, measurable response to learning and are usually multi-sensory in order to stimulate interest and engage the learner. These programmes may be carried out on a 1-1 or small group basis. TAs are always happy to talk through these programmes of

work with parents and share their child's work. TAs evaluate and record the work they do with the children and so provide on-going, regular feedback to the teacher.

We have a named Inclusion Governor, Mrs Anne Madden. Mrs Madden meets regularly with the SENCO to discuss Action Plans, children's progress, assessment, training and any other issues relevant to inclusion. This is fed back to all governors. The governing body and SMT of our school are all dedicated to ensuring that all children develop academically, socially and emotionally. We have regular systems in place to monitor progress, ensuring best outcomes for our children

4. How will the curriculum be matched to my child's needs?

All teachers are teacher of SEND and as such are skilled in providing the right level of support at the right time for your children. At Brooklands Primary School, teaching and learning is tailor made to ensure that all pupils achieve their full potential. This includes using a range of strategies and support within the classroom:

ADDITIONAL SUPPORT IN CLASS

- SEN pupils are given opportunities to work with pupils without SEN, through use of talk partners and class groupings
- Children with additional learning needs have a pupil profile in place
- Multi-sensory teaching is utilised in every classroom
- Visual supports are used to support children with social communication difficulties
- Every classroom has a visual timetable
- A differentiated curriculum which is matched to the needs of all learners
- Pupils experiencing significant and persistent learning needs are given taskbags
- A taskbag is a bag of learning activities and/or games aimed at helping children to learn and consolidate outcomes on their pupil profile within the classroom
- Every dyslexic pupil is given a dyslexia pack, containing a reading rulers/ coloured overlays and memory aids to support them during lessons
- Pupils are offered the use of ICT to provide alternative ways of recording ideas
- One-to-one support for those with significant learning needs
- A range of diagnostic tests are used once a term, during SEN Assessment weeks to identify learning targets for pupils
- Pupils' attainment is tracked to ensure that they make progress
- If a child is struggling with their learning, the school may utilise an Educational Psychologist, who will assess the pupil and then suggest strategies on how to help children learn

REASONABLE ADJUSTMENTS DURING SATs

Pupils with additional needs are given opportunities to perform their very best in the SATs. This might involve pupils being given:

- a scribe
- extra time
- regular breaks
- a reader
- completing the SATs in a separate room

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Brooklands Primary School, parents and carers views are valued and appreciated. Integral to our practice is collaborative working with parents and carers to ensure that SEN pupils' needs are met. Parents and carers of children with SEN are consulted and involved in their child's education and they are also given opportunities to observe TAs working with their child, in order to help them to develop strategies that can be used at home.

ADMISSIONS:

- In the Foundation Stage home visits are arranged in order to identify any additional needs, establish a relationship with the parents and to obtain as much information as possible about the child.
- If any needs are identified the SENCo leads on the admission of that child
- The SENCo arranges for new pupils with severe needs to attend the setting on a gradual admission, in order to fully identify the child's needs and to implement the appropriate intervention.
- SENCo will contact the child's previous setting, parents/carers and/ or medical professionals to ensure that a smooth transition is established by creating a transition plan.

SEN REVIEW WEEK:

- This is an opportunity for Class Teachers to discuss the progress of SEN pupils towards the outcomes on their pupil profile and to discuss the impact of the provision that the child has received
- Pupil profiles need to be written in clear and simple language to ensure that Parents and children understand what their targets are.
- Class Teachers log the meeting recording any discussion points on SEN review meeting log
- Class Teachers and Parents must sign and date the pupil profile to show that they have had the meeting
- Meetings should be termly for children who are SEN Support, Enhanced SEN Support and those with statements or EHC plans

ANNUAL REVIEWS

- Annual reviews at Brooklands Primary School take place once a year for any pupil who has a statement or EHC plan
- Key to the annual review is ensuring that the voices of pupils and parents/carers are heard
- Pupils will be asked to feedback what they like about school, what they have learnt so far, any areas of difficulty and what they need to work on for the forthcoming year
- When pupils are in Key Stage 2, they are invited to attend part of the review meeting to ensure that they are involved in the process
- All professional working with the child are invited to the annual review. If a professional is unable to attend, then they will be asked to provide a report
- If a parent has a concern about the provision that a child is receiving then they do not need to wait for the annual review, at Brooklands Primary School an open door policy exists, meaning that Parents/Carers are encouraged to contact the SENCo to discuss their concerns as soon as possible.

6. What support will there be for my child’s overall well-being?

Staff at Brooklands Primary School are passionate about supporting the pastoral needs of pupils. They understand the importance of recognising that behaviour difficulties are a symptom of underlying emotional or mental health difficulties. Staff try to identify the triggers that pupils with pastoral difficulties experience in order to support them to develop strategies. A key focus underpinning the ethos of Brooklands Primary School is an emphasis on helping pupils to develop their emotional literacy skills, resilience and ability to self-regulation.

IDENTIFICATION OF PASTORAL NEEDS

- Class Teachers complete a **referral** to give to the SENCo
- Children with pastoral difficulties may also be identified during SEN Review meetings with the SENCo
- Interventions implemented are based on the needs of the child.

| UNIVERSAL PROVISION | SEN SUPPORT | STATEMENT/EDUCATION, HEALTH AND CARE PLAN |
|--|---|--|
| <ul style="list-style-type: none"> • Calm box (help a child to keep calm, | <ul style="list-style-type: none"> • Friendship group • Self-esteem group | <ul style="list-style-type: none"> • One to one support • Friendship group |

| | | |
|---|--|---|
| <p>concentrate better or manage their emotions)</p> | <ul style="list-style-type: none"> • Social skills group • Understanding emotions group • Social communication group • Talk about Friends group • Talk about Classroom Behaviour group • Getting Ready for High School group • Art Lunch club • Calm box | <ul style="list-style-type: none"> • Self-esteem group • Social skills group • Understanding emotions group • Social communication group • Talk about Friends group • Talk about Classroom Behaviour group • Getting Ready for High School group • Art Lunch club • Calm box |
|---|--|---|

- Children with significant pastoral needs will require a pupil profile completing detailing child’s triggers and strategies
- The SENCo or TAs will provide pastoral support
- If child has severe pastoral needs then they will need a PSP, Pastoral Support Plans, completed by the SENCo
- Regular reviews meetings are conducted with parents to assess whether the child’s pastoral needs are improving or deteriorating
- SENCo makes referral to Alistair Black for specialist behaviour support
- Trafford Graduated Response will be highlighted to identify if an Educational Psychologist is required
- Children with significant needs may need structured support during lunchtimes, which include playing games or completing project work

SUPERVISION DURING UNSTRUCTURED TIMES

- Some pupils find the unstructured parts of the day the most challenging, so at Brooklands Primary School children are supported to access this difficult times of the day
- Some pupils need a structured plan for lunchtimes to ensure that a smooth transition from the morning and afternoon occurs
- This may involve a pupil playing outside for some of the lunchtime before being eating their lunch
- Once they have eaten their lunch, they may be given an activity to complete to ensure a calm and positive lunchtime

POSITIVE HANDLING PLANS

- If a child has significant social, emotional or mental health difficulties, meaning that their behaviour poses a risk to themselves or others then a positive handling plan will be written to ensure that all strategies are identified

ANTI-BULLYING POLICY

- Brooklands Primary School takes bullying very seriously and deals with any incidents according to the Anti-bullying policy

MEDICAL NEEDS

- Where a child requires on-going administration of medicine or personal care we follow the school protocols and write Health Care Plans with parents and with the support of a medical practitioner to ensure the correct provision for individual children is in place. (See school website – Supporting Children with Medical Conditions and Administering Medicines in School Policy)

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

At Brooklands Primary School we seek advice from a range of other professionals. These help us to provide the best support for our children. Some of the outside specialists that we work with include:

SCHOOL NURSE

- The school nurse helps us to find out if your child may have a health problem, such as with hearing or eyesight. The school nurse can also make referrals to other medical agencies.

SPEECH AND LANGUAGE THERAPIST

- A speech and language therapist gives advice and support for children with communication needs.

EDUCATIONAL PSYCHOLOGIST

- An Educational Psychologist can come into school to observe and assess a child's needs or they may give general advice regarding a particular difficulty or concern.

SENSORY TEAM

- Teachers who support children with visual or hearing impairments in class.

OTHER PROFESSIONALS

- We have a close working relationship with skilled consultants in Trafford with a range of specialisms:
- Medical Needs
- Occupational Therapist
- Physio-Therapist
- Social Communication / ASD
- SPLD (dyslexia),
- Early Years SEN
- Behaviour

If a child has severe and persistent needs in their social and emotional skills, then that child might be referred to Longford Park Behaviour Outreach Support.

8. What training are the staff supporting children with SEND having?

All staff undertake continuous professional development from external providers and through in-house training. Where appropriate, TAs and teachers access specialist training to support specific difficulties. As a school we have achieved the Dyslexia Friendly Status and have accessed training in this area. Other training opportunities this year have included provision mapping, using Numicon and Autism, which a parent helped to deliver.

In accordance with Section 6 of the SEN Code of Practice 2014, the SENCo is a qualified teacher who has obtained the National SENCo Award. As part of the CPD for the SENCo, she regularly attends local network meetings.

We invite parents and children to speak in assemblies or in classes to share their experiences and raise awareness of disabilities. It is important that all of our staff and children have a good understanding and respect for the experiences of others and work as a community to support one another.

9. How will my child be included in activities outside the classroom including school trips?

Brooklands Primary School is committed to ensuring that all pupils are safe within the classroom and that they access a broad and balanced curriculum. Sometimes adaptations are made to ensure that all learners fully participate in school life.

RISK ASSESSMENTS

- The SENCo conducts a **risk assessment** for children with significant medical or physical needs to ensure that the learning environment is appropriate for their needs
- A risk assessment will also be conducted for children who have physical or medical needs, who might struggle to access PE lessons, wherever possible all pupils will be encouraged to participate in PE lessons, if a child has a disability, then adaptations will be made or adult support will be provided to ensure that pupils access these vital lessons

SCHOOL TRIPS

- When preparing risk assessments staff will consider any reasonable adjustments they might make to enable a child with physical or medical needs to participate fully and safely on visits.
- Sometimes additional safety measures may need to be taken for outside visits and it may be that an additional staff member, a parent/carer or other volunteer might be needed to accompany a particular child.
- Arrangements for taking any medicines will need to be planned or as part of the risk assessment and visit planning process. A copy of Individual Health Care Plan should be taken on trips and visits in the event of information being needed in an emergency.

10. How accessible is the school environment?

As a school we have developed and updated our own Accessibility Plan and Single Equality Scheme over a number of years, which can be found on our website. There are accessible disabled toilets located at the end of the KS1 corridor and from outside within the After School club toilet facility. Pupils with physical or medical needs may require a Personal Emergency Evacuation plan in case of an emergency. Our school is dedicated to securing equipment, resources and facilities to support children with SEND. A dedicated budget is in place to ensure that this funding is protected and used for purpose. Much of our budget is used to finance additional adult support across the school.

Where a parent has limited English, we are happy to produce literature in parents' preferred language. The school recognises the importance of celebrating diversity, so this have been

put on the school development plan and there are a small group of teachers working collaboratively to develop this across school.

11. How will the school prepare my child to join the school, transfer to a new school or the next stage of education?

Brooklands Primary School recognises that all pupils find dealing with change difficult regardless of whether they have additional needs or not. We have developed a comprehensive package of support to help pupils with SEN through periods of transition. As children transfer through the school we ensure that they become familiar with the environment and get to know their next teacher before the start of the new term. Parents are invited in to meet the new teacher who will talk to them about any relevant changes and children will be able to join them for a short informal session. The children will also spend time in their new classes at the end of the Summer Term and are given a 'Welcome Letter' so that they can become familiar with their new timetable and the expectations of their next year group.

TRANSITION DURING THE SCHOOL YEAR

When children move from our school within the year (known as 'in-year transfer') we send their assessment information on to the feeder school and any other relevant SEN information where necessary. Children arriving within year are partnered with a buddy who will support them socially and practically in the classroom, around the building and in the playground. We will request assessment information from their previous setting and it is useful for us to look at previous work books and reports. We may undertake assessments to ensure that children receive the education that is right for them.

SEN INTERNAL TRANSITION:

At Brooklands Primary School we recognise that change can be difficult for children, especially for pupils who move across key stages, e.g. from Reception to Year 1 or from Year 2 to Year 3.

- SENCo discusses children who will require transition support at SMT in early Summer 1
- SENCo then conducts transition training with TAs in Summer 1
- The list of children across the school is divided amongst the TAs and they complete transition booklets for the children identified
- In Summer 2, week 1, parents are informed of which class their child will be going into
- In Summer 2, week 2, the TAs give the children the transition booklets. The children are supported by having an adult read the booklet to them on a daily basis
- A copy of the transition booklet is sent home, so that parents/carers can reinforce the message of moving on to a new class at home

- Additional transition opportunities are conducted in a subtle way, including the following types of activities, e.g. jobs for their new class teacher or passing messages to their new Class Teacher.
- This helps the child to get familiarised with their new classroom and Teacher

SEN HIGH SCHOOL TRANSITION:

We acknowledge that moving onto high school can be a difficult time for pupils and their parents/carers, so we have developed a timeline indicating when specific tasks need to be completed to ensure that children move to high school confidently and successfully. The schools have established good links with the local high schools to ensure that pupils have opportunities to get familiarised with a range of high schools before moving on. The school also use the Getting Ready for High School Transition resource pack.

- SENCo consults Year 6 Class Teachers at the end of Spring 2 to obtain a list of vulnerable children, who require additional support with transition

GETTING READY FOR HIGH SCHOOL INTERVENTION:

- The Getting Ready for High school intervention will consist of two parts:
- **Part 1** – the principles of successful transition
- **Part 2** – life skills focused on successful transition – to be undertaken in the second half of the Summer term after the SATs
- The purpose of these visits is to develop the children's skills in using public transport and to ensure their safety when they attend high school in September.
- By the end of the intervention, children will have produced a journal including top tips, pictures of the high school that they will be attending and their thoughts and feelings about high school.
- During SEN Review Meetings in Spring term, Class Teachers identify who will require additional, supported visits to high school
- SENCo contacts high schools and conducts transition meetings with the SENCos
- For pupils with statements or EHC plans, the SENCo arranges a meeting with the SENCo from the chosen Secondary School, the class teacher, the parents/carers and the child during the spring/summer term prior to transition.
- Additional high schools visits are arranged in the Summer 2 for children who would benefit from this.
- All SEN records are delivered to the High Schools in the final weeks of the summer term

12. How are the schools resources allocated and matched to children's SEN?

As a school we receive an allocated amount to support children with SEND. When a pupil's needs are severe and persistent, the SENCo will apply for additional funding to meet individual needs. Funding is granted by an external Panel of professionals and school produces a provision map showing how they will use the additional funding to meet the needs of that child.

13. How is the decision made about what type and how much support my child will receive?

All children are unique. Decisions might be different for each child and are made with consideration for the individual need at that particular time. Needs do change and so provision changes to match this. Sometimes it is school (the class teacher with the support of the SENCO) that will make the decision to provide additional support for a pupil in terms of intervention programmes. Parents are always informed of these and there is always opportunity to talk through the programme, send things home or observe your child working on a 1-1 basis.

Diagnostic assessments are undertaken on a termly basis to look in more detail at where a child's strengths and difficulties lie in order to ensure that we are targeting their needs correctly. These assessments are:

- Sandwell test for maths
- Benchmark test for reading
- EIM test for spelling

We will discuss our findings with you and consider which approach to take. Interventions are tailor-made to meet the needs of the individual child. When considering a referral to other services, this is always discussed with the parent and we always ask for your consent.

14. How are parents involved in the school? How can I be involved?

As a school we continually keep you informed about your child's education. The following are ways that we keep you up to speed with your child's day to day education:

- Welcome to ... introductory handbook at the beginning of the year,
- Half-termly topic overviews,
- Informal parent drop-ins, so that parents can see their child's books and have a chat with the class teacher

- Parent's evening,
- When reviewing IEPs parents are invited to contribute and share their feelings and opinions honestly with staff.
- Opportunities to volunteer in school

Brooklands Primary School runs a parents' group for parents of pupils with additional needs.

SEN PARENTS GROUP:

- The group is run by the SENCo
- The purpose of the group is to encourage parents of children with Special Educational Needs to work in collaboration with the school to meet their child's needs
- The group discusses systems and practices in school
- The group also arranges talks by professionals within the field of SEN, in order to share information and to help Parents to know what support is available to them.
- Workshops are organised based on parental requests, such events may include how to support children with maths difficulties
- Meetings are termly

15. Who can I contact for further information?

You can contact the class teacher or SENCo to discuss your child's needs at any time. If you are worried then contact school and we will listen to you and take your concerns seriously. We will do our very best to overcome your worries. We all want the best for your child so please don't hesitate to tell us if you have a concern – no matter how small. Prospective parents can call the school office to request a 'show round' and they are welcome to request to meet the SENCo if this would be helpful. The SENCo can be contacted via the school office on 0161 973 3758.

Trafford Parent Partnership Officer provides objective support to any parent who has a child with SEND. Geraldine English is the named person in Trafford and can be contacted on 0161 912 3150.

16. What other support is available?

TRAFFORD'S LOCAL OFFER

Brooklands Primary School recognises the importance of the Local Offer in enabling parents and carers to identify what services are available in their area and how to access them. To find out more information use the following link to go to the Trafford Local Offer:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>

DEALING WITH COMPLAINTS

- If parents or carers are concerned about the provision being offered for pupils with SEN, then they are actively encouraged to approach the SENCo to discuss their concerns
- If after meeting the SENCo, the parent/carer is still unhappy with the provision being offered in school, then they would be encouraged to meet with the Head teacher
- If the school and parents/carers are unable to resolve the issue, then mediation would be considered
- If a parent/carer is unhappy with a decision made by the Local Education Authority then they can find the appropriate paperwork on the Trafford Local Offer website in order to appeal at a tribunal