



## **Brookside Primary School SEND Information Report**

## Introduction

From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish an SEND Information Report on their school websites.

This report must contain SEND (Special Educational Needs and Disability) information as is set out in the Schedule, as well as utilising the Local Authority (LA) Local Offer. The Local Offer provides a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

Consequently, the report should meet the needs of SEND pupils as determined by school policy, and, the provision that the school is able to determine. Further information on the Schedule can be found by following this link:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information>

All Lancashire maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEND Information required as stated in the SEND Code of Practice 2014.

## **What are Special Educational Needs (SEND) or a Disability?**

The Code of Practice (June 2014) defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a **significantly greater difficulty in learning than the majority of others of the same age**: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.”

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Some children who have additional needs are not placed on the SEND record as their issues do not necessarily impact upon their learning. These include some children with disabilities, children who are Looked After, children who are learning English as an additional language and children receiving Pupil Premium.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

## **1.What kinds of special educational needs can be catered for at Brookside?**

As an inclusive school, special education needs and provision can be considered under four broad areas:

- 1)Communication and interaction
- 2)Cognition and learning
- 3)Social, mental and emotional health
- 4)Sensory and/or physical

At Brookside we are able to provide support for a range of individual needs. We have staff who have worked with and attended courses on: social and communication issues, speech and language difficulties, learning difficulties, physical difficulties and sensory difficulties. Where we are not able to provide the level of expertise required school will access advice from external agencies (educational, medical, social and emotional) and/or access appropriate courses.

## **2. How does our school know if children need extra help?**

We know if pupils need extra help if:

- Concerns are raised by parents/carers, teachers (including from a child's previous school) or the child.
- Assessment and tracking procedures indicate a lack of progress from the child's individual starting point.
- Observations by those in school (teachers, support staff, the leadership team) indicate a child has a need in one of the four areas. (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical.)

Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment. Having a medical need is not necessarily an SEND issue, unless the condition has an impact on the child's learning.

Assessments that may be carried out in school:  
Reading (comprehension, accuracy and rate)  
Spelling Number skills  
Language skills  
Non verbal abilities

### **3.How will the school make provision for pupils with special educational needs whether or not pupils have EHC Plans?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.

The quality of teaching is monitored through processes including: classroom observations by the Senior Leadership Team (SLT), Special Educational Needs and Disability Coordinator (SENDCo) and external verifiers, on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.)

Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

All pupils have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parent Evenings. Pupils' attainments to meet these targets are tracked using the whole school and SEND tracking system.

Pupils who are failing to make at least expected progress are identified very quickly and are discussed at half term meetings that are undertaken between the class teacher(s) and members of the senior leadership team. Strategies are decided upon to support these children make better progress (this will only be after consultation with parents/carers).

Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes.

SEND support will be recorded on a support plan, giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed with the parents and the pupil at least once a term.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies, according to pupil need. For example, The Inclusion Service, Speech and Language Therapy (SALT),

Educational Psychology. For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided.

Type of support provided	Class teacher via outstanding targeted classroom teaching also known as Quality First Teaching.	<p>Ensuring that the teacher has the highest possible expectations for the child and pupils in their class.</p> <p>Ensuring that all teaching is based on building what the child already knows, can do and can understand.</p> <p>Putting in place different ways of teaching so that the child is fully involved in learning in class. This may involve things like using more practical learning etc.</p> <p>Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support the child's learning.</p>
	Specific group work with a smaller group of children. This group may be: Run in the classroom or outside Run by a member of staff who has had training to run these groups.	<p>The class teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>She/he will plan group sessions for the child with areas of development identified to help the child make more progress.</p> <p>A learning support assistant/teacher will run these small group sessions.</p>
	Specialist groups run by outside agencies e.g. Speech and Language therapy and/or individual support	<p>The child will have been identified by the class teacher/SENDCO (or parents/carers will have raised the worries) as needing more specialised input instead of or in addition to excellent class room teaching and intervention groups.</p> <p>Parents/Carers will be asked to come to a meeting to discuss the child's progress and help plan possible ways forward.</p> <p>Parents/Carers may be asked to give permission for the school to refer the child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist &amp; medical professional etc. This will help the school understand The child's particular needs better and be able to support them better in school.</p> <p>The specialist professional will work with the child to understand their needs and make recommendations, which may include: Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Support to set better targets which include their specific expertise.</p> <p>A group run by school staff under the guidance of the outside professional e.g. social skills group etc. A group or individual work with outside professional. The school may suggest that the child needs some agreed individual support in school. They will tell parents/carers how the support will be used and what strategies will be put in place.</p>

**(a) How does school evaluate the effectiveness of its provision for such pupils?**

All children are continually assessed to check that they are making progress and/or achieving personal targets. Tracking evaluates the effectiveness of provision put in place. For children with SEND school uses smaller step assessments to monitor all progress and more specific individual assessments may be administered.

**(b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Children's progress and achievement is continually monitored by all staff. For children with SEND specialist assessments are used to check skills levels e.g. reading ages, spelling ages, verbal and non-verbal skills, auditory and visual skills. Support Plans are reviewed at least every term.

**(c) What is the school's approach to teaching pupils with special educational needs?**

School expects children to spend the majority of their time learning in the classroom with their peers supported by a range of adults including the class teacher and Teaching Assistants (TAs). Any withdrawal is time limited and has very specific targets which require a quiet controlled environment e.g. to deliver a speech programme. The overall aim is to encourage the pupil to be an independent learner who does not depend on adult support to access learning.

**(d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

School believes that all pupils should be able to access the curriculum at a level appropriate to their individual needs and that they will learn in all lessons. Pupils may need:

- Differentiated or different objectives to the majority of their peers
- Alternative ways of recording their work
- Resources to access learning at their own level
- Adult support to improve access.

The learning environment can be adapted to an individual's needs as long as it does not disadvantage the learning of their peers e.g. using a 'loop' system to support a HI (Hearing Impaired) child, enlarged print for a VI (Visually Impaired) child.

**(e) What additional support for learning is available to pupils with special educational needs?**

Children may be allocated support through the statement/EHC Plan. This can involve:

- Access to a TA in the classroom and for group or individual work (lessons and therapy)
- Specialist teacher accessed through the Inclusion Service or from a local specialist provider.

- Specialist resources and assessment.

Other children on the SEND record are allocated support according to their needs, this may include an adult to deliver a therapeutic programme.

**(f) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?**

Children who have SEND are entitled to take part in all school activities. Children will be supported to take part in all school visits in consultation with the parents. A risk assessment will take place to ensure the safety of the child, their peers and the adults involved.

After school and lunchtime clubs are monitored to ensure that all pupils can access some of the clubs, they include clubs which are not just sporting but creative and imaginative.

**(g) What support is available for improving the emotional, mental and social development of pupils with special educational needs?**

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Economic (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being.
- Pupil voice mechanisms are in place. There is an active School Council where all ages of pupils in the school are represented.
- Classrooms have a 'feelings and ideas box' in which any pupil may anonymously express their concerns.
- Delivery of small group evidence led interventions to support pupil's wellbeing. These target interaction skills, improving resilience and emotional wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities.
- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health.
- The school has an Anti-bullying Policy and all reported incidences are thoroughly investigated by the SLT (Senior Leadership Team) and parents are involved in coming to a resolution.

.School is able to direct families to agencies which provide advice and support for children experiencing emotional, mental and social issues. There is also a facility for individual work to be delivered in school. School will make sure that it provides a safe, nurturing listening environment. School can deliver programmes for small groups which encourages positive social relationships. Brookside aims to be a nurturing school with all the needs of the children being our concern.

**(h) What support is available to pupils with medical needs?**

If a pupil has a medical need then a detailed Health Care Plan is compiled by our

school nurse in partnership with parents and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within “Supporting pupils at school with medical conditions” “Statutory guidance for governing bodies of maintained schools and proprietors of academies in England”.

**(i) How accessible is the school environment?**

The school is all on one level with wide corridors and doorways. There is a disabled toilet with a height adjustable changing bed (staff will be trained in moving and handling if the need arises). There is ramp access to the top playgrounds as well as steps. All steps have suitable marking and railings at child appropriate height. Although there is not a designated parking space for disabled visitors the level side of the school is available for parking.

All staff are willing to make modifications to take into consideration individual needs. School has made provision for children with sensory needs in the past (sight and hearing) and have some understanding of the issues involved. All classrooms are carpeted to avoid noise distraction.

**4. Who is the SEND Co-ordinator and how can they be contacted?**

The SEND support at Brookside is currently being coordinated by Mrs Allan (Head teacher), Mrs Woodend and Mrs Oldcorne. They can be contacted on: 01200 425564.

**5. What training do the staff supporting children and young people with SEND undertake?**

Different members of staff have received training related to SEND, including:

- How to support children with specific learning difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with speech, language and communication needs
- How to support pupils with physical and coordination needs (moving and handling)
- How to support pupils in accelerating progress in basic skills (Reading, Writing, Spelling, Number)
- How to support pupils with behavioural difficulties
- The Speech Therapist visits at least each term to assess and plan for targeted pupils, this is attended by the TA who is directed by the Speech Therapist to deliver the programme in school.
- Physiotherapists and occupational therapists provide advice and programmes to enable school to support specific pupils
- The school has visits from specialist teachers, who provide advice to staff to support the success and progress of individual pupils



- The Governor with responsibility for SEND has completed SEN Governor training.

## **6. How will equipment and facilities to support children and young people with special educational needs be secured?**

School receives a sum of money to provide for the education of all pupils based on the number of pupils in the school. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEND; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

Some vulnerable groups of pupils are allocated additional funding. Those pupils with the most complex needs may be allocated Additional Educational Needs funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support by TAs e.g. play programme, Literacy and Numeracy support.
- Specialist support from teachers
- Bought in support from external agencies e.g. access arrangement assessment.
- Parent workshops
- Provision of specialist resources e.g. assessment tools and resources recommended by external specialists
- Training relating to SEND for all specific staff

Directly funded by the school	Teaching Assistants Additional Educational Psychology input to provide a higher level of service to the school. SENDCO Inclusion Service (bought in service) Advice from specialist schools Any resources required	
Paid for centrally by Local Authority but delivered in school.	Educational Psychology Advice on managing challenging behaviour Attendance advice	
Provided and paid for by the Health Service but delivered in school	School Nurse/Community Paediatric Nurses Speech Therapy Occupational Therapy/Physiotherapy Paediatricians Health Visitors Clinical psychology	03002470040  01254 584329

### **How does the school decide how much support a child will receive?**

For pupils with SEND but without an Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENDCO and Leadership Team, in conjunction with parents. These are reviewed

termly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including by outside agencies.

For pupils with an Education and Health Care Plan, this decision will be reached when the plan is being produced or through the annual review.

## **7. How are parents/carers involved in planning the provision put in place for their child?**

Parents/Carers are seen as partners in planning and supporting the provision put in place for their child. This will take place through:

- Discussions with the class teacher, SENDCO or Leadership Team.
- During discussions with the SENDCO or other professionals
- During CAF/TAF meetings
- Parents are invited in to school to discuss their child's support plan every term and are given the opportunity to monitor progress every half term.
- Parents are able to meet with the SENDCO regularly.

School operates an open door policy; parents are able to book an appointment to see any member of staff at a convenient time. All significant concerns should initially be discussed with the head teacher. Class teachers will discuss any issues raised by parents with the SLT (Senior Leadership Team) and the SENDCO.

Parents may also contact the Head teacher or SENDCO directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **8. How does the school consult young people with special needs and involve them in making decisions about their education?**

The Code of Practice states children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

A child will be encouraged to participate in setting and reviewing individual targets (each term and annually) in line with the above statement. Those with EHC Plans will contribute to annual reviews of their provision by producing a written report, photographs, scribed notes and contributing at the meeting.

**9. How does the governing body treat complaints from parents of pupils with special educational needs concerning the provision made at the school?**

At Brookside we feel we have a good relationship with parents on matters concerning children with Special Needs. We try to consult and involve parents at every stage so we hope that complaints will be rare. It is part of our whole school ethos to strive to do the very best we can for each and every child within our school. Every effort will be made to resolve individual parent concerns and bring about a satisfactory outcome.

Additionally, we do/or can access independent help via the SEND Information Advice and Support Team (IAS Team) who may manage to help resolve potential issues. If a complaint arises the policy is on the school website: <http://www.brookside.lancs.sch.uk/> (School Information – Parents Information)

**10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

Governors are aware that in addition to Class Teachers and Teaching Assistants (TAs), other school support staff such as Lunch time supervisors and voluntary helpers, also contribute to the well-being and education of all pupils in our school. A wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services.

The Head teacher and SENDCO report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and attends briefing sessions. The SEND Governor also reports back to the Governing Body.

**11. Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the LAs duty to provide information on mediation)**

General information relating to SEND can be found on the school website, (SEND policy and the school's Local Offer).

All school staff and Governors	01200 425564
School Nurse	0300 247 0040 (Virgin Care)
Information Advice and Support Team (IAS Team)	<p>Can support by:</p> <p>Discussing concerns about special educational needs or disabilities (SEND)</p> <p>Explain SEND policies and procedures in Lancashire</p> <p>Assist with SEND paperwork</p> <p>Liaise between parents/carers, nursery, school or college and other professionals</p> <p>Support with relevant meetings</p> <p>Signpost to other sources of support about SEND</p> <p>They can also provide advice through parent carer support groups, local SEND youth forums or local disability groups and training events.</p> <p>Tel: 0300 123 6706</p> <p>Monday to Friday 9am to 5pm</p> <p>Email: <a href="mailto:information.lineteam@lancashire.gov.uk">information.lineteam@lancashire.gov.uk</a></p>
IPSEA	(Independent Parental Special Education Advice) <a href="http://www.ipsea.org.uk/">www.ipsea.org.uk/</a>
Physiotherapy, Occupational therapy, speech therapy	<p>Contact via a referral by your GP.</p> <p>School can also refer your child for therapy.</p>
Paediatrician	Referral via GP

## **12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases?**

**Early Years Foundation and Reception:** Some children enter our school via our state/private nurseries and their special needs are or have been already identified - as we are very keen to identify needs and ensure Early Intervention we contact the nurseries early in the year to ensure we have adequate time to prepare for transition.

Children entering Reception who have been identified as having SEND will be visited by the class teacher, SENDCO and head teacher and there will be close liaison with the parents to ensure a successful transition. These children may require more visits to the Reception classroom than the majority of their peers.

**If a child is joining us from another school:** The SENDCO will liaise with the previous school. If a child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. The child will be able to visit our school and stay for a taster session, if this is appropriate.

**If a child is moving to another school:** We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be

made for the child. Where possible, a planning meeting will take place with the SENDCO from the new school.

We will make sure that all records about a child are passed on as soon as possible. If a child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

**When moving classes in school:** There is always a transition meeting where all pupils including those with SEND or a disability are discussed. Support plans will be shared with the new teacher.

**In Year 6:** The SENDCO will discuss the specific needs of the child with the SENDCO of the child's secondary school and also with the Year 7 pastoral lead if thought necessary. In most cases, a transition review meeting to which parents/carers will be invited will take place with the SENDCO from the new school. The child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child in this school.

### **13. Where is the local authority's local offer published?**

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

Lancashire County Council's Local Offer can be found at:

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