



Brookfield Primary School SEN Information Report 2024 - 2025:

The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code:

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- considering the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood; ensuring a smooth transition to secondary school

Brookfield Primary School currently has 168 children on roll. We cater for children from Reception to Year 6. As a Derbyshire County Council school please see the local offer for further information and guidance:

www.derbyshiresendlocaloffer.org

Our School SENCo: Mrs. Schofield



Mrs Louise Schofield, has a BA (with honours) in Professional Studies, with QTS, gained from the University College of St Martin's in Lancaster and The National Award for SEND Coordination from the University of Northampton. She has worked at Brookfield Primary School since 2001 and has been SENDCo since 2013.

The SEN Code of Practice 2014 identifies 4 key areas of SEN:

- 1) Cognition and Learning Needs
- 2) Communication and Interaction Needs
- 3) Emotional, Social and Mental Health
- 4) Physical and Sensory Needs

AREA OF NEED	CONDITION
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, developmental coordination difficulties, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

How Can School Support Your Child?

School Support		
Wave 1 Tailored teaching in class	Wave 2 Wave 1 plus tailored intervention programmes	Wave 3 Wave 1 plus individualized programmes based on independent evidence
Quality First Teaching Planning adapted to meet the needs of the pupils.	Structured small group supported, targeted to support learning in lessons. Interventions closely monitored to ensure pupils' needs are being met.	1:1 or very small group support by a teacher or teaching and learning assistant based on advice from specialized professionals to meet very specific targets.

Cognition and Learning:

Your child may have difficulties with the skills needed for effective learning such as:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills (Being able to categorise, hold in memory and understand the next blocks of learning)
- Fine and gross motor skills (Motor skills is an action that involves using muscles. Gross motor skills are larger actions and fine motor skills are smaller actions e.g. Handwriting)
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

School Support		
Wave 1	Wave 2	Wave 3
Quality First Teaching Use of practical resources. Visual timetable. Support resources eg. Word banks, multiplication grids. Individual targets. Group/paired work. Use of AFL to support future planning.	Small group support. Multi-sensory support. Intervention groups. Daily reader.	Individual teaching to build basic English and mathematics skills. Individually prepared materials in 1 or more curriculum areas. 1:1 support Following advice from external support agencies. Focused work to meet Inclusion Funding/EHCP targets.

Communication and Interaction Needs:

Your child may have a delay or difficulties in one or more of the following areas:

Attention / Interaction skills:

- May get easily distracted
- Need reminders to keep attention
- May need regular prompts to stay on task
- May need individualised motivation in order to complete tasks.
- Difficulty attending in whole class. Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding / Receptive Language:

- May need visual support to understand or process spoken language and demonstrates frequent misunderstandings.
- Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language:

- May use simplified language and limited vocabulary.
- Conversations may be difficult to follow, with the need to request frequent clarification.
Some immaturities in the speech sound system. Grammar/phonological (Speech Sounds) awareness still fairly poor and therefore their literacy can be affected.

School Support		
Wave 1	Wave 2	Wave 3
Quality First teaching. A language rich environment with opportunities and time to talk. Structured routines. Modelling and scaffolding. Appropriate resources to support pupils in their learning readily available. Seating place appropriate for the needs of the pupil.	SALT intervention delivered by staff. Small group support where appropriate. Specific speaking and listening activities planned to encourage good listening. Visual cues to support meaning.	Advice from outside agencies to develop programmes and strategies to support learning. Focused work to meet Inclusion Funding / EHCP targets.

Social, Emotional and Mental Health:

Your child may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

School Support		
Wave 1	Wave 2	Wave 3
Application of school behavior policy – rules, rewards and sanctions. PSHE lessons focusing on social skills. Curriculum matched to the needs of the pupils. Adapted learning to target the needs of the pupils. Visual timetable. Continued promotion of Brookfield values – ‘Ready, Respectful, Safe’.	School based intervention groups eg, nurture, Riding for Smiles. Learning mentor sessions. ELSA Access to sensory room. Use of social stories. Comic strip conversations. Visual timetable. Structured free time. Break-out space. Structured transition plan at the end of the school year.	Following advice from external support agencies. Focused work to meet Inclusion Funding/EHCP targets.

Physical and/or Sensory Needs:

Your child may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

School Support		
Wave 1	Wave 2	Wave 3
Liaison with parents. Writing support eg. pencil grips, slope boards, use of ICT equipment. Appropriate classroom seating. Awareness of background noise that could compromise hearing and cause distraction. Care plans followed. Extra time given to complete tasks where necessary.	Fine/gross motor skills intervention. Peer group awareness where appropriate. Reasonable adjustments made to ensure inclusive practice.	1:1 support where necessary eg. Movement through school, toileting. Following advice from and programmes given by external support agencies. Focused work to meet Inclusion Funding / EHCP targets.

Identification of Special Education Needs

Brookfield Primary knows that a pupil has a special educational need in a variety of ways including:

- Parents/previous schools may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teams may identify concerns
- SLT track behaviour to see if a child is continually struggling with their emotions and concentration
- Termly data/discussions/provision mapping may indicate issues of SEN

School might seek additional information from a specialist teacher e.g. Educational Psychology, CAMHS, School Health, Pediatricians, Speech and Language Therapist and Inclusion Advisory Teacher.

Arrangements at Brookfield Primary School for consulting parents of children with SEN and involving them in their child's education:

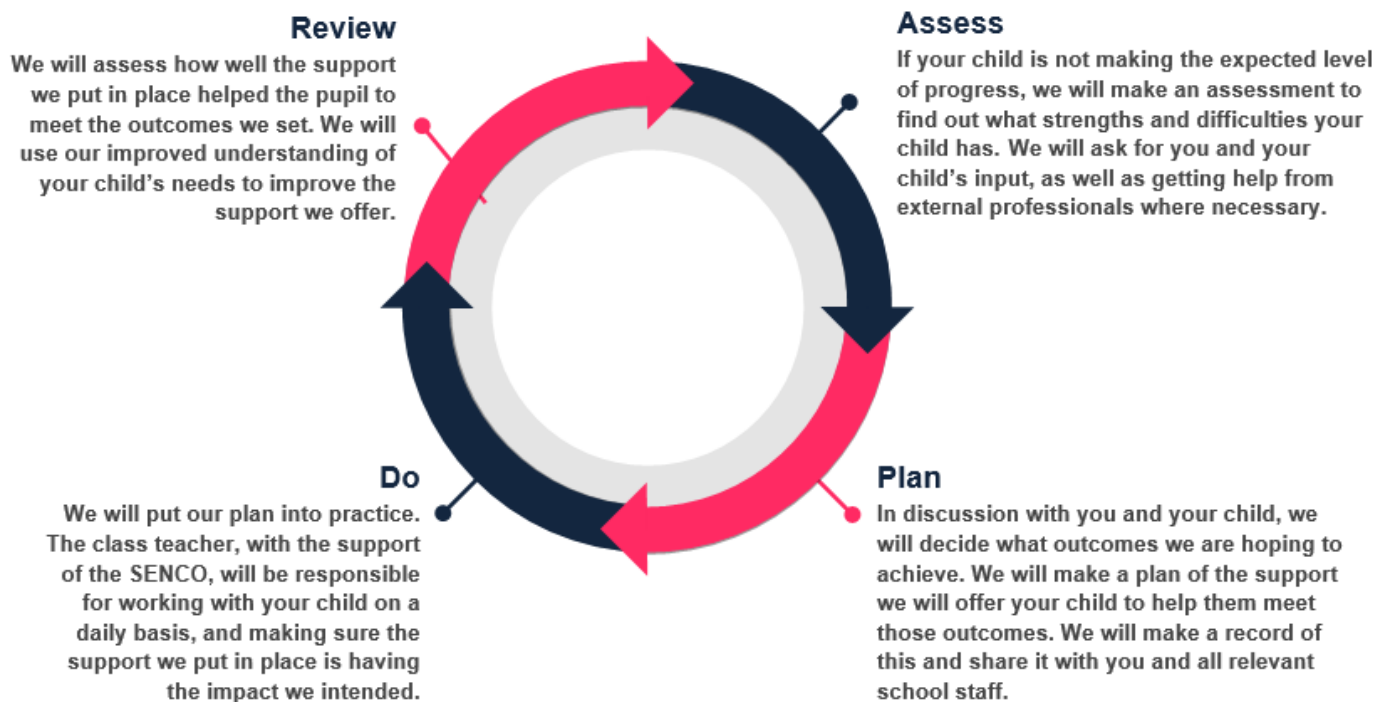
- All parents of children identified as having an additional need are consulted through an IEP review and/or parents evening meeting. All parents with children with an EHCP will be invited to an annual review about the progress of their child.
- Teaching teams / Learning Mentor / the pastoral manager will support parents when necessary, about issues surrounding their child.
- All staff will give their time to talk through any concerns that any parent may have regarding their child.
- During parent consultation evenings, staff share targets and progress with all children and set new targets for the next term.
- An annual survey for SEN will be sent out to actively seek parent views.

Arrangements at Brookfield Primary School for consulting children with SEN and involving them in their own education:

- All pupils with an EHCPs are consulted through an annual review. Their comments are included on the review. All pupils contribute to their termly targets.
- SEN pupils are represented and included in school groups such as the school council, Avengers and Smilers.
- Pupil views are found, at least annually, through a questionnaire carried out in school.
- Staff will up-date parents regularly about issues surrounding their child.
- A survey for parents of children with SEND needs will be sent out annually.

Assessing and Reviewing children with SEN:

We follow the 'graduated approach' to meeting your child's SEN need. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



We ensure consideration for SEN across all curriculum areas and all aspects of teaching and learning. All children in school receive quality first teaching as the first step to teaching and learning and addressing individual needs. Our school tracking system for assessment ensures that all pupils progress is tracked termly, reviewed by the Senior Leadership Team and reported to the governors. Data is drawn from Accelerated Reader assessments, PUMA (maths) assessments, Salford Reading Tests and Sandwell Maths Tests along with teacher assessments, Reading Accuracy tests and Little Wandle Phonics tracking. Each teacher is responsible for their pupil progress review information. Children with additional needs have an IEP (Individual Education Plan) which is shared with the child and parent ensuring clear SMART targets are in place.

If a class teacher is still concerned, a review with the SENCo will take place. Specific interventions will be used to target the need of the child. If appropriate, Inclusion Funding or an EHCP application might be made. Termly parent consultation evenings ensure that all of our children's progress and new targets are shared with each child and their parent. For any non-attending parents; the class teacher will discuss progress via a telephone call.

Transition:

For our new starter pupils in Reception, we have a fully inclusive transition plan in place which begins in the summer term. Each year, staff from Brookfield Primary School have a visit with the nursery children in their settings. This ensures the staff and children have met each other prior to in-school transition events. A transition meeting is held in the summer term, by the headteacher, so that school systems can be explained to all new parents and there is an opportunity to meet all reception class team, the Pastoral Manager, the SENCO and headteacher.

Following this, transition visits will take place giving opportunity to work in school, with the classroom staff team on their learning. This ensures that they are familiar with the building, staff and each other when they start school in September.

In Year 6, children with SEN will go on supported visits with a familiar teaching assistant to their secondary school. If a pupil has an EHCP, information will be shared at annual reviews and secondary staff are invited to attend these meetings so they are fully aware of the child's needs before they move on. All information regarding children with SEN is passed securely to the secondary school SENCo.

Our school approach to teaching children with SEN and the adaptations we make to the curriculum and environment for children with SEN:

We make any reasonable adjustments, for any child, to ensure they are fully included in all activities in our school. This includes:

- Quality First Teaching
- Additional adults in the room
- Reduced group size
- Personalised provision through interventions
- Adapted resources
- Change of voice, support from colleague
- Specific seat in classroom
- Individual behaviour plans
- Lunch Clubs/ Nurture Groups

The training of staff:

Staff in school are experienced in teaching pupils with SEN. Where CPD needs are identified to help meet the needs of our SEN pupils, courses are attended. Feedback is given to the staff to ensure it has maximum impact for the pupils. Since September 2022, staff have been trained in nurture, Boxall Assessments, Lexia, Sandwell and Salford Assessments, Deregulation by Behaviour Support, Little Wandle Phonics, White Rose Maths.

Staff are supported by external agencies including Nurture, CAHMs, Autism Outreach, Educational Psychology service, Speech and Language professional, Medical, physio and the Inclusion Service at Derbyshire County Council.

Evaluating the effectiveness of the provision:

The SENCo, will review the provision in place on the provision map once a term, with staff during a staff meeting. Termly data for SEN groups ensures the pupils with SEN make good progress.

Support staff have been trained to use Boxall assessments to ensure interventions such as Lego Therapy, Nurture and Elsa are having a positive impact. Staff are tracking all interventions using a system introduced by Derbyshire Nurture Staff to our team at Brookfield.

The SEN information report is posted on the school website and up-dated annually.

How do children with SEN/without SEN engage in all of the activities available

All of our pupils are included in the entire curriculum. As we are a small school we get to know the pupils very well and all reasonable adjustments are made to ensure all pupils participate in all learning. We would like all pupils in school to take part in all trips and appreciate the support of some families around trips and supporting their child's needs. All pupils are encouraged to engage in all activities available.

How do we improve emotional and social development at Brookfield?

To support social, emotional and mental health of pupils with SEND we offer: Lego Therapy, Elsa, nurture, learning mentor time, sport club, lunch reading club; all of which help to build children's self-esteem and well-being.

Our Pastoral Manager, Kate Sharp, works in school to help support children and families. The Family Resource Worker and Learning Mentor may talk to children throughout the day to ensure their views are heard and their well-being cared for.

Some of our pupils have additional medical/health needs and external professionals may come to work with and support our pupils, staff and parent/carers. This could include Speech and Language Therapist, Children and Adolescent Mental Health services (CAMHs), Community Children's Nurses/ Doctor and Educational Psychologists. We also work closely with Social Care.

If you have a complaint:

If you have a child with Special Educational Needs and are not happy with the provision in place, please contact:

The school SENCO – Mrs Louise Schofield - louises40@brookfield-pri.derbsyhire.sch.uk

The headteacher – Mrs Nicola Walker - NicolaWalker@brookfield-pri.derbsyhire.sch.uk

The school governor responsible for SEND - Mr Paul Plastow – PaulPlastow@brookfield-pri.derbyshire.sch.uk

This policy is written with all of our children in mind; including children who are looked after by the local authority and have SEN.

For further information and support about SEND and Derbyshire Local Offer:



- <https://www.sense.org.uk/get-support/information-and -advice/support-for-children/send/>
- <https://www.nhs.uk/conditions/social-care-and-support/services-for-children-young-people/>
- Derbyshire Local Offer <https://localoffer.derbyshire.gov.uk/#!/directory>
- DIASS (Derbyshire Information, Advice and Support Service) 01629 5333668
www.derbyshireiass.co.uk