

Brooklands Primary School

SEND Information Report



Written by	Mike Waddell	Role	Deputy Headteacher
Approved by	Katie Puls	Role	Chair of Governors
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Purpose of this report: This report explains, in parent-friendly language, how Brooklands identifies and supports children with special educational needs and disabilities. It should be read alongside the school SEND Policy, Accessibility Plan, Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, Equality Information, Complaints Policy, Intimate Care Policy, Teaching and Learning Policy, Early Help Policy and Supporting Children with Medical Conditions Policy.

Throughout this document, “parents” means parents and carers. “SEND” means special educational needs and disabilities. Some families may still use the term “SEN”; the school recognises and understands both terms.

The aim of this information report is to explain how we implement our SEND policy and what support looks like in practice at Brooklands. It is for parents and carers and uses clear, straightforward language. If any terms are unfamiliar, a glossary is included at the end of the report.

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

A child may have special educational needs or disabilities if they have a learning difficulty or disability that means they need provision that is additional to, or different from, the support normally available to pupils of the same age.

Brooklands supports children across the four broad areas of need. Some children may have needs in more than one area, and support is planned according to the individual child rather than a label or diagnosis.

Area of need	What this may include
Communication and interaction	Speech and language needs, social communication differences, autism, difficulty understanding or using language.
Cognition and learning	Difficulties with reading, writing, spelling, maths, memory, processing or general learning.
Social, emotional and mental health	Anxiety, emotional regulation, behaviour linked to underlying needs, confidence, relationships, attention and concentration.
Sensory and/or physical needs	Hearing, vision, physical disability, sensory processing, medical needs or fine/gross motor difficulties.

A child does not need a diagnosis, an Education, Health and Care Plan, or a place on the SEND register before support can be put in place. If a child is finding something difficult, staff will look at what support or adjustments may help. A diagnosis can sometimes help us understand a child's needs more clearly, but we do not wait for a diagnosis before supporting a child.

2. Which staff will support my child, and what training have they had?

Class teachers

Your child's class teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. Class teachers adapt teaching, monitor progress, put agreed strategies in place and work with the SENDCo where additional advice is needed. They are your first point of contact to discuss any concerns relating to your child.

Our special educational needs co-ordinator, or SENDCo

The school SENDCo is Mike Waddell. His qualifications include the National Award for SENCO (NASENCO). The SENDCo works with class teachers, teaching assistants, senior leaders, parents, pupils and external professionals to support children with SEND. Parents can contact the SENDCo via the school office or Class Dojo.

Teaching assistants and support staff

Teaching assistants and support staff may support children in or out of class, individually, in pairs or in small groups. Support is planned carefully so that children receive help while continuing to develop independence.

Staff training and expertise

Staff training is planned according to the needs of pupils in school. The SENDCo also provides advice and guidance to staff where individual children need particular strategies. Training includes:

- high-quality teaching and adaptive teaching
- speech, language and communication needs
- autism and social communication
- dyslexia and literacy difficulties
- maths difficulties
- emotional regulation
- trauma-informed practice
- sensory needs
- medical needs
- safeguarding and child protection
- behaviour as communication
- specific intervention programmes

External agencies and experts

Sometimes school needs extra help to offer pupils the support they need. Whenever necessary, and usually with parent consent, Brooklands will work with external services to meet pupils' needs and support families. These may include:

- Educational Psychology Service
- Speech and Language Therapy
- Suffolk Specialist Education Service
- Occupational Therapy and Physiotherapy
- School Medical Services, School Nursing Team, School Doctor or GP
- Paediatricians
- Support services for hearing or visual impairment
- Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare, Early Help or Family Support services
- other relevant health, care, education or voluntary sector professionals

3. What should I do if I think my child has SEN?

If you think your child may have SEN, the first person you should speak to is your child's class teacher. They know your child well and can talk to you about what they are noticing in school.

You can also contact the SENDCo if you feel your child may have additional needs or if you would like further advice. Together we will discuss your concerns, your child's strengths and difficulties, and what should happen next.

Step	What happens
Tell us about your concerns	Speak to the class teacher in the first instance. You may also contact the SENDCo via the school office or Class Dojo.
We meet or talk with you	We gather your views and try to understand your child's strengths, needs and any changes you have noticed.
We agree next steps	We agree initial actions, record what has been discussed and decide when the support will be reviewed.
If ongoing SEN Support is agreed	Parents will be informed and consulted. Where the child needs provision that is additional to, or different from, the universal offer, they will be added to the school SEND register and a SEND Support Plan will be created.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil and have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will speak to you and your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the school will decide whether your child needs SEN Support. Parents will be informed of the outcome, and where SEND provision is agreed, this will be recorded and shared with parents.

If ongoing SEN Support is agreed, parents will be informed and consulted. Where the child needs provision that is additional to, or different from, the universal offer, they will be added to the school's SEND register and a SEND Support Plan will be created.

The SEND register is a school record of children who need provision that is additional to or different from the universal offer. Being on the SEND register helps school make sure support is planned, reviewed and monitored carefully. Some children may only need to be on the SEND register for a period of time.

A SEND Support Plan records school, parent and pupil views, agreed outcomes or targets, support and strategies, who is responsible and when the plan will be reviewed.

5. How will the school measure my child's progress?

Brooklands follows the graduated approach: assess, plan, do and review. This is a continuous cycle so that we keep learning what helps your child and adjust support as needed.

Part of the cycle	What this means at Brooklands
Assess	We use information from parents, the child, class staff, assessment, observation and external professionals where needed to understand strengths and difficulties.
Plan	We agree outcomes and plan the support, strategies and provision that should help the child make progress.
Do	The class teacher, supported by the SENDCo and support staff where appropriate, puts the plan into practice.
Review	We review whether the support has helped the child meet the agreed outcomes and decide whether support should continue, change or stop.

When we put interventions in place, we will use starting information, such as a baseline assessment or current teacher assessment, so we can consider whether the support has had an impact. We track progress towards outcomes over time and refine provision as we learn what the child responds to best. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Initial class-based actions are normally reviewed after approximately 6 teaching weeks, unless the concern is urgent or safeguarding/medical factors require a quicker response. Children receiving ongoing SEND Support will have their progress reviewed termly through the Assess-Plan-Do-Review cycle.

6. How will I be involved in decisions made about my child's education?

Parents and carers know their child best. We want parents to understand what support is in place, why it has been chosen and how it will be reviewed. Parents will be involved through conversations with the class teacher, parent consultation meetings, SEND Support Plan reviews, written targets or provision summaries, Class Dojo / email, meetings with the SENDCo and annual review paperwork for children with EHCPs.

After discussions about SEND support, school will make a record of agreed outcomes, actions and support. This will be shared with relevant staff and parents as appropriate.

What parents/carers can do	Why this helps
Share concerns with the class teacher initially and then SENDCo if they are worried.	This helps school respond quickly and prevents concerns from escalating where possible.
Tell school about relevant medical, developmental or family information.	This helps staff understand the whole child and make appropriate adjustments.
Attend meetings and reviews wherever possible.	This ensures parents are part of decision-making and that support is reviewed jointly.
Give views honestly and constructively about what is working well, what is difficult and what their child needs next.	This helps school adapt support and set meaningful targets.
Support agreed strategies at home where possible.	Children usually make better progress when home and school use consistent approaches.
Return forms, consent slips and requested paperwork promptly.	Delays in paperwork can delay referrals, advice or access to external support.
Keep school updated about external appointments, assessments or reports.	This allows school to use professional advice when planning provision.

7. How will my child be involved in decisions made about their education?

Children should be involved in decisions about their learning and support wherever possible. The level of involvement will depend on the child's age, communication needs and understanding. We want children to understand what helps them learn and to feel confident asking for support when they need it.

Pupil voice may be gathered through:

- conversations
- drawings or written comments
- pupil voice activities
- review meetings
- one-page profiles
- observations
- trusted adult check-ins
- surveys or other accessible ways of sharing views

8. How will the school adapt its teaching for my child?

High-quality teaching is the first step in responding to a child's needs. Teachers adapt teaching according to children's needs so that children can access the same broad and balanced curriculum as their peers wherever possible. There is no one-size-fits-all approach; adaptations are planned according to the individual child.

The universal offer is the support available to all children through high-quality teaching and inclusive classroom practice. Universal support does not mean "no support". It means the support normally available in class as part of everyday inclusive teaching.

At Brooklands, adaptations may include:

- breaking learning into smaller steps
- using practical resources
- giving visual prompts, visual timetables and now/next boards
- repeating or rephrasing instructions
- providing extra modelling and worked examples
- using technology where appropriate
- adjusting the amount of written recording or using scaffolds to support writing
- using alternative ways for children to show understanding
- providing additional adult support where appropriate
- giving extra time and additional thinking time
- adapting seating or classroom layout
- planning sensory or movement breaks
- pre-teaching vocabulary or concepts
- revisiting learning more often
- support for independence and organisation

Targeted support and interventions

Targeted support is extra support for children who need more than the universal offer for a period of time. This support may be delivered individually, in a pair, in a small group or through additional planned support in or out of class.

Area	Possible targeted support
Reading	Additional / targeted phonics support, fluency practice, comprehension groups, precision teaching, etc.
Writing	Handwriting support, sentence work, spelling intervention, fine motor activities, etc.
Maths	Number sense / arithmetic practice, pre-teaching of concepts, catch-up intervention groups, etc.
Speech and language	Follow-up activities assigned by Speech and Language Therapist; vocabulary groups; speech sound activities; language programmes such as NELI / Wellcomm; etc.
Social communication	Social stories, Lego-based activities, turn-taking games, structured social groups, etc.
Emotional wellbeing	ELSA support, check-ins, regulation strategies, visuals and personalised strategies, trusted adult support, etc.
Sensory and physical needs	Adapted resources and environment, sensory diet, fine and gross motor skills intervention, pencil grip support, etc.
Attention and organisation	Now/next boards, task planners, visual prompts, reduced task load, workstation support, etc.

9. How will the school evaluate whether the support in place is helping my child?

Brooklands reviews whether SEND provision is helping children make progress academically, socially and emotionally. We evaluate support by considering both measurable progress and the child's wider experience of school.

This may include:

- progress towards SEND Support Plan targets or EHCP outcomes
- teacher assessment and school assessment information
- baseline and review information for interventions
- provision maps or intervention records
- pupil voice and parent views
- classroom observations and work scrutiny
- attendance, behaviour and wellbeing information where relevant
- SENDCo monitoring and discussions with staff
- advice from external professionals
- annual reviews for children with EHCPs

If the review shows that a child has made progress, they may no longer need additional provision through SEND Support. For others, the cycle will continue and the targets, strategies and provision will be revisited and refined.

SEND provision is also monitored at whole-school level by the SENDCo, Headteacher and governors through review of provision, assessment information, pupil and parent views, staff discussions and school improvement processes.

10. How will the school resources be secured for my child?

Brooklands will use its core per-pupil funding and notional SEND budget to make reasonable and appropriate provision for pupils with SEND. The Head Teacher, SENDCo, senior leaders and class teachers work together to decide how support is organised.

A child's needs may mean school needs to secure extra equipment or facilities, additional adult support, further staff training or external specialist expertise. Where this is the case, school will consider evidence from assessment, observation, professional advice, the impact of previous support, safety, wellbeing and available resources.

Where a child's needs may require provision beyond what school can ordinarily provide, school may seek advice from external professionals and work with parents and the local authority through high-needs funding, EHCP or other appropriate processes.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Brooklands aims for children with SEND to be included in the full life of the school. All children are encouraged to take part in school trips, clubs, special events, physical activities, performances and wider opportunities wherever possible.

Where a child may need additional support to take part safely, school will discuss this with parents and consider reasonable adjustments. Planning may include accessibility, transport, supervision, medical needs, sensory needs, behaviour and safety, personal care, communication, emotional wellbeing and individual risk assessments.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Disabled pupils and pupils with SEN are admitted through the same school admission arrangements as other pupils. Brooklands welcomes applications from families of children with disabilities and SEND, and admission decisions are not made less favourably because a child has SEND or a disability.

Where a child has a disability, medical need or special educational need, school will work with parents, the local authority and relevant professionals to understand what reasonable adjustments may be needed. If a child has an Education, Health and Care Plan, admission arrangements are managed through the local authority consultation process. Where an EHCP names Brooklands, the child will be admitted in line with statutory requirements.

13. How does the school support pupils with disabilities?

Brooklands is committed to making the school as accessible and inclusive as possible. Further information is available in the school's Accessibility Plan available on the website.

Facilities and support may include:

- reasonable adjustments to the environment
- adapted resources and auxiliary aids where appropriate
- support with movement around school

- consideration of sensory needs
- accessible communication with families
- individual risk assessments where needed
- planning for school trips and wider opportunities
- adapted PE or physical activities where appropriate

Brooklands takes steps to prevent pupils with disabilities from being treated less favourably than other pupils. This includes considering reasonable adjustments, adapting resources and activities, planning support for access and participation, promoting positive relationships and addressing bullying or discrimination through school policies and procedures.

Where a child has a medical condition, see also the school's Supporting Children with Medical Conditions policy. Some children with medical conditions may also have a disability or have SEND, and school will consider reasonable adjustments and any relevant health advice when planning support.

14. How will the school support my child's mental health, and emotional and social development?

We understand that children learn best when they feel safe, understood and supported.

Support may include:

- strong relationships with class adults
- clear routines and boundaries
- emotional check-ins
- visuals and personalised strategies
- teaching of regulation strategies and learning behaviours
- calm spaces or quiet time where appropriate
- pastoral support
- ELSA support
- social skills work
- support at unstructured times such as playtime or lunchtime
- working with families
- referrals to external services where needed

Pupils with SEND are listened to through pupil voice activities, trusted adult check-ins and review processes. Brooklands also uses its behaviour, safeguarding and anti-bullying procedures to prevent and respond to bullying. Concerns about bullying should be raised with the class teacher, SENDCo or a senior leader as soon as possible so that school can respond and agree next steps.

Where behaviour is a concern, we try to understand the underlying need. Behaviour may be a sign that a child is struggling with communication, learning, anxiety, sensory needs, relationships or emotional regulation.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions can be more difficult for children with SEND. We plan carefully to support children when they move between classes, year groups, schools or settings. For children with more complex needs, transition planning may begin earlier.

Support may include:

- transition meetings
- visits to the new classroom or setting
- visual transition books
- social stories
- sharing key information with new staff
- additional parent meetings
- meetings with previous or receiving settings
- phased or enhanced transition arrangements where needed

For children moving to high school, Brooklands will share key information with the receiving setting and work with parents, the child and high school staff to support a positive transition. For primary-aged children, preparation for adulthood is age-appropriate and focuses on independence, confidence, communication, self-advocacy and participation in school life.

16. What support is in place for looked-after and previously looked-after children with SEN?

Children who are looked after by the local authority, or who were previously looked after, may also have SEND. Brooklands will make sure that SEND support is coordinated with any wider support arrangements for the child.

The designated teacher for looked-after and previously looked-after children will work with the SENDCo, class teachers, carers, parents where appropriate, the virtual school and other professionals to understand how the child's circumstances and SEND may interact. Where a child has a Personal Education Plan, SEND Support Plan or EHCP, school will aim to make sure these plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are worried or unhappy, please speak to us as early as possible. The usual first step is to speak to your child's class teacher. If the concern continues, you can speak to the SENDCo or a senior leader.

We will try to resolve concerns through discussion, review and agreed next steps. If you remain unhappy, you can follow the school's complaints procedure, which is available on the school website.

If a complaint relates to disability discrimination, parents may have the right to make a claim to the First-tier Tribunal (SEND). Parents may also be able to use disagreement resolution or mediation routes before a disagreement reaches tribunal. Suffolk SENDIASS and the Suffolk Local Offer can provide information about these routes.

18. What support is available for me and my family?

If you have questions about SEND, or are finding things difficult, please contact school so that we can talk with you about possible support. Parents may also find the following services helpful:

- [Suffolk SENDIASS](#) for free, impartial information, advice and support about SEND
- [Suffolk Local Offer](#) for information about local education, health and care services
- [Suffolk Statutory SEND Services](#) for EHCP processes and statutory assessment information
- [Suffolk resolving disagreements information](#) for mediation and disagreement resolution services signposted by the local authority
- [Suffolk Local Offer health and wellbeing information](#) for NHS services involved with your child, such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, paediatricians or CAMHS
- [Suffolk Early Help information](#) where family support may be helpful

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or tests.
- **Annual review** – a meeting held at least annually to review the provision in an EHCP.
- **Area of need** – the four broad areas of SEND: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.
- **CAMHS** – Child and Adolescent Mental Health Services.
- **Differentiation / adaptive teaching** – when teachers adapt teaching, resources or tasks in response to a pupil's needs.
- **EHC needs assessment** – the assessment process used by the local authority to decide whether a child may need an EHCP.
- **EHCP** – Education, Health and Care Plan. A legal document that sets out a child's needs, outcomes and provision.
- **First-tier Tribunal (SEND)** – a tribunal that hears certain appeals about EHCP decisions and disability discrimination claims.
- **Graduated approach** – a cycle of assess, plan, do and review used to identify and meet SEND needs.
- **Intervention** – a planned, targeted piece of support with a specific intended outcome.
- **Local Offer** – information from the local authority about services and support for children and young people with SEND.
- **Outcome** – a target or intended improvement for a child. Outcomes may be academic, social, emotional, communication-based or linked to independence.
- **Reasonable adjustments** – changes schools must consider to reduce disadvantage for disabled pupils.
- **SENDCo / SENCO** – the special educational needs and disabilities co-ordinator.
- **SEN** – special educational needs.
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – statutory guidance that schools and local authorities must follow when supporting children and young people with SEND.
- **SEND Support** – special educational provision for a pupil with SEND, usually planned through the graduated approach.
- **Transition** – when a pupil moves between classes, year groups, schools, settings or life stages.

This SEND Information Report is reviewed at least annually. It may also be updated during the year if key staff change, provision changes, contact details change, local authority information changes, there are changes to statutory guidance, or parents or governors suggest improvements.

Parents are welcome to give feedback on how clear and useful this report is.