



BROOKLANDS
COMMUNITY PRIMARY SCHOOL

SEND Information Report
March 2024

SENDCo: Mike Waddell

SEND Governor: Andrew Martin

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What are the kinds of SEND provided for at Brooklands?

Four Broad Areas of Need:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health

A range of diagnosed conditions, such as:

- Autism
- Dyslexia
- Dyspraxia
- Speech and Language difficulties
- ADHD

Medical conditions, such as:

- Severe allergies
- Diabetes
- Asthma

Moderate Learning Difficulties (MLD)

Disabilities / Impairment, e.g. hearing

Children do not need a diagnosis to receive SEN support.





What are the policies for identifying children with SEND and assessing their needs?

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The SEND policy can be found on the school website.

Pupil data is analysed termly. Children are identified by class teachers and leaders and concerns regarding any children's progress are brought to the SENDCo's attention.

A variety of tools are used to analyse pupils' progress, including:

- Teacher observation and judgement.
- Class assessment records.
- A range of standardised screening, diagnostic or assessment tools.
- Records from feeder schools.
- Information from parents.

Concerns may also be raised to the SENDCo by parents or other members of staff .



What is the process for identifying children with SEND and supporting their needs?

An initial concern raised by a parent.

A member of staff may raise concerns regarding a child.

The SENDCo will discuss the child's needs, attainment and progress with the class teacher and/or parents and will make a decision as to whether extra support needs to be put into place to meet their needs.

The actions will be reviewed with the SENDCo after 6 weeks to see if they are having impact. If necessary, the actions will be adapted and may continue. If no progress is evident, then the SENDCo will review the extra provision that can be offered to them and may carry out further investigation and assessment.

If concerns are still held, or a specific difficulty or need is identified, then the child will be added to the SEND register (after consultation with the parents),

A support plan will be created and a termly Plan-Do-Assess-Review cycle, will begin, to set targets, plan support both in and out of school, carry out intervention as required and assess and review the impact. These meetings will be termly and attended by the class teacher, parents and children (as appropriate). The SENDCo may also attend as required.

If little or no progress is made, external agencies may be involved (with parental consent).

In the event of high-level needs, an Education & Health Care Plan application will be completed with the parents.



What are the arrangements for consulting parents of children with SEND and involving them in their child's education.

Termly Support Plan review meetings, attended by the class teacher, parents and children (as appropriate), to review and set targets, plan support in and out of school and review the impact. The SENDCo may also attend as required.

Resources and information sessions giving parents the opportunity to support their child's learning (e.g. with reading, spelling or maths).

Parents invited into school to be involved in their child's learning including: Learning Together, Forest School, Beach School, etc.

Parents evening held twice yearly in the Autumn and Spring term. Reports are sent out annually in the Summer term and parents are offered a follow-up meeting.

Informal playground / telephone conversations between parents and class teacher / SENDCo.

Class Dojo allows messaging between parent and class teacher / SENDCo and a way to share achievements / progress through the student portfolios.



What are the arrangements for consulting young people with SEND and involving them in their education?

Pupil voice included in support plans.

Termly progress meetings involve the child (as appropriate).

Children involved in creation of 'One Page Profiles' to help inform staff.

Children given opportunities for peer and self assessment.

Pupils encouraged (if appropriate—and with the support of their teacher) to share an explanation of their needs with their class to help them gain a better understanding.

Parent feedback opportunities, e.g. surveys / evaluations.

Informal conversations with class teacher and SENDCo.

Pupil feedback, e.g. surveys, comments.

In older classes, children attend parents evenings.





What are the arrangements for assessing and reviewing children's progress?

Termly tracking of data in English and Maths.

End of Key Stage assessments, phonics screening check, times-tables check

Regular tracking of reading through Accelerated Reader quizzes and STAR reader test

Ongoing teacher assessment

Regular review of book bands.

Targeted questioning and verbal feedback within lessons.

Formative assessment, informing future planning.

Regular spelling and multiplication tables diagnostic tests.

Tracking of progress through intervention programmes.

Termly review meetings with parents, children and class teacher. SENDCo will join when appropriate.





What approach does Brooklands have to teaching children with SEND?

Teaching is monitored regularly at Brooklands through learning walks and observations to ensure that children are receiving Quality First Teaching.

Lessons are planned to challenge all children at their level and scaffolded as required to ensure they can access it.

Extension tasks are planned to challenge the more able.

Collaborative learning and peer support.

SEND children are identified on data analysis systems and progress is carefully tracked to ensure gaps are filled.

Support programs and resources may include:

- Read, Write, Inc. / Fresh Start
- Reading Fluency Group
- Comprehension skills
- Precision spelling / HFW practice
- Targeted group tutoring to gaps
- Nesy Reading & Spelling
- NELI / WELLCOM Speech and Language support
- Gym Trail / First Move
- Beat Dyslexia
- Lego therapy
- Time To Talk
- Emotional Literacy Support
- White Rose Fluency Bee
- Finger Gym
- Accelerated Reader
- Sensory break / time out plans

Children achieving below expected levels in phonics receive additional booster to try and bring them in line with their peers.

In Key Stage 2, should children need further support with their literacy or numeracy skills, small group sessions are offered on a short or longer term basis, according to the child's needs.

Classroom adult support as needed and 1-to-1 interventions where necessary.



How are adaptations made to the curriculum and environment of children with SEND?

3 classrooms and the hall are currently equipped with hearing support systems.

Specialist furniture is provided for children with specific physical needs or requirements following advice from outside agencies, e.g occupational therapist.

Equipment and resources are provided as required e.g overlays and coloured paper, word banks, electronic spellers, ACE dictionaries, etc.

Dyslexia friendly reading books are available for children to choose.

Classrooms are accessible for a variety of needs, e.g visual timetables, working walls, word banks etc.

Learning outside of the classroom gives children a chance to explore their learning in a different setting, building confidence and resilience.

Accessible toilets and accessible routes through school.

Small intervention and catch-up groups run to ensure consolidation of learning.





How does Brooklands support emotional and social development?

We use the Jigsaw: Mindful Approach to PSHE to ensure coverage and progression of skills and knowledge throughout the school.

The school's Behaviour policy includes guidance on expectations, rewards and sanctions.

Children have supervised access to a range of afterschool clubs.

Dojo points are given to reward children for learning behaviours such as concentration and perseverance.

Reasonable adjustments for individual children needing additional support are made e.g reward charts, visual timetables.

A Growth Mindset ethos is promoted across school.

'Time out' cards or boxes are allocated to children when required.

We have a trained Emotional Literacy Support Assistant who can work with individuals.

Wrap-around care is provided on site by Brooklands Young Explorers.

Intervention groups run to support children with social and emotional development.

Assemblies and PSHE sessions are used to promote wellbeing throughout the school.



How are staff at Brooklands trained to support children with SEND?

Regular SEND continuing professional development audit, identifying gaps in staff training.

SENDCo is a qualified teacher and member of the Senior Leadership Team.

Annual SEND staff meetings.

Staff training in areas including:

- Read Write Inc
- Makaton and PECS
- Speech and Language
- Dyslexia
- Behaviour Management
- Attachment
- De-escalation and Positive Handling
- Medical intervention
- Specific SEND

SEND induction for new staff.

Sharing of support and expertise within the Orwell Multi-Academy Trust.

SENDCo consults with colleagues from other schools, external agencies and County teams to share good practise and keep up to date with the latest developments in SEN.



How does Brooklands evaluate the effectiveness of the provision made for children with SEND?

Provision mapping for analysing cost associated with SEN.

SEN children identified and tracked on data analysis systems.

Data used to compare school's performance with how SEND pupils are achieving nationally.

Continual discussion between teachers, teaching assistants and SENDCo regarding the effectiveness of provision and intervention.

Termly meetings with teachers, parents and children to discuss progress and provision.

Pupil feedback on new interventions.

Parent and pupil perceptions.

SEND Information Report and policy reviewed annually with staff and governors.

Impact monitored regularly to assess the effectiveness of interventions.

External SEND reviews, e.g. through Orwell Multi Academy Trust.



How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

The school adheres to guidance detailed in the Equality Act 2010.

We provide additional support to ensure that all pupils can take part in educational and residential trips.

All children encouraged to take on responsibility roles, e.g. Anti-Bullying Champions, monitors, line leaders.

The school uses additional funding to support families with the cost of trips and residential.

We have after school clubs which are open to all children.

An accessibility plan is in place to ensure improvements can be put in place as necessary.

Teachers undertake pre-trip visits to ensure that venues are accessible to all pupils and any necessary plans can be put in place in advance.

Relevant staff are trained to support medical needs, including diabetes and allergies.





What are the arrangements for transition at Brooklands?

Transition throughout the school:

- Key Stage 1 and Key Stage 2 new class teachers will spend at least 1 afternoon with their new class towards the end of Summer term.
- New EYFS intake will spend 3 afternoons with their class teacher and teaching assistant.
- Transition meetings between SENDCo and current and new class teachers.
- Meet The Teacher / Transition meeting with parent, child, and new class teacher.
- Early Years teacher visits new intake children in their current nursery setting or at home.

Transition to High School:

- Transition meeting between primary and high school teachers/ SENDCos.
- Where possible, children will visit their new school on several occasions.
- Staff from the new school may visit in current setting.
- Transition sessions.
- Transition meeting with parent, child, class teacher and SENDCo if required.

Data and information shared between relevant parties, including any outside agencies involved.





What are the arrangements for supporting children who are looked after by the local authority and have SEND?

Children who are looked after by the Local Authority have access to intervention and support programmes throughout the school.

The school will liaise regularly with a point of contact at the local authority to keep them up to date with the child's progress in school.



How does Brooklands involve external agencies in meeting the needs of children with SEND and supporting their families?

The school can access support and advice from external agencies including:

- Early Help Team (CAF)
- Educational Psychology Service
- Speech and Language Therapists
- Suffolk Specialist Education Service
- Occupational Therapists and Physiotherapists
- School Nursing Service
- Paediatricians / GPs
- SENDIASS
- Support for Hearing or Visually Impaired children
- Emotional Well-Being Hub
- 4YP Counselling
- Access Unlimited
- Others as appropriate

Referrals are only made with the knowledge and consent of parents.

The Local Authority's Local Offer can be found online at www.suffolklocaloffer.org.uk

The Special Educational Needs and Disability Information and Advice and Support Service (SENDIASS) is a good place for further support and advice. www.suffolksendiass.co.uk/

**ACCESS
UNLIMITED**



What are the arrangements for handling complaints regarding SEND provision?

If you have concerns regarding provision put in place for your child the first point of contact is the class teacher.

If you feel your concern has not been addressed you can arrange an appointment with the SENDCo or Headteacher.

If you continue to be dissatisfied you will need to contact the governor responsible for SEND. Please get in touch through the school office.

If your concern is with the Local Authority, contact the Senior Special Needs Officer or the Parent Partnership for advice. Please contact the SENDCo for details.

Our complaints policy is available on the school website at www.brooklands.omat.org.uk