SEND Information Report

Brookside Primary School is a mainstream school that strives to provide an inclusive environment for all and ensures that all pupils, regardless of their specific needs, make the best possible progress in school.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term and others may continue through a child's school life. Some children may have a specific diagnosis.

Every child is unique and has equal importance within our school, and we aim for each child to be integrated, have the best education we can provide and to enjoy their time at primary school.

Definition of SEND: Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. The needs generally fall into one or more of the following categories:

- Cognition and Learning,
- Communication and Interaction,
- Social, Emotional and Mental Health,
- Sensory and/or Physical Needs.

We have put together some questions and answers that may help you:

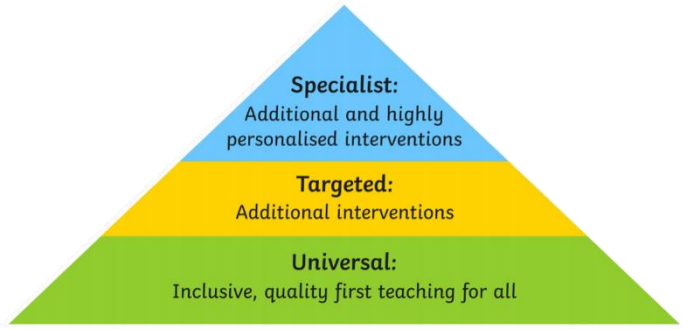
How does the school know if pupils need additional support?

Special educational provision is beyond the differentiation provided by quality first teaching. The provision for a child who has special educational needs is **additional to** or **different from** that made for other children of the same age. As a school we use a combination of formative and summative assessment. Formative assessment is the process used to gain essential information on abilities, progress and achievements of all individual pupils and this is assessed by noting and recognising how well a child does during lessons, through the marking of work and through conversations between children and teaching staff. Summative assessment can be made from formal and informal testing and by tracking progress. Any additional needs can generally be made apparent through this ongoing assessment process.

Quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEN Code of Practice DfE and DoH (2014)

The following 'Waves of Provision' diagram shows how support and involvement is increased or decreased depending upon your child's needs and whether additional support is required, based upon their attainment and our assessments.



All children at Brookside receive high quality teaching and if it is noticed that a child is struggling to make adequate progress, an intervention plan is put into place. Most children will make progress with this additional help, but if not then more focused targets and strategies are used.

If it is felt that additional specialist help is required, the school can request support from various outside agencies, with permission and involvement from parents and carers.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

SEN Code of Practice DfE and DoH (2014)

Who is the school's Special Educational Needs Co-ordinator (SENCO) and what are their contact details?

The SENCO at Brookside Primary School is Charlotte Arnold who is responsible for the management of provision and/or support for identified pupils with SEND. The SENCO will support teachers, teaching assistants and parents to enable them to provide appropriate assessment and focused provision for children in their class with SEND.
She can be contacted by telephone at school on 01509 820001 or by email: carnold@brookside.notts.sch.uk

What specialist services and expertise are available at Brookside Primary School?

Within school itself we have excellent high-quality teaching and support staff. All our staff are highly trained and we work closely with specialists who can help and guide us so that we deliver the best support for a child with Special Educational Needs (SEN). Differentiation of work and activities is

standard and provided in each class for children with differing attainment levels. We take account of the different ways children learn and provide excellent 'quality first teaching'. If required, we are able to request support from other agencies outside of school through specific pathways we are required to follow. For your information, some of the other services we have access to are as follows:

- Rushcliffe Primary SEMH Partnership (specialist behaviour support)
- Social Care/Family support workers
- School and Families Specialist Support Services (SFSS)
- Speech and Language Therapy (SALT)
- Healthy Families Team (a.k.a. school nurse)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Child and Adolescent Mental Health (CAMHS)
- Family of Schools dyslexia specialist
- Family SENCO (Sarah Magirr)

It is important that we promote good mental wellbeing for all pupils at our school and we are dedicated to ensuring pupils are resilient and aware of their mental health and emotional needs. Brookside Primary School employs two **Emotional Literacy Support Assistants** (ELSAs) who are trained by Educational Psychologists to provide emotional and social skills support. Under the 'Waves of Provision' model (please see above), ELSA is provided as part of our specialist provision within school and they will work alongside the class teacher to ensure your child's mental health needs are met. Please see the ELSA section on our website for further information.

How are decisions made about the type and amount of support my child/young person will receive?

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four–part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child will have an SEN Support Plan that is updated termly by the SENCO, taking into account the views of the class teacher, parent/carer and the pupil.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where

relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan
Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review
Termly SEN review meetings will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents/carers and the child
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of specialists from education, health and social care about whether or the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHC Plans can found via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk

What should I do if I think my child has special educational needs?

Please talk to us! In the first instance, please speak to your child's class teacher as they are in direct contact daily with your child and will know them well. The class teacher will then discuss any concerns with the SENCO. As with all children at Brookside, we have your child's best interests at heart and we want your child to succeed. It's essential that we all work in partnership to achieve the best for your child.

Important links for you to gain detailed SEND information:

- Nottinghamshire Local Offer: This website is a collaboration between parents and carers of disabled children and young people in Nottinghamshire and the Local Authority. It provides information on what is available in the area for those with special educational needs or disabilities (ages 0-25) and how to access different services.

  www.nottinghamshire.sendlocaloffer.org.uk

- The SEND Code of Practice 2014 outlines current government SEND legislation.

  www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Brookside Primary School's SEN policy can be accessed via our school website.

  www.brooksideprimary.co.uk