

SEND Information Report

2025- 2026

Welcome to Brimington Junior School's SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

We 'Go Further' to:

- Promote positive relationships
- Model and value good manners
- Inspire excellence in everyone
- Make the world a better place
- Spread happiness

This vision ensures that all members of the school community are committed to working in partnership and this includes parents, pupils, school staff, governors, outside agencies and the wider community.

Our school values are:

- Teach the 'whole child'.
- To be compassionate.
- To be ambitious in everything we do.
- To have a progressive approach to our teaching.
- To use experiences to support learning.

Our school drivers are:

- Ambition and Aspiration
- Physical and Emotional Wellbeing
- Families Facing Difficulties

Brimington Junior School is a 3-form entry Junior School and there are currently 320 children on roll. We cater for children from 7-11 years of age.

Key People:

Headteacher– Mrs K Dennis

Trust Partner – Mr A Jones

SENCo – Mrs L Bennett

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN: those with Education, Health and Care Plans and those without.

Our most recent OFSTED report was in November 2019 and we continued to be a 'Good' school.

OFSTED inspectors noted:

"Pupils feel well cared for and safe."

"Pupils receive effective additional help to manage their emotions and behaviour."

"Teachers understand how to help pupils with special educational needs and/or disabilities (SEND) learn more. They adapt their plans well. "

"Skilled and well-trained teaching assistants make a big difference to the achievement of this group of pupils."

"Pupils with social and emotional needs benefit from the sensitive support provided in nurture groups."

Our Approach to Teaching Learners with SEN

At Brimington Junior School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning

The new Code of Practice 2014 identifies 4 key areas of SEND:

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

Identifying the Special Educational Needs of Pupils

Birmingham Junior School knows that a pupil has additional needs in a variety of ways.

- Parents 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 teacher may identify concerns regarding progress or behaviours using the Graduated Response documents. Then SLT, SENCo and Support, Teaching Assistants may become involved in a school-based programme
- A tracking system (CPOMs) is used to see if a child is continually struggling with their emotions and concentration
- It maybe that the school seeks additional information from a screen by a specialist from external agencies eg. Educational Psychology, CAMHS, School Health, Paediatricians, Speech and Language Therapists
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The Code of Practice 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided'*

Who are the best people in school to talk to about Special Educational Needs or Disability (SEND)?

The Class Teacher

In most cases, the best person to speak to is the class teacher who spends most of their time with the child and is responsible for:

- Monitoring the progress of all children and planning and delivering any additional help (this could be interventions, resources, additional support) and informing the SENCo and parents as necessary
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants
- Participate in SEND progress meetings
- Provide appropriate interventions to support the child and review its impact

SENCo

If parents or teachers have further concerns about a child, where appropriate adjustments will not meet their needs, they will liaise with the SENCo, who is responsible for:

- Developing and reviewing the SEND policy and updating the SEND Information Report yearly
- Co coordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources and health care plans
- Application for external support/funding to support the child
- Ensure inclusivity for all SEND children
- Ensuring that parents / carers are:
 - 1) Involved in your child's learning
 - 2) Kept informed about the support your child is getting and impact
 - 3) Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning, eg. Speech and Language Therapists, Educational Psychologists
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Co-ordinating EHC referrals and inclusion funding applications where appropriate

Headteacher

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEND
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring your child's needs are met
- The Headteacher must ensure that the School Champions are kept up to date about issues relating to SEND

SEND Governor

We have a dedicated School Champion (Kate Burns) who is responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life

What are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, including visual aids to support class work.
- Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be:

- Run in the classroom or outside (corridor or in the school grounds).
- Run by a teacher or a Teaching Assistant (TA).
- Nurture support (co-ordinated by Mrs Welsh).
- Specialist groups run by outside agencies

SEND Code of Practice 2014: School Support (SS)

This means pupils have been identified by the SENCo/Class teacher as needing additional specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long-term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long-term Inclusion Funding will give earlier opportunities to reduce barriers to learning for pupils.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. They are usually available before and after school. If you continue to be concerned that your child is not making progress, you may speak to the SENCo, Mrs Bennett.

How will the school let me know if they have any concerns about my child's learning in school?

- You will receive a copy of your child's targets (via Seesaw) and this will inform you of how well your child is doing, areas to work on and ideas to help at home
- Parents' Evenings – Held twice a year.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - listen and record any concerns that you may have
 - plan any additional support your child may need including social and emotional support
 - discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from DFE includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCo and School Champions, on the basis of needs in the school and children
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school including;
 - children getting extra support already and the impact
 - children who have been identified as needing extra support
 - children who have been identified as not making as much progress through our whole school assessment systems

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teacher
- Teaching Assistants offering support for children with emotional and social needs through Jigsaw Nurture Group, Forest Schools and Positive Play
- Mrs Dennis (Headteacher) is trained in running and managing a TAF (Team Around the Family) meetings, Child in Need and core group meetings.

Multi-Agency Teams

- Inclusion Support Teachers
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network – IASS (Parent Partnership)

Health Provision

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Talk Time Service
- Clinical Psychology
- Input from Paediatricians

How are school staff supported to work with children with SEND and what training do they have?

- The SENCo supports the class teacher in planning for children with SEND – recommend interventions and strategies that may help
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENCo, SSEN service and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.
- Staff who are new to the school follow an induction programme, which includes training and information on SEND.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups- coloured overlays, visual timetables, sloping desks, iPads, triangular pencils.

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Numeracy is formally assessed each term
- Progress is monitored regularly by the Headteacher, SENCo and Senior Leadership Team using the school monitoring system and Seesaw
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally. In Year 4 the children will be formally tested on their times tables knowledge.
- Where necessary, children will have an individualised programme based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The SENCo will also check that your child is making good progress within individual work and targeted group work through Book scrutinies, Observations, Data analysis and progress meetings

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENCO, Mrs Bennett is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- Individual Programmes and Targets will be shared
- If required a home / school communication book can be set up
- Early Help Team / Information and Advice Support Service Network- IASS (Parent Partnership)
- Link to the Derbyshire Local Offer through the school's website

How is Brimington Junior School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up-to-date Accessibility Policy and Plan (see website)
- The school is on one level with easy access via a ramp and wide doors
- There is a disabled toilet area which is fitted with a closomat toilet
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extracurricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are leaving this school? Or moving on to another class?

- We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible
- If your child is joining us in Year 3 from a local infant school:
- The SENCo will visit the schools as appropriate and meet with the child, teachers, and parents. The SENCO will also attend Annual Reviews and meetings in the year before transition
- There are also additional transition events for children moving to KS3 (ASDAN program, Athletics, science workshops and school visits).
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that needs to be made for your child. If possible, a meeting will be arranged prior to moving school
- We will make sure that all records about your child are passed on as soon as possible
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- If appropriate your child will complete the ASDAN programme which supports transition to Secondary School.
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Brimington Junior School.

What is the local offer?

- The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on; <http://www.derbyshiresendlocaloffer.org/>

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCo, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.