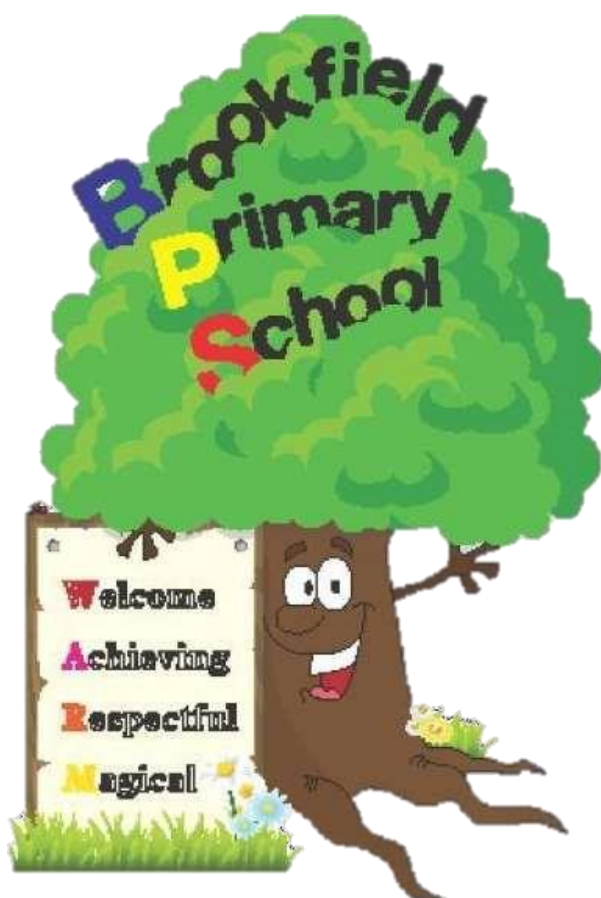


# Brookfield Primary School



## ***SEND*** ***School Information Report***

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**September 2025**

Welcome to the Brookfield Primary School 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). The SEND Code of Practice gives guidance to education settings that helps to identify, assess and provide support for children with special educational needs. It sets out the processes and procedures that organisations should follow to meet the needs of children. We are a WARM, inclusive and thriving school where diversity and inclusion is celebrated. A place that is:

**Welcoming**    **Achieving**    **Respectful**    **Magical**

The school ethos ensures that all members of the school community are committed to working in partnership and this includes with; parents, children, school staff, school champions, outside professional agencies and the wider community. At Brookfield Primary School, there are currently 234 children on roll aged from 3-11 within an EYFS and primary school unit, as well as being part of the Learners Trust.

### **Our School is:**

The school is a modern, purpose built one-form entry primary school, which opened in 1985. It is set in extensive mature grounds and provides an attractive and stimulating environment in which to work and learn. We aim to provide a happy and secure learning environment through which our children can develop and achieve their full potential to become resilient, independent, confident and empathetic young people.

### **Key people:**

<b>Headteacher:</b>	Mrs Katy Smith
<b>SENDCo:</b>	Mrs Julie McLean
<b>Learning Mentor:</b>	Mrs Charlotte Parks

### **SENDCo Contact details:**

Telephone:	01332 516459
Email:	<a href="mailto:BPSSENDco@learnerstrust.org">BPSSENDco@learnerstrust.org</a>

### **What is SEND and SEND support?**

SEND stands for Special Educational Needs and, or a Disability.

The SEND Code of Practice 2014 states that:

***'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'***

Brookfield Primary School follows the principles underlying the SEND Code of Practice when carrying out its duties towards all children with special educational needs and many children will have special educational needs of some kind during their educational journey. School and external professionals can help most children overcome the barriers their learning presents, quickly and easily. However, there will be a few children who will need extra support for some or all their time in school. The school aims to ensure that parents and carers are informed and participate in any decision making regarding the SEND provision being made for their child.

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. We, at Brookfield recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's special educational needs and the best ways of supporting them. All parents and carers of children with special educational needs will be treated as partners, and both encouraged and supported to play an active and valued role in their children's education. We also work closely to support children with special educational needs who are looked after by the Local Authority.

Children with special educational needs often have a unique knowledge of their own needs and therefore the school will, where appropriate, endeavour to provide them with a greater choice and control over their support, taking their views into consideration. Brookfield Primary School focuses on inclusive practice, removing barriers to learning and helping children to prepare for adulthood. Early identification and intervention of children with SEND as well as high quality provision is important at our school to meet their needs. As well as this, we pride ourselves on a close working partnership between Education, Health and Social Care to provide care and support, all of which are incorporated within the Derby Local Offer.

### **Derby's Local Offer**

The Children and Families Act was passed in 2014 and from this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children with special educational needs aged between 0 and 25. Within Derby, there is much information about types of Special Educational Needs and Disabilities and the services and provision available for those with additional needs. Its intention is to improve choice and transparency for families and it is also an important resource for parents in understanding the range of services and provision in the local area. You can find information about what is available in Derby at

[Derby's SEND Local Offer - Derby City Council](#)

You can view our school's Local Offer description on our school website at [www.learnerstrust.org/bps](http://www.learnerstrust.org/bps)

### **Admission of children with special educational needs and/or disabilities**

Brookfield Primary School is part of the Learner's Trust MAT. We continue to follow the Derby City Admissions Policy and Guidelines. Please contact the local authority to find out about our admission arrangements. They are for all children and are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **The areas of SEND provided for in our school are:**

When identifying the nature of a child's special educational needs, there are four broad areas to consider:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)

- Sensory and/or physical

The school recognises that your child may need support in more than one of these areas and we ensure that all children are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We meet these needs by:

- Having effective management systems and procedures in place for SEND, taking into account the current SEND Code of Practice (2014).
- Having successful communication between teachers, children with SEND, parents of children with SEND, support staff, and external professional and agencies.
- Acknowledging and drawing on parents' knowledge and expertise in relation to their own child.
- Being committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in school, and to ensure that all support is of a high quality.
- Having a review cycle through Support Plans and Provision Maps that allows us to monitor, review and plan for the next steps of development based on the ASSESS, PLAN, DO, REVIEW cycle (Graduated Response).
- Ensuring that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

### **How are children with SEND identified at our school?**

Referring to the 'SEND code of practice: 0-25' 2014, a child has SEND *'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'*.

*'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'.*

At Brookfield Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting (if applicable)
- Tracking information - is the child performing at / below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENDCO where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by the child
- Liaison with external agencies
- Health diagnosis

It may be that the school seeks additional information from a specialist teacher or professional, e.g. a dyslexia assessment, or assessments completed by outside agencies such as; Educational Psychology, Behaviour Support Service, CAMHS, School Health,

Paediatricians, Speech and Language Therapists. Referrals can also be made using the Single Point of Access Neurodevelopmental Pathway (SPOA).

Where a child is identified as having special educational needs, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four-part cycle, known as the **Graduated Response** (6.44 SEN Code of Practice):

- **Assess:** an analysis of the child's need will be carried out by the teacher and SENDCO. Outside agencies may also be involved.
- **Plan:** if the school decides to provide the child with SEND support, parents/carers will be notified. All staff involved with the child will be informed.
- **Do:** interventions/support will be delivered.
- **Review:** the effectiveness of the intervention/support will be reviewed regularly.

### **Who are the best people to talk to at school about your child's difficulties with learning/SEND?**

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**The class teacher has responsibility for:**

- checking on the progress of your child.
- identifying, planning and delivering the differentiated curriculum for your child in class as required.
- personalised teaching and learning for your child as appropriate.
- monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENDCO and parents as necessary.
- support plan updates and meetings.
- ensuring that the school's SEND policy is followed in their classroom and for all the children they teach with SEND and liaison with all members of staff who work with the children.

Class teachers make regular assessments of progress for all children. From this, the school can identify children making less than expected progress given their age and individual circumstances. Other factors that are considered include attendance, punctuality and health. Consideration is also given to the circumstances of children, for example, those who are in Care and/or eligible for Pupil Premium funding. When deciding whether to make special educational provision, a meeting will be arranged between the SENDCO and class teacher to consider all the information gathered from within the school.

**The Special Educational Needs Coordinator (SENDCO) – Mrs McLean, has responsibility for:**

- developing and reviewing the school's SEND policy and updating the SEND Information Report annually.
- coordinating and leading all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, and Education, Health, Care plans.
- ensuring that parents / carers are:
  - a) involved in their child's learning

- b) kept informed about the support their child is getting and its impact
- c) involved in reviewing how their child is doing and their next steps
- liaising with all other professionals who may be coming into school to support a child's learning ie Speech and Language Therapist, Educational Psychologist.
- updating the school's SEND register and making sure that records of your child's progress and needs are kept up to date.
- providing specialist support for teachers and staff at school so that they can help children with SEND difficulties to achieve the best progress possible.
- coordinating Education and Health Care referrals, Speech and Language referrals and funding requests.
- keeping the Headteacher informed of SEND provision and progress across school.
- ensuring that School Champions are informed regularly of SEND provision.
- reviewing all SEND policies.

### **What teaching and support is available?**

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a whole school training plan for all staff to improve the teaching and learning of children, including those with SEND...

- Teachers adapt planning to support the needs of children with SEND (quality first teaching).
- Teachers use a variety of teaching strategies and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENDCO or other professionals working with your child are in place to support your child to learn.
- Specialist groups run by outside agencies. This means a child has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
  - a) Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)
  - b) Outside agencies such as the Education Psychology Service (EPS) or SALT (Speech and Language Therapy).

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 you better understand your child's particular needs and be able to support them more effectively 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 into school to review progress.
- If your child is identified by professionals as having a high level of need then the school can apply for an Education and Health Care plan which if successful, will outline the

number of hours support your child will receive from the Local Authority and how the support will be used. It will have long term objectives and short-term outcomes for your child.

### **Specific learning support**

This could be for reading, reading comprehension, spelling, numeracy, social skills, emotional difficulties, sensory needs to name a few. Members of staff who could deliver this support might be teachers, teaching assistants, specialist intervention support staff and the Learning Mentor.

Adaptations to the curriculum or the learning environment may be made to remove barriers to learning and is dependent upon the individual children's needs. The adaptations can include but not limited to...

- lessons planned according to the specific needs of all groups of children in the class
- the use of support staff appropriately, both in and out of the classroom environment
- professional assessments with supportive strategies put in place
- the use of specific resources and strategies for individuals and groups of children, such as:
  - seating arrangements
  - using enlarged resources
  - use of ICT
  - timetabled sensory breaks
  - use of coloured overlays
  - visual timetables
  - now and next cards
  - PECS (Picture Exchange Communication System)
  - having someone scribe learning activities

Parental involvement is key and parents/carers will be notified by a telephone call or letter of the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties.
- any parent/carer concerns.
- the plan for any additional support that your child may receive.
- any referrals to outside professionals that may be needed to support your child's learning.

### **How we measure progress**

Children's progress is continually monitored by teachers, teaching assistants, subject leaders, the Senior Leadership Team as well as the SENDCO. Progress is reviewed at regular intervals and formally each term. If your child has SEND Support or an Education, Health Care Plan, you will receive a termly report on their progress, as well as having the opportunity to speak to teachers at a parent's evening. The SENDCO can also offer an additional parent evening to focus on your child's needs.

The progress of children with an Education, Health Care Plan is formally reviewed at an annual review. The SENDCO will also monitor that the child is making good progress in any targeted learning, in conjunction with the class teacher, while also reviewing the effectiveness of the provision and interventions.

## **Evaluating effectiveness**

The SENDCO and School Leadership Team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised. This is undertaken with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the **Graduated Approach**. (6.44 SEN Code of Practice).

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

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. If you have concerns that your child has an unmet special educational need after speaking to the class teacher, you should contact the SENDCO.

## **What support is there for my child's overall wellbeing?**

The moral and social development of our children is a strength of Brookfield Primary School. Our children show respect for one another and for the staff; they are able to tell right from wrong; and develop caring, responsible attitudes. Through Personal, Social and Health Education (PSHE) and Citizenship our children develop the knowledge, skills and understanding that they need to lead confident, healthy, independent, ambitious and empathetic lives.

Our aim is that our children learn to recognise their own worth through the celebration of their successes and positive learning experiences; to work well with others and become increasingly responsible for their own learning. Some children will have additional social and emotional needs, which can be displayed in behavioural and social difficulties. For these children we are able to offer nurturing support groups at different points during the day, led by our Learning Mentor. This additional support may also involve working alongside agencies such as the Behaviour Support Team or the Educational Psychology services.

Playtime and lunchtime support is also offered through adult-led activities and through peer mini-leaders who support children while playing with equipment and participating in games on the playground. Where appropriate, children can have a daily 'Meet and Greet' with a familiar member of staff to ensure they start the day in a positive and nurturing way.

The school considers bullying to be undesirable and unacceptable. As such, all members of our school community will be listened to and taken seriously because everyone has the right to work and learn in an atmosphere that is free from fear and anxiety. All of our children are taught that they should feel able to talk to an adult if they are worried about anything at all during the school day and that they have a right to expect that their concerns will be listened to and treated seriously.

## **How is SEND support allocated to children at our school?**

The SEND Code of Practice 2014 states that: *'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children or Young People of the same age.'*

- Children who are underachieving and failing to meet targets receive 'quality first' teaching from their class teacher in the first instance and then further support and interventions, where appropriate.
- Children are moved to SEND support (previously School Action), when, despite

accessing interventions, they are still not making expected progress and not meeting their targets.

- For a minority of children who are not making progress in more than one subject we would investigate using the *Graduated Approach* for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register per academic year, which is called 'SEND Notional funding' and equates to approximately 10 hours of additional support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the School Champions, on the basis of needs within the school. The Headteacher, Trust Business Manager and SENDCO discuss information they have about SEND including:

- children already receiving additional support.
- children needing additional support.
- children who have been identified as not making as much progress as expected.
- children in school who have Education and Health Care Plans.

All resources, training and support are reviewed regularly and changes are made as necessary. A child will be taken off the SEND register if, and when, targets and outcomes have been achieved.

### **Who else could support your child with SEND?**

Directly funded by the school:

- Teachers
- Teaching Assistants funded from the SEND budget who support in class and deliver programmes designed to meet individual and group needs
- Learning Mentor
- Educational Psychology Service / STePS / independent Autism Specialists.

Paid for centrally by the Local Authority / Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually Impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service Voluntary Sector
- Umbrella
- Fun-abil8y
- Disability Direct
- Derby City Parent and Carer Forum

- Voices in action

For more information go to: [Derby's SEND Local Offer - Derby City Council](#)

### **What support do we have for you as a parent/carer of a child with SEND?**

This section is also appropriate for children who are looked after by the Local Authority (corporate parent).

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- When and where appropriate, the Learning Mentor is available to offer further support.
- Meetings are held with external professionals, where appropriate, and all information will be discussed with you in person, or where this is not possible, in a report.
- A home-school communication book may be used to support communication with you which can be useful for you and your child. This might be a temporary strategy or longer term, depending on the purpose and needs of you and your child.
- Your child's targets will be reviewed 3 times a year and we will work with you to plan and review these. You will be notified by the class teacher to arrange a meeting.
- We will hold Parent's Evenings and you will be offered the opportunity to have a separate meeting with a SEND focus should you need to.
- We will share information with you about parent/carer support groups and networks in the local area.

### **How does the school support children with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions' statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place depending upon their need. Staff have regular updates on conditions and medication affecting individual children, and training, where appropriate, so that they are able to manage medical situations. All staff are first aiders but we also have nominated staff who take overall responsibility for ensuring that all staff are kept fully informed of changes to medicines and care for the children in their class.

### **How is our school accessible to children with SEND?**

- The school is fully compliant with the Disability Discrimination Act requirements.
- The school has easy access and double doors where appropriate.
- We have slopes/lift in order for all children to access all areas.
- We have one disabled toilet, a shower area and changing facility.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Simple adaptations have been made for specific needs, for example: organisation of classroom furniture for wheelchair users, specific seating arrangements for children who are hearing impaired or sight impaired.
- Teaching resources and equipment used are equally accessible to all children.

- All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all and risk assessments are carried out prior to any off-site activity.

### **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for children with SEND and their families, therefore school takes additional steps to ensure any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the new school's SENDCO and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.
- Additional transitional activities are planned and put in place.
- A transition book or folder appropriate to the age of the child, is made to support them in becoming familiar with their new environment.
- We will inform external professionals so that they can continue to support your child effectively.

#### **When starting school or moving classes in school:**

- Information will be passed on to new teachers. All relevant information will be shared.
- Additional visits to school.
- Parent sessions.
- Sharing of records between the education provisions and the new class teacher.
- Discussions or visits to previous settings to observe the child in their current placement.
- Individual and personalised induction programme, where appropriate.

#### **Transition from Key Stage 2 to Key Stage 3:**

- The SENDCO will discuss the specific needs of your child with the SENDCO of the child's chosen senior school. For children with an Education, Health Care Plan, a transition review meeting will take place, to which you will be invited.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where necessary, your child will have an enhanced transition process. This is where your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child at Brookfield to be able to see them in their current environment.

### **How will my child be able to share their views?**

We value and celebrate each child being able to express their own views on all aspects of school life. This is actioned in a range of ways - regular meetings of the School Council, the opportunity to complete questionnaires about all aspects of the school and their learning, informal pupil voice interviews and circle time sessions in class. If your child has an Education and Health Care Plan, they will be involved in writing and reviewing their own outcomes, as age appropriate.

### **What professional training do the staff receive to support children with SEND?**

It is the SENDCO's role to support the class teacher in planning for children with SEND through recommendations for strategies, interventions and external professional support. The

school provides training and support to enable all members of staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND, relevant to the needs of the children in our care, and this can be supported by external professionals. The on-going professional development of staff can include but is not limited to the following areas of SEND...

- Adaptive teaching strategies supported by Teaching Walkthrus
- ADHD
- ASD (Autism Spectrum Disorder)
- Dyslexia
- Applying the new Code of Practice
- Using specialist medical equipment such as an Epi-pen
- Attachment Disorder
- Pathological Demand Avoidance (PDA)
- Attention Autism
- Speech and Language Therapy support
- Lego Therapy
- Sensory Integration Therapy
- Sensory Processing Disorder

### **Complaint procedure**

Our school has a complaints policy, which can be found on our website. If you wish to complain, we always suggest you come and speak to us first to try to immediately resolve any issues. Concerns can be raised with the Headteacher or the Trust Partner, who will be able to advise on formal procedures.

This document has been written within the context of the School Champions' aims and objectives, which they summarise in the mission statement.

***This report will be reviewed in: September 2026.***