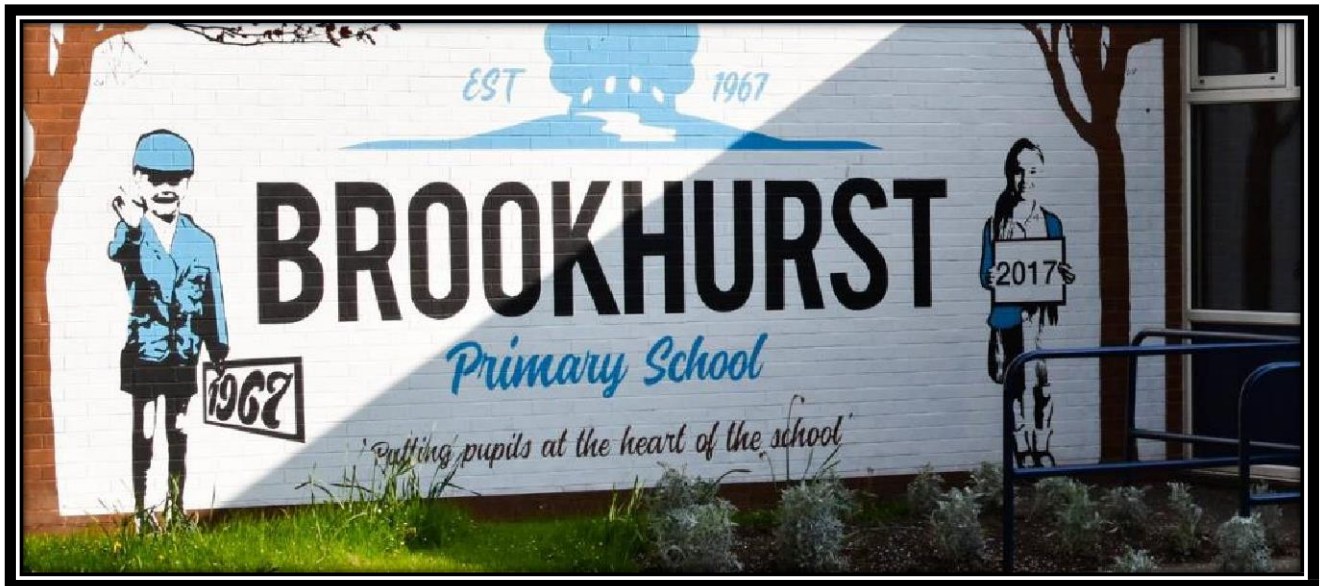


Brookhurst Primary School



SEND Information Report

School Offer

At Brookhurst Primary School, we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** - this is certainly the case for children with Special Educational Needs and Disabilities (SEND).

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Brookhurst Primary staff members working alongside the child, the child's family and, where necessary, outside agencies** (e.g. a Speech and Language Therapists, Educational Psychologist, CAMHS, Health professional etc.)

1. How does Brookhurst Primary know if children need extra help and what should I do if I think my child may have special educational needs?

The class teacher is the first point of contact for parents who think their child has developed additional needs. Following this the class teacher may liaise with the Special Educational Needs Co-ordinator (SENCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

2. How will Brookhurst Primary staff support my child?

At Brookhurst Primary we offer many different forms of **additional provision**. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); pre teaching and over teaching; access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCo (**Mrs. A Parsonage**) and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of highly-skilled Teaching Assistants. As with individual targets, the most important point is this: **additional provision depends on the needs of the individual child**.

For many children, **targets** will be connected to learning and will often be specifically to do with English or Maths. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control), the list is endless. The most important point is this: **targets set depend on the needs of the individual child and plans are personalised according to the need of the child**.

The class teacher plans for all the pupils in his/her class, making adaptations to learning accordingly to suit the pupil's individual needs and the class teacher is responsible for the assessment of their progress. Children are taught as a whole class, as groups (ability and mixed ability), or 1:1 by both the class teacher and the teaching assistant.

Pupil progress meetings are held with the Class Teacher and Teaching Assistant to discuss the progress of pupils with the Headteacher and/or SENCo. The shared discussions will highlight what further support or interventions may be needed to increase progress for the child to at age related expectations (ARE).

A formal review of the personalised learning plan is held every term to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on Class Provision Maps. Examples of intervention groups are: Precision teaching, social stories, fine motor skills, co-ordination, memory, speech and language programs. Your child's view is valued and an important part of the process.

If your child needs expert support from an outside agency such as Speech and Language Therapist, Occupational Therapy or a Paediatrician, then a referral can be made by school, with your consent.

The Governors at Brookhurst Primary School are responsible for the overseeing of all procedures in school.

3. How will the curriculum be matched to my child's needs?

All Brookhurst Primary pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to technology.

We believe it is important for children to develop relationships with a number of adults across the school and we try to ensure that all staff understand a child's SEND. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum. From September 2022 we have been using Monster Phonics to teach our phonics lessons and also to deliver interventions.

It is important to ensure that children with difficulties in English or Maths are able to access the rest of the curriculum areas too. Our school uses a wide variety of resources to facilitate this access to the curriculum. It may be that your child needs specialist equipment e.g. Writing slopes, pencil grips, posture support cushions and chairs and will be provided by school to help your child make progress.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

4. How will I know how my child is doing and how will you help me to support my child's learning?

Typically, a child with Special Educational Needs and/or Disabilities, will have their needs set out on an Individual Personalised Learning Plan, which will identify the targets that are currently being worked on and outlines what **additional** provision is being put in place for that child. Parents Evenings are held termly for teachers to discuss your child's progress with you. At the end of each year, you will receive a written report outlining progress made over the year. You can at any time request a 1:1 appointment with the SENCo to discuss any worries or concerns.

5. What support will there be for my child's overall well-being?

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Social and Communication Individual Plans (SCIP) may be used to plan support for your child.

The school offers a wide variety of pastoral support for pupils who encounter emotional difficulties, including:

- We currently have a trained counselor who works with children and parents with concerns about mental health or well-being. To access this support teachers and parents need to complete a referral form.
- We are currently having support from the ADHD foundation that covers ADHD and Autism training and some support work for children.
- Teachers and Teaching Assistants readily available to discuss issues and concerns
- One-page profiles are written with our pupils with social communication difficulties and their parents, to find out more about their views on school and their likes and dislikes. These are shared with adult stakeholders within school to help them support the child's needs.
- If a pupil has a medical need, then a detailed Health Care Plan is compiled with parents/carers.
- Most Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member. (See medicine policy)
- All staff are trained in how to use a defibrillator and school has one on the premises.
- All staff have been trained in Team Teach and receive refresher training when needed. Positive handling is used as a last resort to support a child's behaviour and only when the child is putting themselves or others at risk.

We pride ourselves on how we promote children's well-being and emotional health at Brookhurst Primary School.

6. What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioral and social needs of our children. The school accesses a range of specialist services including:

- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologist drop in appointments
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools, e.g. Gilbrook and Stanley
- Specialist support from Portage/Autism Social Communication Team
- Social services
- Social Care Family Support Worker

- Paediatrician - accessed via school nurse and/or GPs
- Local Authority EHCP Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Minority Ethnic Achievement Service (MEAS)
- Child and Adolescent Mental Health Service
- LA inclusion team

7. **What training are the staff supporting children and young people with SEND had or are having?**

Staff have received training related to SEND including sessions on:

- ADHD
- Autism
- PDA
- Positive behaviour and de-escalation skills.
- Social Communication Difficulties
- Speech and Language Support
- Precision teaching
- Dyslexia friendly classrooms
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioral Need support (LA)
- First Aid
- ABI training - Acquired Brain Injury Training

Professional Development is ongoing and our staff receive training to support our pupils.

8. **How will my child be included in activities outside the classroom including school trips?**

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that **all of our extra-curricular activities are adapted for children's specific needs**. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, sports teams and school committees (e.g. our Pupil Parliament). As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

9. **How accessible is the school environment?**

Brookhurst Primary School is a single-story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.

- We ensure that any equipment used is accessible to all children regardless of their needs.
- After school and before provision is accessible to all children including those with SEND.

10. How will the school prepare and support my child when joining Brookhurst Primary School or transferring to a new school?

Parents and children are welcome to look around Brookhurst Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

If your child is new to the school, he/she will be offered some transition visits and an opportunity to meet their new class teacher and class mates. Often, we find a short transition is most successful.

Children joining Foundation Stage 2 will participate in several transition visits during the summer term before they start school in the September. Parents are invited to a number of meetings including a 1:1 discussion with the child's class teacher for information sharing.

A multi-agency meeting will be offered prior to starting school for any child with additional needs already identified

Transition to secondary school can be a worrying time for both parents and the child so at Brookhurst Primary School we do additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

11. How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.

12. How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders and an application for Educational Health Care Plan (EHCP) or Individual Pupil Funding Arrangement (IPFA) will be made.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents' evenings
- During discussions with other professionals
- Annual reviews

14. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Please telephone the school office to make an appointment. You can also meet with the SENCo to discuss any concerns or worries.

For matters not directly related to your child's progress in the classroom parents are invited to contact the school office, Deputy Headteacher or Headteacher who will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.