

Brookhurst Primary School



SEN Information Report

Date policy last reviewed: January 2025

Next Review: January 2026

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Our school's approach to supporting pupils with SEND

At Brookhurst Primary School, we are committed to using our best endeavours to meet the needs of all pupils across the four areas of SEND: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.

Our whole-school approach is rooted in our SEND policy, which ensures a shared vision for inclusion and support. We implement high-quality teaching as the foundation of our provision, ensuring lessons are accessible and engaging for all learners. This is complemented by a personalised approach, where interventions and strategies are tailored to individual needs.

We follow a graduated approach underpinned by the principles of **assess, plan, do, and review**, working collaboratively with families, staff, and external professionals to continuously monitor and adapt our support. This approach enables us to respond flexibly and effectively to the changing needs of our pupils, ensuring they achieve their full potential in a nurturing and inclusive environment.

Catering for different kinds of SEND

At Brookhurst Primary School, we are committed to using our best endeavours to meet the needs of all pupils across the below four areas of SEND.

Cognition and Learning

- Dyslexia (reading and writing difficulties)
- Dyscalculia (maths difficulties)
- Dysgraphia (handwriting and spelling difficulties)
- Dyspraxia (motor coordination issues)
- Global Developmental Delay (GDD)
- Processing Difficulties (auditory or visual)
- Memory Deficits (short-term/working memory)
- Attention Difficulties (e.g., focus issues)

Communication and Interaction

- Speech, Language, and Communication Needs (SLCN)
- Delayed speech and language development
- Difficulty understanding spoken or written language

- Difficulty expressing thoughts and ideas
- Social Communication Difficulties
- Autism Spectrum Disorder (ASD)
- Selective Mutism
- Pragmatic Language Impairments
- Speech sound disorders (e.g., articulation difficulties)
- Stammering or fluency disorders
- Echolalia (repetition of words or phrases)

Social, Emotional and Mental Health

- Anxiety
- Depression
- Attachment difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Self-harm or risk-taking behaviours
- Eating disorders
- Low self-esteem or lack of confidence
- Emotional dysregulation
- Social interaction difficulties
- Trauma or Adverse Childhood Experiences (ACEs)
- Phobias or specific fears

Sensory and/or Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disabilities (e.g., cerebral palsy)
- Sensory Processing Disorder (SPD)
- Fine and gross motor skill difficulties
- Mobility challenges
- Chronic medical conditions (e.g., epilepsy, diabetes)
- Fatigue or pain-related conditions (e.g., fibromyalgia)
- Coordination difficulties
- Sensitivity to sensory stimuli (e.g., light, sound, textures)
- Auditory Processing Disorder (APD)

Key Staff

Name and Role	Email address	Phone number
Izzy Lockley Inclusion Lead and SENCO	Inclusion2330@welearn365.com	01926 420051
Gina Reynolds Deputy Inclusion Lead, Family Support Worker and Attendance Champion	Inclusion2330@welearn365.com	01926 420051

Securing and deploying expertise

At Brookhurst Primary School, we prioritise access to specialist expertise to support our pupils with SEND. We work closely with external professionals, including educational psychologists, speech and language therapists, occupational therapists, and specialist teachers, to ensure tailored advice and intervention plans are in place. Regular training and professional development opportunities are provided to staff to build capacity and improve expertise within the school.

We deploy our staff strategically to maximise support for pupils with SEND. Teaching assistants and 1:1 support staff are allocated based on individual needs, ensuring targeted interventions and in-class assistance where required. Our Inclusion Team, led by the Inclusion Lead, oversees the coordination of support, ensuring resources and expertise are effectively distributed to create a consistent and inclusive environment across the school.

Equipment and facilities

At Brookhurst Primary School, we are committed to ensuring that pupils with SEND have access to the specialist equipment and facilities they need to succeed. We work closely with external agencies, such as occupational therapists, physiotherapists, and specialist advisory services, to identify and secure appropriate resources.

Specialist equipment, such as adapted seating, writing aids, sensory tools, and communication devices, is provided to support individual needs. We also maintain accessible facilities, including ramps, lifts, and accessible toilets, to ensure all pupils can fully participate in school life.

Our approach is proactive, with regular reviews of equipment and facilities to ensure they remain suitable and effective. Staff are trained to use specialist resources effectively, embedding them into classroom practices and targeted interventions to create a fully inclusive learning environment.

Identifying and assessing pupils with SEND

At Brookhurst Primary School, we follow a clear, structured process to identify and assess pupils with SEND, ensuring that every child's needs are recognised and addressed as early as possible. Classroom adults consistently engage in formative assessment throughout daily lessons, observing and monitoring pupils' progress, behaviour, and participation. Universal provision is used to meet the needs of all learners, with differentiated strategies and resources tailored to support pupils at various levels.

When a concern arises, the class teacher completes an Initial Concerns Form, outlining specific observations and areas of difficulty. This form is then discussed with the Inclusion Team, who work collaboratively to assess the child's needs and determine the next steps. If necessary, targeted support is implemented, and additional interventions are put in place to address the identified needs.

In cases where the support provided is not sufficient, external agencies, such as educational psychologists, speech and language therapists, or other specialists, may be consulted for a more detailed analysis of the pupil's needs. Based on their recommendations, specialist provision may be introduced, and the child will be added to the Inclusion Register with parental consent.

For pupils with more complex or specific needs, we implement a Pupil Passport or Learning Plan, tailored to support the child's individual requirements and ensuring a coordinated approach to their education. These plans are regularly reviewed and updated, ensuring ongoing support and monitoring of progress.

Consulting with pupils and parents

Parents

At Brookhurst Primary School, we recognise the importance of strong communication and collaboration between school and home. Initially, any concerns regarding classroom practice, behaviours, or academic progress should always be discussed directly with the class teacher. The class teacher is responsible for addressing these concerns and having open discussions with parents to ensure that appropriate support is in place.

If universal and targeted support measures are not having the desired impact, the Inclusion Team will become involved. At this point, the Inclusion Team will contact the parents to review the steps already taken and discuss the potential next steps, including the possibility of adding the child to the Inclusion Register for additional support.

Pupils

At Brookhurst Primary School, we involve pupils with SEND in their education by encouraging regular discussions about their learning needs and goals that are age and stage appropriate. Pupils are consulted through one-to-one conversations with their class teacher or the Inclusion

Team, and are included in creating and reviewing Pupil Passports or Learning Plans. These discussions help pupils understand their individual support and set personal targets, fostering a sense of ownership and boosting their motivation. This approach ensures that pupils are active participants in their own learning journey.

Involving key stakeholders

At Brookhurst Primary School, we work closely with a range of external bodies to provide comprehensive support for pupils with SEND and their families.

We collaborate with professionals such as speech and language therapists, occupational therapists, educational psychologists, and child and adolescent mental health services (CAMHS) to ensure pupils receive specialist support tailored to their needs. When necessary, we also engage with social care services to address any additional challenges related to safeguarding or family welfare.

Our internal Family Support Worker plays a key role in supporting families, particularly those who may benefit from extra help at home. The Family Support Worker can help families access Early Help services, ensuring that additional support is provided where needed to promote the well-being of the pupil and their family.

These partnerships enable us to create a holistic support network around each child, ensuring that both the educational and personal needs of pupils with SEND are met, and that families receive the guidance and resources they require.

Progressing towards outcomes

At Brookhurst Primary School, we are committed to supporting the progress of pupils with SEND towards their individual outcomes. This is achieved through regular assessment, targeted interventions, and collaboration with parents and pupils.

Where necessary, pupil with SEND might have a Learning Plan or an EHCP which outlines clear, measurable outcomes. These outcomes are reviewed on a termly basis to ensure that progress is being made, and any necessary adjustments are made to support their continued development.

In addition to these meetings, class teachers will be providing regular feedback, as well as termly opportunities for communication through parents evenings, book looks and end of year reports. As well as this, Inclusion Coffee Mornings will be held termly to encourage open communication with the Inclusion Team.

This ensures a holistic approach to supporting pupils' growth and ensures their needs are met both in and out of the classroom.

Transition support

At Brookhurst Primary School, we prioritise smooth transitions for pupils with SEND as they move to new year groups or prepare for secondary school. To support these transitions, we create transition booklets for children, where necessary, that include visuals of their new teachers, classrooms, and other key areas in the school. These booklets help familiarise pupils with their new environment and reduce anxiety.

For pupils transitioning to secondary school, we offer enhanced transition support. This may include additional visits to the secondary school, meetings with secondary school staff, and bespoke plans to ensure a smooth transition. We work closely with secondary schools to share relevant information and ensure they are well-prepared to meet the needs of the pupil.

In addition, we host Meet the Team evenings for parents to meet their child's new teachers at the start of the school year. This gives parents the opportunity to discuss any concerns or specific needs related to their child's transition.

Finally, we organise a full transition day for pupils, allowing them to experience their new classroom, meet their new teacher, and become familiar with any changes in routine.

This comprehensive approach ensures that pupils with SEND feel confident, supported, and ready for the next stage of their educational journey.

Teaching approach

At Brookhurst Primary School, our approach to teaching pupils with SEND is inclusive, flexible, and tailored to the individual needs of each child. We believe that all pupils should have access to high-quality teaching that supports their academic, social, and emotional development.

We ensure that lessons are adapted to accommodate the diverse needs of all learners, providing various levels of support and challenge to ensure every pupil can access the curriculum. This includes adjustments to teaching methods, resources, and classroom activities.

For pupils with SEND, we use a range of personalised strategies and interventions to meet specific learning needs. This might include one-to-one support, small group work, or the use of specialist resources and technology to support engagement and progress.

Initially, we provide universal support through high-quality teaching that benefits all pupils. For those who require additional help, targeted interventions are implemented, often in collaboration with specialist staff or external professionals.

We work closely with parents and external professionals to ensure that strategies are effective and progress is regularly reviewed. This collaborative approach helps us to adjust our teaching methods to best meet the child's needs.

We aim to foster a sense of ownership over learning by encouraging pupils to set goals, reflect on their progress, and develop strategies to overcome challenges. This approach supports their confidence and promotes independence.

Overall, our teaching approach ensures that pupils with SEND are not only supported but also challenged, helping them to thrive within a nurturing and inclusive environment.

Adaptations to the curriculum and learning environment

At Brookhurst Primary School, we make a range of adaptations to the curriculum and learning environment to ensure that they are accessible for pupils with SEND.

We adapt the curriculum by providing different levels of support to meet individual needs, ensuring all pupils can engage with the content. This might involve modifying tasks, breaking them down into smaller, more manageable steps, or providing alternative resources, such as visual aids, to support understanding. We also make adjustments to the pace of lessons, allowing additional time for tasks when needed.

Our learning environment is designed to be inclusive and supportive. We ensure that the physical layout of classrooms is conducive to learning, with clear signage, quiet spaces for sensory breaks, and accessible seating arrangements. We use resources such as assistive technology, sensory tools, and specific equipment tailored to the needs of individual pupils, enabling them to access the learning space comfortably.

Additionally, we provide scaffolded learning by using strategies like peer support, one-to-one teaching, and targeted group work. This ensures that pupils with SEND are given the support they need while still being able to access the same curriculum as their peers.

By making these adaptations, we create an environment where all pupils with SEND can participate fully in lessons, feel included in school life, and make progress in their learning.

Inclusivity in activities

At Brookhurst Primary School, we are committed to ensuring that pupils with SEND can participate in activities alongside their peers, both within the classroom and in extracurricular settings.

We provide inclusive teaching that enables all pupils, regardless of ability, to engage in class activities. Differentiated resources, adapted tasks, and scaffolded learning ensure that pupils with SEND can contribute to group work, discussions, and practical activities, promoting inclusion and collaboration.

For extra-curricular activities, we ensure that pupils with SEND have the same opportunities as their peers to participate in clubs, trips, and events. Where necessary, we make adjustments, such as providing additional support or offering alternative activities, to ensure accessibility and participation.

We also actively promote peer relationships by encouraging social activities that integrate pupils with SEND and those without. This might involve pairing pupils for group projects or peer mentoring, fostering a positive and supportive environment where all pupils can build friendships and develop social skills.

By creating a fully inclusive environment, we enable pupils with SEND to thrive in a range of activities, helping them build confidence, independence, and a sense of belonging alongside their peers.

Supporting emotional and social development

At Brookhurst Primary School, we prioritise the emotional and social development of pupils with SEND through a range of supportive measures designed to build confidence, resilience, and social skills.

We offer support through regular check-ins with trusted staff members. Our school counsellor and learning mentor are available for one-to-one sessions to address any emotional concerns or difficulties, and we also provide worry boxes and other resources to help pupils express their feelings in a safe, confidential manner.

Pupils with SEND are encouraged to share their views through regular discussions with their class teacher or a member of the Inclusion Team. We ensure that their opinions are listened to and taken into account when planning support and interventions.

To foster positive social development, we actively promote peer relationships through structured social activities, buddy systems, and group work. This helps pupils with SEND build friendships, improve communication skills, and engage with their peers in a supportive environment.

We have measures in place to prevent bullying as outlined in our Behaviour and Anti-bullying Policy. Pupils are taught about respecting differences and the importance of kindness and empathy. We also ensure that any incidents of bullying are addressed promptly, with clear consequences and appropriate support for all involved.

Through these strategies, we support the emotional well-being of pupils with SEND, ensuring they feel safe, valued, and able to thrive socially and emotionally.

Evaluating effectiveness

At Brookhurst Primary School, we regularly evaluate the effectiveness of our SEND provision through ongoing reviews of pupil progress, feedback from teachers, parents, and external professionals. We monitor academic, social, and emotional development to identify areas for improvement.

The Inclusion Team reviews the progress of pupils receiving targeted interventions, adjusting strategies as necessary. Feedback from pupils and parents also helps inform changes to our support.

We ensure our provision is effective through regular staff training, peer observations, and consultation with external professionals to incorporate best practices and continuously improve the support we offer.

Handling complaints

Any complaints from parents regarding the provision for pupils with SEND at Brookhurst Primary School should be referred to our usual complaints procedure, which is outlined in the Complaints Policy available on the school website. This provides clear guidance on how to raise concerns and the steps involved in resolving them.

Local Offer

All schools in Warwickshire have the same special educational needs and disabilities duties, and are expected to provide support for children and young people who have additional needs.

These duties come from the SEND code of practice: 0 to 25. You can find more information about Warwickshire's Local Offer on the website: www.warwickshire.gov.uk/SEN

The Children and Families Act 2014 has required that all local authorities make significant changes to their special educational needs and disability (SEND) services by September 2014.

Through the act the government is transforming the system so that services can consistently support the best outcomes for these children and young people.

The act extends availability of SEND support from 0 to 25, giving young people and their families greater control and choice in decision making to ensure their needs are properly met. The changes include:

- replacing old statements of special educational needs with a new 0 to 25 education, health and care plan – EHP.
- offering families personal budgets;

- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

Local authorities are currently working with other health and social care services to review the support available and how it can be accessed through the development of 'Local Offers'.

Warwickshire's Local Offer will bring together all information relating to all services and support available across education, health, social care and the voluntary sector with the aim of making the information more accessible to families and the professionals who work with them. The majority of children and young people with special educational needs and disabilities attend mainstream schools.

Supporting Children at Brookhurst through our Local Offer

Brookhurst is a fully inclusive mainstream school that welcomes and celebrates the diversity of our children. The Headteacher, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEN. Our ethos is aimed at enabling children with any SEN to maximise their potential, be included fully in our school community and make a successful transition to Secondary school and into adult life. Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs.

We strive to ensure that each pupil is fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence. By focusing on all that is positive, progressive and creative our overall aim is to provide a high quality, structured and individualised learning programme, which ensures that each child is given the opportunity to enjoy success during their time at school.
<https://www.warwickshire.gov.uk/send>

If you have any further queries or require further information, please see the Website for SEND Information and Advice Services (SENDIAS):
<https://www.kids.org.uk/warwickshire-sendias-front-page>

Named contacts

Name of individual	Email address	Phone number
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