



BROCKS HILL PRIMARY SCHOOL

SEND Information Report

2024-2025

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School SEND Information Report

Information for Parents and Carers of Children with Special Educational Needs and Disabilities (SEND)

Overview

Brocks Hill Primary School is a mainstream school catering for children aged 4 to 11 years. We believe that any child from any background deserves an equal chance to be successful in whatever they choose to do. The school is committed to providing a broad and balanced curriculum to engage all pupils and promote their love of learning. Our curriculum is underpinned by the 6Rs (resilience, responsibility, resourcefulness, reflection, respect and reciprocity). Teachers have high expectations of all children including pupils with SEND. Our aims for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils: to provide the highest quality of education so that children achieve their full potential. We endeavour to be an inclusive school and we value every child. We strive to provide an environment where all children can flourish and feel safe. We support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about ensuring equity for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

How does Brocks Hill Primary School identify children with SEND and what are the school's procedures?

Systems to identify pupils who may have additional needs are in place. There are a number of ways in which a child's needs may be identified:

- Early Years SEND Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- Parents or a preschool/nursery may raise concerns prior to a child starting school.
- During a child's school career, parents or a class teacher may raise a concern. As part of QFT (Quality First Teaching) the class teacher will assess the child's needs and adapt the curriculum, often in consultation with the SENDCo.
- Continuous analysis of data including: entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data, SAT results, Year One phonic screening tests.
- More formal assessments may be completed by the SENDCo or outside agencies as required.
- The wellbeing tracking system is used by all class teachers to identify children who have an additional need relating to emotional wellbeing.

Our procedures for identification and assessment allow for early response to difficulties and close monitoring of progress in response to additional provision. We adopt a continuous cycle of assessment and planning, putting provision in place and reviewing targets.

SEND Support

If your child is identified as needing SEND support, you will be invited to work with the class teacher (supported by the SENDCo) to look for ways to support your child. A student passport will be devised with a few targets for your child to work towards, and there will be a review meeting held termly. At the review, parents/carers views will be listened to. At the SEND support stage external support services may be consulted to provide more specialist assessments and to advise teachers about strategies to address individual needs where required. You would always be consulted before an external agency is involved.

More information can be found in the School's SEND policy:

How do we involve parents, carers and families?

At Brocks Hill we are committed to the development of close working relationships with parents and recognise the crucial nature of such relationships when supporting children with special needs. Our view is that **you** are the expert on **your** child's needs. We particularly welcome information from you about how your child learns best in order that it can be shared with teaching staff.

You and your child (where appropriate) will be invited to a termly student passport discussion to review and set targets.

If your child has an EHCP you will be invited to contribute to the review process and to attend the annual review.

If your child has a care plan because of medical/ physical needs you will attend a review meeting with school staff and often outside agencies to review the plan on an annual basis. School will follow the advice of the medical professionals and sometimes the school nurse will provide support.

Brocks Hill welcomes parents to work in partnership with us. Opportunities to come into school throughout the year may include:

- Curriculum evenings (e.g. maths and English)
- Induction mornings
- 'Stay' morning sessions which include handwriting sessions, reading sessions etc.
- Parent consultations twice a year.
- Specific curriculum evenings to get you actively involved in your child learning (often related to growth mindset or the learning dispositions).
- Well-being sessions that focus on developing positivity and strategies to support positive mental health.

Who do I contact if I have concerns or questions about my child?

The class teacher should always be your first point of contact. They should be able to answer most of your questions or they will talk to the relevant members of staff and get back to you. If you need any further information or support then you can contact the school's SENDCo, Dr Quirk, by calling or emailing the school office.

If a young person is worried about their learning they are encouraged to share concerns with parents, their class teacher, SENDCo or the school education and wellbeing worker.

What are the arrangements for assessing and reviewing the progress of pupils with special educational needs? How will I know how my child is doing?

The SENDCo, teachers, parents, teaching assistants and outside agencies (where necessary) are all involved in the assessment process. Parents are invited to a review meeting each term.

At Brocks Hill we hold termly Pupil Progress and Attainment Meetings to monitor all children's progress and attainment. If children are not making adequate progress or are falling behind their peers, then interventions are discussed. The SENDCo, class teachers and teaching assistants carry out individual assessments and observations. Teaching assistants assess children through their intervention programmes to inform their planning and the teacher's planning. Teachers assess SEN children alongside all children in their class. Teaching assistants feed into this assessment process. AFL (Assessment for Learning) is a priority for the school with staff meetings designated to improving reflection, peer assessment and pupils identifying their own next steps. Outside agencies assess pupils and this information is passed to teachers to inform planning and teaching and is incorporated into the child's student passport or support plan.

As part of the review process parents and children are consulted to obtain their views and these are incorporated in to the child's student passport as part of the 'assess, plan, do and review' process.

What is Brocks Hill's approach to teaching pupils with special educational needs? How will my child be supported?

At Brocks Hill Primary School teachers seek to meet the diverse needs of all children including children with SEND by employing a variety of approaches to learning, teaching and assessment. Through our curriculum, teachers use a range of strategies which they adapt and modify to support all pupils. The 6Rs are embedded across the school and all pupils are encouraged to work both independently and collaboratively. Wherever possible we try to reduce or remove barriers to learning so that every child can reach their full potential.

The structures and systems in place for SEND pupils include:

- All your child's work is planned by their class teacher and the work is differentiated accordingly to suit the individual child's needs.
- Support staff may be allocated to work with your child one-to-one or in a small group to target more specific needs.
- Specialist equipment and facilities may be used e.g. fiddle toys, microphone systems for hearing impaired, reading overlays etc.
- If your child has specialist input, for example Speech and Language Therapy, a plan is

devised by the therapist.

- Outside agencies are contacted when appropriate for equipment, advice and support.
- Classroom support is used to increase curriculum access and pupil achievement.
- Intervention programmes are run throughout the school and are usually led by teaching assistants. These include reading, spelling, maths and social groups (see the provision map). Interventions may be conducted in a group or individually.
- Sometimes pre-teaching takes place before the lesson or post-teaching takes place after the lesson.

How does Brocks Hill adapt the curriculum and learning environment for pupils with special educational needs?

Inclusion begins in the classroom where we ensure that we provide all children with Quality First Teaching experiences in a curriculum that is engaging and relevant and inclusive to all. Brocks Hill is dedicated to a creative curriculum and when possible we have enrichment days, outdoor learning, well-being activities and cross-curricular learning. Additional adults are used flexibly to work with groups and individuals but with a focus on developing independent learning skills. Some children require more personalised teaching and learning experiences, usually those with a support plan or EHCP. Where outside agencies are involved, we follow their advice adapting our teaching and environment (wherever possible) to meet individual needs.

What are the arrangements for consulting/ involving pupils? How will my child's views be listened to?

At Brocks Hill we encourage pupils to contribute individually to determining the direction of their learning and personal development by:

- Involving the child in his/her pupil passport (including their strengths and weaknesses) and highlighting their role in working towards their targets.
- Completing pupil questionnaires about SEN provision on a yearly basis.
- Having a school parliament which enables pupils to have their voices heard and take part in decision-making in a constructive way.
- Involving pupils in annual reviews either in writing before the review or if appropriate by attending the review.
- Involving pupils in writing their one-page profiles which are very pupil-led.

How do we evaluate the effectiveness of SEN provision?

Evaluating the effectiveness of provision is done through:

- Asking the views of all stakeholders (via questionnaires, conversations, meetings and interviews).
- Completing pupil passport reviews and annual reviews which all ask for parents' views.

- School monitoring through an SEN review which includes book audits, learning walks, internal and external observations of both teachers and teaching assistants.
- Completing evaluation sheets for the intervention programmes.
- Tracking data, looking at progress and attainment.
- Creating case studies which highlight qualitative improvements.
- Completing well-being monitoring sheets.
- Attending multi-agency meetings and using feedback from outside agencies.

What support is available for improving the emotional and social development of pupils with SEND? How will you support my child's social and emotional needs?

At Brocks Hill we recognise the importance of emotional wellbeing and offer a variety of support for pupils who are encountering emotional difficulties. The whole school focuses on developing a culture of positive mental health and a growth mindset in order to encourage children to become happy, independent life-long learners. This is a priority in the School Development Plan (a document created annually to identify the school's strategic direction/vision).

A wellbeing tracking system is in place throughout the school to monitor and identify all pupils' emotional needs.

We have an Education and Wellbeing Support Worker (Mrs Hurst) whose responsibilities include working with identified children who have emotional, social or mental health difficulties. She runs a variety of groups throughout the school including cooking groups, one-to-one support (where a higher level of support is needed) and social groups. She is trained as an Emotional Literacy Support Assistant (ELSA) through the Educational Psychology Service. They can offer support for a range of issues including bereavement, family break-up and friendship issues. They work closely with parents who require extra help or support or can signpost parents to someone who can help.

Other teaching assistants run social and communication groups which focus on developing confidence, self-esteem, turn taking, cooperation and other social skills. We now have another member of staff who is ELSA trained and works alongside Mrs Hurst with small groups of children.

Pupil attitude questionnaires show that children on the SEND record are positive about school and their learning. We encourage pupils to contribute to their one-page profile outlining their strengths and ways they feel others could best support them. Where appropriate pupils are encouraged to contribute to their own targets and outcomes.

We value the views of all our pupils. All children on the SEN record complete questionnaires and are encouraged to contribute to their student passport, review and annual reviews.

What expertise and training do staff have?

All staff understand their responsibilities towards pupils with special educational needs and clear communication lines between the Head, SENDCo, teaching and support staff are established. The SENDCo provides training to teachers and support staff on a wide range of issues and also is available for individual advice for more bespoke training. Where possible staff take advantage of training courses both externally and internally through the trust to constantly improve and update their SEN knowledge and expertise. Information obtained by any member of staff is cascaded to the rest of the staff via course notes and/or staff meetings. For more specialist provision there are a number of staff that are now trained in Team Teach. Autism training is continually updated. Three members of staff have reviewed the emotional coaching training and this has been incorporated into our behavior policy.

The SENDCo keeps up to date on current local and national changes by attending meetings including the SENDCo net meetings within the county and meetings across the academy trust.

The school works with a number of outside agencies to seek advice and support individual children. On rare occasions a child arrives who has a condition that the school has not experienced before. On these occasions we listen to parents and outside agencies to try and provide the right provision. Class teachers and the SENDCo not only seek advice from specialists; they also carry out their own research to strive to improve provision.

How accessible is the school?

Brocks Hill School is on a single floor and the main entrance has wheel chair access via a ramp. It is then possible to access most class areas, halls, cloakrooms, and toilets. All classrooms have ramps leading outside. There are three disabled toilets, one in Year 4, Year 5 and Year 6.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' (including the administration of medication). When appropriate the school seeks advice from specialist teams such as the Hearing Impaired Team, occupational or physiotherapist to see what adaptations need to be made and whenever possible changes are made to support our pupils.

How will my child be included in activities outside the classroom?

At Brocks Hill we believe that all pupils should have the opportunity to attend extra - curricular activities which extend their learning, encourage social development and provide fun. We monitor the attendance of children with SEND at after school clubs and this has shown that pupils with a range of needs do take part in a variety of clubs.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off-site visits, so that your child is given as much access as possible. Sometimes clubs and outings are arranged specifically for children with SEND to develop new skills or raise confidence and self-esteem e.g. inclusive sports, SEND sporting competitions.

A risk assessment is completed for any educational trips and the needs of children with SEND are considered as part of this process. Parents of pupils with SEND may be invited to attend a planning meeting prior to the trip to enable the trip to run smoothly and put any necessary additional procedures in place. Sometimes parents are encouraged to attend the visit with their child (if it is in the best interests of the child) and sometimes it is more appropriate to support the child using extra members of staff.

What should I do if I have a concern, worry or am unhappy?

The school tries hard to work in collaboration with parents, and parents are encouraged to discuss any problems or concerns with us. Initially these should be raised with the pupil's class teacher and then the SENDCo and most problems can be solved in this way. However, if this does not happen parents may wish to take their concerns to the Head of School.

If you have an issue that you don't feel can be resolved in school you can also approach our SEND governor and Co-Chair of Governors, Diane Miller. Where informal discussions or the formal complaints procedure have been exhausted without resolving matters, then the LEA's statutory SEN disagreement resolution process may offer a way forward.

How are pupils supported between phases of education?

Many transition systems are in place. The SENDCo and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting at Brocks Hill School. When a child already has an EHCP or a high level of need then a multi-agency meeting is usually held at school in the summer term to discuss provision, areas of need and to aid transition. Often additional visits are arranged for children who need more preparation for transition.

The SENDCo from the relevant secondary school is invited to the Annual Review of a child with an EHCP, in the Autumn Term, which precedes transfer from Year 6 to 7. In the term before transfer, Brocks Hill's SENDCo will meet with the appropriate SENDCo of the next school to discuss and prepare for transition. Extra visits are then usually agreed to aid transition. All records on a child with SEND are then passed to the new school.

Preparation for transition also takes place internally with some children having extra visits or a photo book prepared.

Staff are always willing to meet new parents prior to their child starting at Brocks Hill.

What specialist support is accessed by the school?

The school works with a number of outside agencies to seek advice and support to ensure that the needs of all the pupils are understood and met:

- Educational Psychology Service
- Hearing Impaired Service
- Autism Outreach Team

- Advice and Inspection Unit – SENA (Special Educational Needs Assessment)
- Speech Therapy
- Physiotherapy
- Occupational therapy
- CAMHS (Child and Adolescent Mental Health Services)
- Leicestershire Supporting Families
- Outreach team from Birkett House (local special school)
- Social Care
- Early Help

Where can I find the local authorities' local offer?

Brocks Hill has published our SEND school information report on the school's website. It can be found under '**Key Information**' in the SEND section.

Our school intends to link closely and align itself to the local authority local offer which can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Local Offer puts all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities which are available.
- To make provision more responsive to local needs and aspirations.

Where can I find out more information?

Parents can access a range of services to support themselves and their child through the LEA's local offer.

The Local Offer covers:

- Education, health and care provision for children and young people with SEND.
- Arrangements for identifying and assessing children and young people with SEND, including arrangements for requesting an EHC needs assessment.
- Other education provision (outside of schools or colleges such as sports or arts provision).
- Training provision, including apprenticeships.
- Arrangements for travel to and from schools, post 16 institutions and early years providers.
- Support to help children and young people moving between phases of education and to prepare for adulthood.
- Sources of information, advice and support in the area relating to SEND, parent-carer forums, support groups, childcare and leisure activities.



Please look at the LEA's local offer using the link below:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send>

Parents can also contact SENDIASS for free, impartial and confidential advice. They advise on all matters relating to SEND, including education, health and social care issues.

SENDIASS for independent advice: www.sendiassleicester.org.uk

Parents can contact the SENDCo at Brocks Hill who is Dr Kate Quirk. She is the senior leader in coordinating the provision of special educational needs and can be contacted via the office (email: office@brockshill.org.uk or telephone 0116 271 4885).



Glossary of Acronyms

AFL	Assessment for Learning
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistant
SENDCO	Special Educational Needs & D Coordinator
TA	Teaching Assistant
QFT	Quality First Teaching