

The Special Educational Needs and Disability Regulations (2014) require each school to publish certain information regarding provision for students with special educational needs and disabilities (SEND).

[The points highlighted in blue are additional information added to the School Information Report during the period of Covid-19 and national school closures.](#)

### **SEND at Brockmoor Primary school**

Brockmoor is an inclusive mainstream Primary School catering for children from the age of 3 (Nursery) to 11 (Year 6). It welcomes children with and without SEN equally. It supports children with a wide range of Special Educational Needs and disabilities including: learning, physical and sensory, speech and language, social, emotional and mental health. The school uses its best endeavours to meet the needs of all children with Special Educational Needs and /or a disability in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.

### **SEND that are provided for at Brockmoor Primary**

#### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. The Autistic Spectrum comes under this area of need; children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or physical needs**

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



### **Staff who may support in SEND at Brockmoor Primary**

#### **Class Teacher**

The first Point of contact will most likely be with the class teacher. If a parent or carer has any concerns, we suggest that this is discussed first with the child's class teacher. The class teacher is responsible for the progress of all of the children in their class.

#### **Teaching Assistants**

Teaching assistants at Brockmoor provide targeted support where it is most needed. Some children will have a designated Teaching Assistant and some Teaching Assistants will work to provide interventions, either longer term planned interventions, or within lessons as and when they are needed.

#### **SENDCo**

Brockmoor Primary's SENDCo is Mrs Jones. It is the responsibility of the SENDCo to coordinate and monitor the provision and progress of SEND and ensure the policy is implemented. They liaise with external agencies to get the right support for all children.

#### **SEND governor**

The role of governors is to help to raise awareness of SEND issues at governing body meetings. They also discuss the quality and effectiveness of SEND provision within the school and update the governing body accordingly.

You can request a meeting with the class teacher or SENDCo either in person via the school office or by phone 01384 816635.

### **The process for identifying SEND at Brockmoor Primary**

At Brockmoor, we adopt the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice (Jan 2015) which states that:

- ❖ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- ❖ An SEND child has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children with SEND have difficulties that call for special provision to be made. Children have a special educational need if:

- ❖ progress is significantly slower than that of their peers starting from the same baseline
- ❖ progress fails to match or better the child's previous rate of progress
- ❖ progress fails to close the attainment gap between the child and their peers
- ❖ progress widens the attainment gap

Our SEND policy is accessible via our school website <https://brockmoor.sch.life/>



Children entering our school are screened using the WELLCOMM language assessment and have a Baseline assessment. Right from the start, this allows us to see if a child is not working at a level typical for their age. We aim to ensure Quality First Teaching closes this gap where possible.

Pupil Progress Meetings are held every term from which we track and identify children who are not making expected progress with class teachers, and SLT. Interventions are then implemented and monitored to ensure that the child makes accelerated progress to close any gaps. If during the Progress Meeting, or during discussions outside of this time, it is felt that a child may need additional support outside of the Quality First Teaching, assessments and observations are completed by class teacher and in conjunction with the SENCo to identify if the child should be placed on the SEND register.

### **Working with Parents**

At Brockmoor, we believe working with parents is a vital part of ensuring that we provide the best quality education. We have set out a clear plan for how we will support children who there are concerns about or have been identified as having SEND which includes regular reviews with parents. If a parent has a concern about their child, they are encouraged to discuss this with the class teacher and/ or the SENCo. If the school has concerns about a pupil, they will hold a meeting to discuss these concerns with the parents/carers and to explain the process and plan. If a child is placed on a plan, this will be discussed with the parent at the outset. The review of progress will also be shared with the parents/carers and the next steps discussed.

### **Working with Pupils**

At Brockmoor, we believe that attaining the child's views throughout the process is a core element in its success. We discuss the needs with the pupils at an age appropriate level. We encourage the children to discuss any concerns that they may have with adults. We discuss their plan with them so that they know what support they can expect to get and what the intended outcomes are. This is a chance to discuss the expectations of everyone (SENCo, class teacher, TA's, parents and the child) where appropriate. The child will also be a part of the review cycle, where the next steps will also be discussed.

Parents of SEND children will be contacted by a member of staff who will help with: concerns around accessing work; speak to the student to check on their wellbeing; make expectations about completion of work clear to both the student and parent; liaise with teaching staff around the need for further support, where appropriate.

### **Reviewing and monitoring**

Every student progress is monitored carefully throughout their time at Brockmoor through data analysis and pupil progress meetings. In accordance with the SEND Code of Practice (2015), the process for responding to students identified as needing additional support, follows the four step cycle called the Graduated Response.



Each pupil with SEND has a personalised Stage 1 or Stage 2 plan. Children's provision, learning and progress is assessed, monitored and evaluated every term. This process follows the assess, plan, do and review cycle:

**ASSESS** Teaching staff carry out a clear analysis of the pupil's needs across the four categories of need: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

**PLAN** Once an analysis of needs has been carried out, Teaching Staff agree outcomes for each pupil, taking into account parent and pupil views. Adjustments, interventions and support are agreed and shared with all parties involved. This is recorded on the school's information system. Parents are fully aware of the planned support and interventions in place for their child in school and, where appropriate, how they can contribute to learning at home.

**DO** The class teacher is responsible for the child on a day-to-day basis, even where interventions involve group or one-to-one teaching away from him/her. Class Teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**REVIEW** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least four times a year. At each review meeting, the impact of the support and interventions will be evaluated in line with desired outcomes and taking into account parent and pupil views. The class teacher, working with the Inclusion Leader, will revise the provision in consultation with parents and pupils and will agree any changes to needs and outcomes. Where a pupil has an Educational Health Care Plan, this will be reviewed every 12 months. An interim review may be carried out if a pupil's needs and outcomes change significantly.

During a period of enforced closure (for example, Covid-19) the SENCO will work with the Local Authority to decide when and how to hold Annual Reviews. These may be completed over the phone or by video call, as appropriate. The SENCO will consult the child on their views as well as the parent and will ensure these are reflected in the Annual Review process.



### **Supporting children through transitions at Brockmoor**

On entry:-

- ❖ The Nursery teacher and the Nursery teaching assistant will meet with parents and discuss any concerns they may have.
- ❖ Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated.

Mid-year transition:-

- ❖ Pupils are given a tour of the school with their parent/carer.
- ❖ Introductions are made with a child's new class teacher and they will be shown where to put their personal belongings e.g coat, lunchbox etc
- ❖ A start date will be agreed between the parents/carers and the school.
- ❖ The child's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

Secondary transition:-

- ❖ Secondary school staff visit pupils prior to them joining their school.
- ❖ School SENCo meets with SENCOs from secondary schools to pass on information regarding SEN pupils.

For those pupils with special educational needs who transfer to another school the SENCo will pass on any relevant documentation.

### **Approach to teaching children with SEND at Brockmoor**

The key to supporting pupils with SEN starts with 'Quality First Teaching' (Wave 1/stage 1).

The main characteristics of quality first teaching can include:

- ❖ highly focused lesson design with sharp objectives;
- ❖ high demands of pupil involvement and engagement with their learning;
- ❖ high levels of interaction for all pupils;
- ❖ appropriate use of teacher questioning, modelling and explaining;
- ❖ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- ❖ an expectation that pupils will accept responsibility for their own learning and work independently;
- ❖ regular use of encouragement and authentic praise to engage and motivate pupils.



Our expectation is that all teachers differentiate the learning within the curriculum, remove barriers to learning and ensure that all pupils make progress. Additional support for pupils can take various forms including:

- ❖ short-term specific interventions
- ❖ small group work
- ❖ home-school interventions
- ❖ additional support from adults to ensure they can meet their targets successfully.

It can also include adaptations made to meet individual needs. The range of support deployed will be tailored to individual need following thorough assessment. It is designed to promote pupils becoming independent and resilient learners and should not be seen in isolation.

Some pupils will require support above and beyond the differentiated learning and their provision usually takes the form of individual or small group interventions (Wave 2/Stage 2). The focus of these interventions can include phonics, reading, writing, maths, speech and language, fine motor or social skills. In some cases a published intervention programme may be followed. Class teachers plan the provision, with the teaching assistant if appropriate. They have access to subject leaders, the SENCo and outside agency professionals to support them.

Pupils with a higher level of need may follow a personalised curriculum to match their individual needs. These (Wave 3/stage 3) interventions target specific areas of need, identified through detailed assessment, often involving outside agency professionals such as speech and language therapists, learning support teachers or occupational therapists.

Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parents may consider requesting an Education Health and Care needs assessment to determine if they should have an Education, Health and Care Plan (EHCP). This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person. It will help to determine whether the education authority needs to make additional provision through an EHCP for children and young people with the most complex needs, from birth up to the age 25. Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in the mainstream school.

### **Curriculum and environment adaptations**

We aim to ensure differentiation is embedded in our curriculum and practice. The expectations is that each teacher plans and evaluates their curriculum and decides how best to meet the needs of all pupils.

All our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team through classroom observations. We aim to share best practice is across the school. Assessment of pupils' learning is used to inform ongoing provision.



**Training and expertise of staff**

We have an experienced teaching staff with a wide range of skills, including teaching assistants who have taught a variety of intervention programmes for many years. We have and will continue to review training needs and provide opportunities for staff to update and refresh their knowledge and practice in line with the School Development Plan. Staff attend training courses as part of their Continuing Professional Development (CPD) as well as regular weekly staff meetings. Training is also provided in house by subject leaders or by staff who have attended training courses outside school and by visiting trainers.

Where possible and within reason, staff will continue CPD through online courses and training.

**External Support**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. At Brockmoor we liaise with many outside agencies.

<ul style="list-style-type: none"><li>❖ Autism Outreach</li><li>❖ Learning Support Service</li><li>❖ Educational Psychology Service</li><li>❖ Speech and Language Therapy Service</li><li>❖ Occupational Therapy Service</li><li>❖ Physiotherapy Service</li><li>❖ Banardos</li><li>❖ Children’s Centre</li><li>❖ Hearing Impaired Team</li><li>❖ Visual Impaired Team</li><li>❖ SEYS – Specialist Early Years Service</li></ul>	<ul style="list-style-type: none"><li>❖ Physical Impairment, Medical Inclusion Service</li><li>❖ Education Welfare</li><li>❖ School Nurse</li><li>❖ Mere Education Centre</li><li>❖ CAMHS (Child and Adolescent Mental Health Service)</li><li>❖ Russells Hall Hospital and Birmingham Children’s Hospital (Paediatricians)</li><li>❖ Social Services</li></ul>
--	---

Reports will be used to support in the provision mapping to ensure each child is getting the support they require to make good progress.

As a school, we also welcome training from external support agencies when looking at the needs of our pupils.

**Accessibility**

Where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. There are disabled parking bays on the front carpark.

School trips and activities are available to all pupils. Before these take place, detailed risk assessments are completed and procedures put in place to ensure that all pupils can participate.

Where possible and within reason, teachers will set accessible work for students with SEND when working from home.



### **Evaluating the effectiveness of SEND**

The impact of interventions is monitored through regular meetings between teachers and teaching assistants and the tracking of pupil progress. The SENCo and senior leadership team monitor the quality of provision through observations, pupil interviews, assessment and books, as well as the impact against expected rates of progress.

There is also a clear SEND action plan that is linked to the School Development Plan.

### **Pastoral support**

Pastoral mentoring, counselling services, family support work and links with external agencies are all provided to ensure that social, emotional and mental health needs of our SEND students are met.

Nurture Groups are set up for specific children with social and emotional needs. Some of these groups are friendship groups to boost confidence, while our Gardening Club run for older vulnerable children is led by our Chair of Governors.

If a pupil has medical needs then a detailed care plan is compiled by our school nurse in consultation with or SENCo and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed form is in place.

[We recognise that during the period of Covid-19 student's social and emotional development and wellbeing could be adversely affected. As a result, we will provide access to resources that explain Covid-19 in a child-friendly manner.](#)

### **Dealing with complaints**

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents. However, if you do have a concern or a complaint to make please follow our complaints procedure.

### **Linked policies**

- ❖ Admissions
- ❖ Accessibility Plan and Disability Equality Scheme
- ❖ Anti-Bullying Policy
- ❖ Behaviour Policy
- ❖ Dudley Local Authorities Local Offer
- ❖ Equality Act
- ❖ Looked After Children Policy
- ❖ Medical Conditions in School Policy Framework (Dudley)
- ❖ Medicines and Asthma Policy
- ❖ Safeguarding Policy
- ❖ SEND policy
- ❖ School's Local Offer
- ❖ SEND Code of Practice
- ❖ Supporting Pupils at School with Medical Conditions (DFE) and School Policy