



# **SEN Information Report**

**Brockholes Wood Community Primary School**



**SEN Information Report  
Date: December 2022**

**Name of the Special Educational Needs/Disabilities Coordinator:**

Sarah Woodhouse

**Contact details:**

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**The kinds of SEND we provided for.**

Brockholes Wood is a mainstream primary school for children aged 3 to 11 years. Brockholes Wood is a place where all children's needs are nurtured and valued. Together, with families and our community, we celebrate individuality, equality and diversity. The exciting and vibrant curriculum stimulates life-long learning and is accessible to all, enabling children to grow into proud and resilient young people.

At Brockholes Wood we are committed to making our best endeavours to meet the needs of pupils with Special Educational Needs and ensuring that Iven details of the kinds of special educational needs for which you can make provision.

We currently have on role pupils with a variety of SEND including learning difficulties, social and communication difficulties Social Emotional and Mental Health Needs, Physical Needs, Hearing impairments and Neuro Divergent Conditions.

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

Brockholes Wood operates an open-door policy. If you have concerns please contact your child's classteacher or you can contact the school SENDCO, Sarah Woodhouse or our family and pastoral liaison, Celia Blackburn. At Brockholes Wood we pride ourselves on being open and honest with parents and we hope that they able to do the same with us.

We screen all children in reception to monitor their development and we assess and track all children's progress at regular intervals across the year. Classteachers are responsible for ensuring that quality first teaching is being implemented in the classroom and this includes appropriate differentiation. However, it may appear that some pupils are not making the progress expected and they are beginning to fall behind substantially. It is important that at this point we speak with parents as there may be many different reasons

why this could be happening. Children may be having difficulties at home and be presenting with a social, emotional and mental health needs that will need addressing. It is important staff begin to identify the nature of those needs. At Brockholes Wood we use a variety of different methods to do this. We use regular teacher assessment that can identify if a child has a learning need, we also use Lancashire PIVATS an assessment tool which enables a closer tracking of how well a pupil is progressing. The school also uses online resources such as SNAP which can identify if a child may be presenting with a specific learning need such as a visual, auditory, processing difficulty or a reading or spelling difficulty. We also use SNAP alongside Boxall to identify Social Emotional and Mental Health Needs.

**What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

SEND support focuses on the child and we are always looking for ways to include the child's own views more effectively to show that we are really listening to them and by helping them to develop the vocabulary and confidence to express their views as much as possible. The use of pupil passports allows where possible children with SEND to present their aspirations and goals for staff to know. Targets from their ILP's are also shared with children where appropriate so that they understand what they are trying to achieve and why.

Children with EHCP's participate if appropriate in their annual review meetings by providing both a written expression of their views and by attending all or part of their review meetings.

Children are encouraged to develop a great working relationship with the adults who help them in school. Targets are shared with the children and they receive rewards, certificates if they achieve them. They are encouraged to share with their classmates these achievements.

**What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

Parents can talk to their child's teacher whenever they need to. The headteacher, SENDCO and family liaison can also be approached with any concerns either by calling into school over the phone or by appointment. There is a welcome meeting for parents of the new Reception intake when key members of staff are introduced.

There are formal parents' evenings twice a year and two written reports. One in the spring term and one in the summer term. SEND transition meetings occur at the end of each year with the child's current teacher and new teacher to discuss transition strategies and needs.

Parents of children with EHCP's will be involved in regular meetings to discuss the ongoing provision of their child.

We can signpost parents and carers to local organisations that provide family support whenever this is needed. There are support organisations that provide impartial advice and support to help young people and their families to understand SEND systems such as the SEND information and Advice Service SENDIASS and the Independent Parental Special Education Advice <https://www.ipsea.org.uk>

The views of parents are always valued by the school in both the operational and strategic decision making. Parent questionnaires are sent regularly to gather views in a formal but anonymous manner.

### **How will the curriculum be matched to my child/young person's needs?**

The classroom environment will be adapted according to the needs of children in the class, for example ensuring the hearing-impaired children are in appropriate seating or reducing glare using blinds for children with visual impairments. Methods of recording may need to be changed. Children who find written ways to record their knowledge difficult will be offered IPADS to record in different media their ideas. Children with physical difficulties are also included in all tasks and staff working with children are giving moving and handling training which ensures that they can take part in as many aspects of school life as possible.

Support takes place in different forms within the classroom for example individual or small group work and may range from weekly to daily sessions depending on the level of need. Children are usually taken out of class for these sessions on a timetable arranged by the class teacher but some support is given in class. The school makes effective use of teaching assistants to ensure that all children can have teaching input which is matched to their needs and that support is offered where needed.

Specialised support is given in the areas of:

Reading and spelling support

Speech language and communication skill support

Social skills support

Motor skills and physical development support

Play therapy support

### **How accessible is the school environment?**

Brockholes Wood Primary School is entirely on one level. It has ramps with wheelchair access for all outside doors into the building. Any child using a wheelchair or a walking frame will find the school completely accessible.

There are two disabled toilets on site with a hydraulic changing bed in one.

The school has a sensory room which can be accessed by all age groups. This is a space where children who need to use it can reduce their sensory overload and deregulate.

There is a nurture room on site which is managed by our pastoral lead, Celia Blackburn, this is a space for children to come and relax, participate in small group activities designed to support pupil's emotional, and social communication needs. This can involve games, mindfulness activities, play therapy and other activities which a child can choose that are tailored to their own interests.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child/young person receives?**

Brockholes Wood school aims to provide provision for all children matched to their needs so that they can make progress and develop the necessary skills which will allow them to succeed. Teaching assistants who possess different skills and expertise work with children across the school. Some are based in classrooms and some work with individual children who have high level needs across a variety of criteria such as Social Emotional and Mental Health needs, Social and Communication Difficulties, and Physical Needs. We also provide targeted interventions for children with special educational needs on developing memory skills and vocabulary skills designed to underpin their primary area of need and help them to make progress.

Some pupils require a great deal of provision to support high and complex needs. If the provision they require to make progress is greater than the allocated funding for each child, then the school may request a statutory integrated assessment to be carried out by the local authority. If this is agreed and is approved, then the pupil will receive an Education Health and Care Plan which comes with additional funding.

If a child requires equipment to support them in school, we will purchase what is required from our budget such as steps, changing equipment, writing slopes, fiddle toys, scissors pen and pencils. Sometimes we apply to the local authority for a range of equipment such as standing frames, chairs as recommended by health professionals.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Brockholes Wood School holds a face to face parents evening in the autumn and summer terms. There is also an interim report sent out to parents in the spring term and a full yearly report issued in the summer term. Children with special educational needs have an Individual Learning Plan and this is reviewed and a new one issued each term. These are also shared with parents. Any parent who wishes to discuss their child's progress at any other times is welcome to speak to their child's class teacher or the SENCO.

The school welcomes parents to come and approach for any reason and teachers are generally on the playground at the end of the day. If they would like a more private conversation then parents are welcome to contact the school office and arrange an appointment or they can email, or phone school also.

Topic letters are sent to parents each half term which outlines what the child is learning in the half term. Children take home homework each week which consists of spelling, reading and maths/SPAG. Brain builders creative homework is sent out each half term and this gives the children the opportunity to work creatively either individually or alongside a parent or carer which they can present to their class or the whole school in assemblies. Children can also Times Tables Rockstars at home and some children, who are subscribed can access IDL while at home.

The school uses tracking systems to monitor the progress of all children including those with special educational needs. Other forms of assessment include: informal teaching assessments and testing, verbal responses, observations, use of schemes such as toe by toe and IDL which can measure progress. PIVATS is an assessment tool which can provide a clear picture of how, whatever there starting points small steps of progress can be seen.

**What training have the staff supporting children/young people with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the school?**

As a school we access a number of external agencies to enable us to work together to best support the child's needs:

Speech and Language Therapy- Speech and language therapists and the school work closely together and implement involvement plans. Many staff working with children who have speech and language difficulties, attend training sessions provided by this agency to help in using strategies.

Occupational Therapy and physiotherapy work alongside children on site and in their homes to support children with physical needs and delayed motor skill difficulties.

Inclusion Teachers provided by the local authority which is a bought in service from reception onwards offer support, and advice working alongside pupils and staff. The teachers are specialists in many areas including ASD, SEMH and Learning Needs. They also produce detailed action plans and conduct a range of assessments for individual pupils which can pinpoint where any specific difficulties lie. This team offer free support for children in pre-school.

If a child has development delays or possible neuro-diverse needs, the school may support parents in writing to a paediatrician or referring to a health professional using the neuro developmental pathway assessment documents. CAMHS is another service that can be accessed through a referral. Children presenting with difficulties at home including behaviours and emotional needs, may benefit from a referral to Child Action North West.

If a child in school is presenting with challenging behaviour then a graduated response is put into place that can result in different agencies working with that child such as Golden Hill. The outreach support team there can come in and work alongside children and staff implementing strategies over a 12-week time frame. Children who are at a high risk of exclusion from their behaviours can access a temporary placement at Golden Hill. Support can also be accessed for these children from the Inclusion Hub which comes in the form of financial support which can be used to provide extra targeted provision for these pupils.

Our family liaison officer and pastoral lead works alongside Social Care and the local authorities' Pupil Attendance Support Team when needed and discussions and meetings take place around the difficulties that some of these children may be having at home that require these services to be involved. In situations where there are issues in the home such as housing, drug, finances, poor parental mental health needs that are unmet then an Early Help Assessment is needed to be undertaken to help identify some of these issues and find ways to access services to get support.

The SENCO attends regular group and 1:1 consultations with the school's named Local Authority Education Psychologist, as part of a cluster of local schools. Strategies and ideas are shared and during the 1:1 consultation an action plan is drawn up which can be used towards a referral for a request for a Statutory Integrated Assessment.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Some children join Brockholes Wood Community Primary School with identified SEND. As soon as we become aware of these defined needs we will work with parents, the child their previous educational settings and any other professionals to put appropriate plans in place so that the child makes a successful transition to Brockholes Wood School.

When children with are transitioning to High Schools or other Primary schools, Brockholes Wood School works closely with all High Schools to ensure a smooth transitions. This work may include: Teachers from the new school meeting with the child at Brockholes Wood, Extra on-site visits undertaken with a support teacher which may include meeting with staff and taking photographs of the site and the staff. Some children with SEND also take part in the summer term in transition workshops provided by Larches Pupil Referral Unit where they are encouraged to develop strategies to help them settle in to their new schools in the September.

All existing paperwork will be transferred to the new school.



**How will my child/young person be included in activities outside the classroom, including school trips?**

At Brockholes Wood School we offer a range of school trips including outdoor adventure days and residential in Year 6. Children with special needs are always able to participate from the transportation to the venue. We look closely at the risk assessments provided by different locations and establishments and we make sure that they are aware of the children's needs and that they are accessible.

The playground has different areas for groups to play in. We have an enclosed space as part of the playground that can be accessed by a small group under supervision for those children who can find playtimes challenging. There is also space in the nurture room inside the school where some children can eat their lunch in a quiet environment.

**What support will there be for my child/young person's overall well-being?**

At Brockholes Wood we have a full time Pastoral Lead, Celia Blackburn. Our Pastoral Lead works directly with children needing help with anxiety, self-esteem, anger management, and social skills. Our nurture room offers playground support and lunch time support for certain children to access and spend time with a trusted adult.

If children have medical needs in school, medicines are administered from the school office. We undertake training when necessary for example children who are button/peg fed or wear catheters. Most of the school staff are paediatric first aid trained.

If children present with Social Emotional and Mental Health needs and have challenging behaviour, we follow the graduated response including possible referrals to Child Action North West, CAMHS, Golden Hill outreach service and specialist teacher input from Inclusion team. Our pastoral lead will work with these children and put strategies into place to support them. Extra provision is put into place for these children and extra provision can be applied for from the Inclusion Hub.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

The SENCO monitors the effectiveness of the provision for children with special educational needs. This involves questioning of pupils and staff who work with those children in particular. Looking at evidence from the work that the children have been producing. from books or photographs and recordings.

Pupil and parental questionnaires are regularly completed and pupil and parents' views are gathered during the process of reviewing/ creating ILP's. Where any issues are identified they are discussed more fully and changes made where necessary.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

The SENDCO attends regular meetings and training sessions to keep abreast of new developments in the field of Special Needs, including specific areas of SEN intervention programmes and developing the role of SENCO in school. We have a wide variety of teaching assistants with a wide range of expertise working at our school. They are very experienced in meeting specific needs and take on specialist roles in school. They have attended courses and/ or have worked closely with visiting professionals to increase their skills and knowledge. Their expertise is shared amongst all colleagues. Their skills include supporting pupils with ASD, speech and language needs, motor skill difficulties, physical difficulties and social and emotional difficulties.

We have regular visits from specialist inclusion teachers, Speech therapy, Occupational therapy, Physiotherapy, Counselling services and Education Psychology. They provide advice support and training to staff for example how to peg feed, moving and handling training, strategies to support children with social and communication difficulties.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

If parents or carers are unhappy with the provision the school is making for their child with Special Educational Needs or Disabilities they should talk first to the child's class teacher. If the issue remains unresolved they should raise their concerns with the Special Educational Needs Co-ordinator and the Headteacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND. If a parent would like to support through this process they can contact services who offer independent, impartial and confidential advice and support from Lancashire SEND IAS website SEND IAS

The service can help you to gather, understand and interpret information and apply it to your own situation.

They can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

If parents wish to make a complaint then it can be made in line with the procedures set to in the formal complaints policy available on the website and at the school office

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

Additional independent support can be sought from a number of agencies through [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send) by looking at the Lancashire Local Offer or by contacting SENDIASS on 0800 123 6706 who will provide advice and support for parents.

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer -

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>