

SEN information report

2024-25

Brookfield Park Primary School SEN information report

1. *The kinds of special educational needs for which provision is made at the school.*

Brookfield Park Primary school is a mainstream school. Inclusion takes high priority at Brookfield Park and we strongly believe that each and every child has the right to receive a broad and balanced curriculum which accurately meets their needs.

Staff at Brookfield Park are well trained and understand principles of inclusion and incorporate it into teaching to ensure that all children are learning and making progress to the best of their ability. We provide for children with a range of special educational needs such as ASD, ADHD, social and emotional difficulties, specific learning difficulties, moderate learning difficulties etc... We have a close link with external agencies such as educational psychologist, occupational therapists and speech and language specialists and school nurse. We may also request input from an inclusion specialist teacher when appropriate.

We are also fortunate to be on site with Kingsbury special school and often use the expertise of their staff for advice.

2. *Information, in relation to mainstream schools and maintained nurseries, about the school's policies for the identification and assessment of pupils with special educational needs.*

We believe that it is paramount that all children thrive at school and that it is key to identify the children with special educational needs early so that we can tailor a support programme in order to ensure that they make progress. In our policy, it states that class teachers will first assess the rate of learning for the children and will have a discussion with the school SENDCO, to discuss provision

to be given to the children in order for them to make progress. The class teacher will identify the area of need on an SEND support plan. It is the role of the class teacher and SENDCO to work together to ensure that provision is provided and accurately monitored by adults who work with the identified children. If there are major concerns over aspects of the child's learning then relevant outside agencies will be contacted and they will make their assessment. Once outside agencies are involved, there will be termly reviews to monitor the child's progress and specific, measurable, attainable, realistic, timely (SMART) targets will be set.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including-

a) How the school evaluates the effectiveness of its provision for such pupils:

For children with an EHC plan, or with complex needs, regular reviews and team around the family (TAF) meetings are held to discuss the progress made against the targets set, with input from outside agencies, class teacher, SENDCO, the child and special support assistant. Professionals will discuss provision which has been put in place and also evaluate the effectiveness of it. Depending on the success of the provision, the people involved in the meeting will discuss the next set of targets to further develop the child and make progress in their learning journey. The child will also have the opportunity to evaluate their progress by completing a child friendly review sheet for the meeting.

With children who do not have an EHC plan but have an identified need, the class teacher will have set targets on a learning plan and at the end of each term will write an evaluation of the impact which their desired provision has had for the child. The teacher will have evidence of 1:1 or small group work completed with the teaching assistant and will also have a discussion with the child to talk about how they feel they have done with their SMART targets in their SEND support plans. The class teacher will also write an evaluation of their learning plan with the child and the supporting TA and this will then lead onto the next set of targets for the children to work on. There may be involvement from outside agencies. Parents/carers will be encouraged to be

involved in their child's learning journey and discuss the SEND support plan with the class teacher and sign a copy.

The SENDCO will meet regularly with the school's SEN Governor to discuss provision being made and also how it is being monitored. It is the role of the SENDCO to inform the governing body of current activities regarding SEN by providing a full and detailed termly report about the impact of provision.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

At Brookfield Park we keep a close track how well children with special educational needs are progressing through termly pupil progress monitoring. Class teachers are informed to make termly evaluations of the SEND pupils in their class and liaise with the school SENDCO to discuss success and areas of development for the identified children. It is the role and responsibility of the SENDCO to assess the progress being made by SEND pupils and report the findings to the full governors as well as the SEN Governor. The SENDCO completes termly monitoring of the progress made by pupils on the SEN support list. This is reported at a pupil progress SLT meeting and a way forward is agreed and fed back to class teachers. Parents/carers are informed of the progress of their children through discussions of their SEN support plan targets in general meetings and also at parents evening and in their annual school report. However, parents/carers are made aware that they can discuss any concerns regarding their child's education with the class teacher at any time in the year. Class teachers can also set up a home/school diary to keep parents informed of social and emotional issues if this is appropriate. Parents/carers are also kept informed about parent workshops/courses which may benefit them and help them to further support their child at home.

c) The school's approach to teaching children with special educational needs.

At Brookfield Park inclusion is paramount and all class teachers endeavour to provide an enriching, broad and balanced curriculum in which all children can reach their full potential. Through adaptive teaching lessons will be planned to suit each learner and will match objectives as set in the new national curriculum. Some children may have individualised timetables and learning planned for them that focusses on their individual targets and addresses gaps in their learning.

Learning Plans are set up in order for children to make progress against their SMART targets. Work on support plan targets is supported by TA's as well as class teachers. The teaching assistant carrying out the support with targets will keep record of the work completed and make notes on a monitoring form as to what the child has done and the next steps in their learning. This is then stored in the class teacher's files and class teachers will liaise with the SENDCO termly.

We also have some targeted support TA's who work with identified pupils to maximise their progress.

Information is available on school website, school entrance and notice boards in addition to regular newsletters, parent mail and text messages for alerts to parents.

d) *How the school adapts the curriculum and learning environment for pupils with special educational needs;*

The SENDCO works closely with parents/carers and the class teacher to plan an appropriate programme of intervention and support, identified and recorded on SEND support plans.

The children are provided with many different learning opportunities and resources in order for them to develop in lessons and make progression. At Brookfield Park, we have specialist technology support such as I Pads and lap tops which can be used in order to ensure that all children can participate in lessons, regardless of ability.

We have a special room called the Orchard room which is equipped with materials to support pupils with SEND and is used for 1-1 and small group work.

e) *Additional support for learning that is available to pupils with special educational needs;*

We have Teaching assistants who offer support where needed as identified by SLT. These teaching assistants can be deployed to work with a particular child under the direction of the teacher.

Children with special educational needs may receive a detailed assessment from the Educational Psychologist (EP), these children are discussed with the EP at annual planning meetings. When necessary additional request for service forms are completed. Further support may also be sought from other agencies such as

IDSS support team, speech and language therapists, occupational therapists, Early Intervention team or the children's centre.

f) *Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.*

All children have access to before and after school provision at Brookfield Park Primary school. We have a breakfast club and an after school activity club.

There are also a variety of clubs that take place in school during the day or after school. Throughout the year pupils are given lots of opportunities to take part in sports activities through our forward cluster of schools and in conjunction with West Lancashire Sports Partnership.

Year 5 and 6 children have the opportunity to attend residential experience at Robinwood Activity Centre.

Support that is available for improving the emotional and social development of pupils with special educational needs.

A nurturing ethos runs at the heart of our school. Brookfield Park offers children who experience social and emotional difficulties the opportunity to access our Nurture base provision. Children are identified carefully and parents consulted. Children that are identified for the Nurture provision are assessed using the Boxhall profile which supports us in identifying areas they need to work on and produces a learning plan which is then evaluated termly. We have a highly skilled learning mentor who is training in nurturing and supporting pupils with social and emotional difficulties and she runs the Nurture provision alongside another member of staff. The pupils go to the Nurture base for the first half hour every morning and then every afternoon for a fixed period of time and then they are integrated back in to class.

Our learning mentor also does work with other identified pupils in small groups or 1-1.

We quite often refer children and families to the Early Help Team, which work with other agencies to provide counselling, family support, play therapy and help with a range of other difficulties.

4. In relation to mainstream schools, the name and contact details of the SEND co-ordinator

Name of SENDCO: Mrs Steph Johanson

School Address: Brookfield Park Primary School
School Lane
Skelmersdale
WN8 8EH

Contact number: 01695 724 042

E-mail contact: stephjohanson@brookfieldpark.lancs.sch.uk

5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured.

Brookfield Park provides lots of training around SEND as a whole staff and also for key members of staff. The training will either be an in-house training session delivered by the SENDCO or an outside expertise. Staff are constantly reviewing their professional development and will be sent on courses provided by Lancashire to update their knowledge on certain areas of SEND when and where necessary.

We are also on site with Kingsbury special school and often use the expertise of their staff to help us with supporting the pupils with SEND in our school.

6. Information about how equipment and facilities are used to support children with special educational needs.

The school is wheel chair accessible both at the front and rear of the school. These doorways and entrances to the school are accessible via a ramp and are wide enough to accommodate a wheel chair. There are allocated disabled parking spaces on the school car park clearly marked for disabled use only and are wider. There are disabled toilets for adults and children as well as medical rooms equipped with hoist, shower and medical bed that is height adjustable.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary.

Classes have laptop trollies and/or Ipad trollies which can be used

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The school website contains details of all staff currently employed by the school.

Parents are fully encouraged, at Brookfield Park Primary School, to become fully immersed and involved with the education of their child through participation in open mornings, parent sessions, discussions regarding learning plans and also parents evening.

However, the school operates an 'Open Door' policy and this encourages parents to discuss any concerns with class teachers, identified teaching assistants, SENDCO or members of the senior leadership team at any point before or after school or via appointment.

For parents/carers of a child with special educational needs and an education health care (EHC) plan, an annual review is arranged in line with statutory requirements as well as interim and transition reviews when required.

Parents/carers are encouraged to complete feedback forms on the end of year school report.

7. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

It is vital that the children feel like they are part of their education and that they are tailoring the curriculum to best fit their needs with support from staff around them. When the class teacher completes a learning plan, it is completed and discussed with the children and they are encouraged to work alongside the class teacher to think of ways in which they can achieve their SMART targets. This may be with prompt and guidance from the class teacher. The children are also actively encouraged to discuss and reflect on how effectively they have met their target and whether or not the target needs renewing or refreshing.

If a child receives an EHC plan, an annual review is arranged and they are encouraged to sit with their special support assistant and complete a child friendly reflection sheet. The children are also invited to attend the annual review to discuss what they think has been effective and why. This enables the children to become fully immersed in their learning journey.

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at school.

If parents/carers have any concerns regarding their children and the provision made for them at school then their first point of contact will be the child's class teacher to discuss any issues. However, is still unsatisfied then parents/carers can arrange an appointment with the school SENDCO. If the parent/carer wishes to take it further then they may arrange a meeting with the head teacher to discuss the issues and concerns raised. If the parent/carer feels that their child is not receiving a fully inclusive curriculum which is providing adequate provision for their child to make progress then they may write a letter of complaint to the chair of governors at the school.

However, we strive to ensure that all children are adequately provided for and making progress and we strive to ensure that parents are kept up to date with provision made and its effectiveness through regular discussions. At Brookfield Park, we value each child and family and highly value the input they make. If a complaint or concern does arise then we will strive to solve the problem and keep in regular contact with the parent/carer involved.

9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils.

There are a variety of professionals and organisations which provide support to families. These include;

- Mrs Johanson (SENDCO)
- School Nurse
- Speech and Language Therapists

- Occupational Therapists
- Children's social services
- CAMHS
- Children and family wellbeing service

All of the above professionals support children and families where necessary to ensure that all children are safe, supported and progressing well in school. We often complete 'team around the family' (TAF) meetings to have a network of support with the family and ensure that the needs of the children are being met.

10. *The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.*

We strive to ensure that parents/carers are fully aware of different professionals who they can talk to if they are worried about the child's health or education. The first point of contact should be the class teacher who will support the child in class and liaise with the SENDCO. If a child receives an EHC plan and has a special support assistant, then this may be a first point of contact.

If the parents/carers are still worried then they can arrange a meeting with the SENDCO at school and it is the role of the SENDCO to signpost the parents/carers to other professionals who can help as well as setting up an action plan within school. It is the responsibility of the SENDCO to arrange outside agency support, but parents/carers will be informed and signposted to the route they can go through if they want to speak to outside agencies themselves. For example, going to see the GP in relation to a CAMHS referral.

The SENDCO at Brookfield Park is Steph Johanson and she can be contacted on the school phone number which is 01695 724 042.

Parents/Carers can find the local offer for

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

11. *The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.*

Early identification begins with transition from Nursery. The EYFS/KS1 leader and SENDCO meet with the SENDCO from other nurseries to identify children that have had and will continue to need support and also children that may need support after transition. EYFS staff will also carry out home visits.

At Brookfield Park, we have two transition mornings in the summer term so that the children can meet their new class teachers and also begin to understand the new set up and expectations in each class and from each different teacher. This also gives the children the opportunity to make friends and get to know their new teacher.

We have strong links with local secondary schools. The high school SENDCO attends transition meetings and they are invited to transition statement reviews for SEND children. The same applies for children who will be moving on to a special school for the secondary education.

In the summer term of year 5 and the autumn term of year 6, pupils are encouraged, and supported, in choosing the most appropriate secondary school for their child, through extra visits and attending open evenings. For children with SEND extra visits are arranged in order for them to familiarise themselves and be more prepared for the transition.

The learning mentor will also support pupils with SEND in preparing them for the move to high school.

12. *Information on where the local authority's local offer is published.*

The local offer can be found by following this link;

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

And information about the local offer can be found by following this link;

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer/what-is-the-send-local-offer.aspx>

