

Brookhurst Primary School



SEN Information Report

Date policy last reviewed: September 2025

Next Review: September 2026

Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key Staff](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Admission arrangements](#)
- [Accessibility](#)
- [Looked After Children](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Local Offer](#)
- [Glossary](#)

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 Special Educational Needs and Disabilities (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. For more information, please see our SEND Policy on our school website.

Catering for different kinds of SEND

Please see below a list of needs our school will endeavour to provide support for. Please note this list is not exhaustive.

Area Of Need	Example Conditions
Communication and Interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Key Staff

To reach our SEND and Inclusion Team, please contact inclusion@brookhurstprimary.com

Our SENCO

Our SENCO is Izzy Lockley. She has 2 years' experience in this role and has worked as a qualified teacher in primary schools for 6 years. She is working towards achieving the National Professional Qualification in Special Educational Needs Co-Ordination. She is allocated 3 days a week to manage SEND provision.

Our Family Support Worker

Our Family Support Worker is Gina Reynolds. She has 5 years' experience in this role in addition to 13 years working as a Teaching Assistant in primary schools.

Class Teachers

All our teachers receive regular in-house SEN training, as well as bespoke child-centred training from external professionals where required, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Assistants

We have a team of 20 TAs, all of whom receive regular in-house SEN training, as well as bespoke child-centred training from external professionals where required, and are trained to deliver interventions such as social skills, MOVES, fine motor, handwriting, drawing and talking, Lego therapy, phonics catch-up programmes, among others.

External Professionals

Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include but are not limited to:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teaching Services (STS)
- Counselling

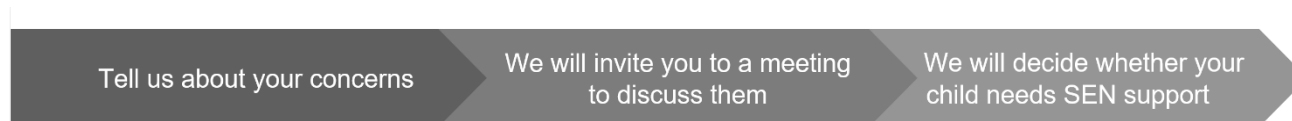
Identifying and assessing pupils with SEND

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 will speak with the parents in the first instance to ensure they are aware. If needed, the class teacher adds the pupil to an Initial Concerns Register, 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, a meeting is put in place with the class teacher, SENCo and parents to discuss further. If required, 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 and Individual Support 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.



If you think your child might have SEN, the first person you should tell is your child's teacher.

If you require your class teacher's email address, please email the school office at admin@brookhurstprimary.com

They will arrange a meeting to discuss your concerns with you. If needed, they will also speak with our SENCO, Miss Lockley.

You can also contact the SENCO directly at inclusion@brookhurstprimary.com

Consulting with pupils and parents

Parents

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at least 3 times a year at parents evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If you have concerns that arise between these meetings, please contact your child's class teacher. If you require your class teacher's email address, please email the school office at admin@brookhurstprimary.com

Pupils

The level of your child's involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Involving key stakeholders

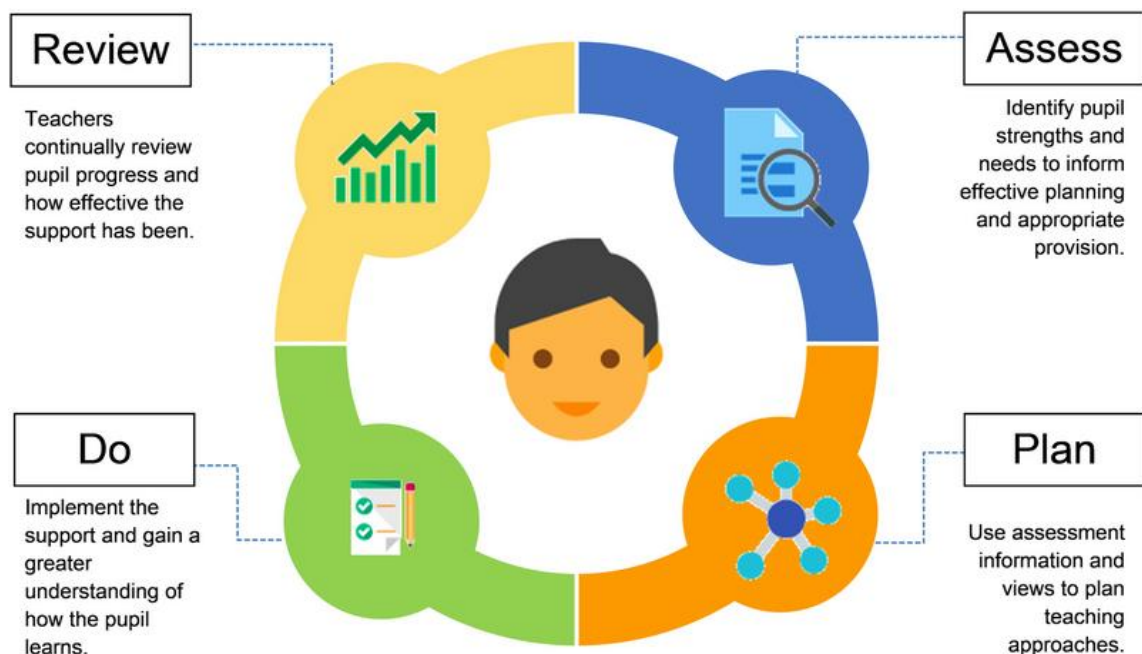
At Brookhurst Primary School, we work closely with a range of external bodies to provide comprehensive support for pupils with SEND and their families.

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.

Progressing towards outcomes

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



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.

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.

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

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to PGL, and arrangements or additional adults required are provided to ensure children can engage.

All pupils are encouraged to take part in sports day, school plays, special workshops and any other trips offered. Risk assessments for these trips also look at the potential implications on SEND children and are adapted as necessary.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. The SENCO works closely with the BSA (Brookhurst School Association) to ensure any planned events are SEND-friendly.

Admission Arrangements

Our school is committed to providing an inclusive environment and welcomes applications from all pupils, including those with special educational needs and/or disabilities (SEND). We ensure that our admissions arrangements comply with statutory requirements and do not discriminate against pupils with additional needs.

We follow the Local Authority's coordinated admissions process. All applications are considered in line with the school's published admissions policy.

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority will consult with the school. Where the school is named in a pupil's EHCP, we will admit the child before any other places are allocated, in accordance with the SEND Code of Practice.

Our admissions arrangements for pupils with SEND or disabilities include:

- Welcoming applications from all families and encouraging early communication to understand individual needs
- Working closely with parents/carers, previous settings and relevant professionals to ensure a smooth transition into school
- Considering what reasonable adjustments may be required to support access to the school environment and curriculum
- Ensuring that staff are informed and prepared to meet identified needs from the point of entry

Where the school is oversubscribed, places are allocated in accordance with the published oversubscription criteria. These criteria are applied fairly and transparently to all applicants and do not disadvantage pupils with SEND or disabilities. No pupil will be refused admission on the grounds of their special educational need or disability.

We are committed to working in partnership with families and external agencies to ensure that appropriate provision is in place and that every child is able to access a full and inclusive education from the outset.

Accessibility

At our school, we are committed to ensuring that all pupils, including those with disabilities, are able to access a broad, balanced and inclusive education. In line with the Equality Act (2010), we actively work to prevent pupils with disabilities from being treated less favourably than their peers and make reasonable adjustments to remove barriers to learning and participation.

We take a proactive approach to inclusion by:

- Ensuring all staff have high expectations for every pupil, regardless of need or disability
- Promoting an inclusive ethos where diversity is valued and respected
- Implementing individualised support plans where appropriate (e.g. SEND Support Plans, EHCPs)
- Providing staff training to develop awareness and understanding of a range of disabilities

- Adapting teaching strategies, resources and the curriculum to meet individual needs
- Monitoring participation in all aspects of school life, including trips, clubs and enrichment activities, to ensure equality of access

We are committed to ensuring that pupils with SEND are fully included in activities alongside their peers wherever possible.

The school provides a range of facilities and resources to support pupils with disabilities in accessing both the curriculum and the physical environment. These include:

- A single-storey building, allowing ease of movement throughout the school
- Fully wheelchair accessible classrooms, corridors, entrances and exits
- Disabled toilet facilities with emergency pull cords
- Ramps and accessible entry points
- Wheelchair accessible doorbells and gate latches
- Contrasting door and frame colours to support pupils with visual impairments
- Writing aids and other auxiliary equipment to support access to learning

In addition, the school may provide:

- Specialist equipment or adaptations (e.g. seating, IT resources, sensory tools)
- Additional adult support where required
- Access to external specialist services (e.g. advisory teachers, therapists, educational psychologists)
- Targeted staff training to meet specific needs

Where a pupil's needs require further provision, we will work closely with parents/carers and external agencies to identify and implement appropriate support.

The school's Accessibility Policy outlines how we will continue to improve access for pupils with disabilities. This policy is available on the school website or on request from the school office or SENCO.

The policy addresses the following three key areas:

- Increasing access to the curriculum through differentiation, assistive technology, adapted resources and flexible teaching approaches
- Improving the physical environment through ongoing review, maintenance of accessible facilities and consideration of accessibility in future developments
- Improving the availability of accessible information by providing alternative formats, visual supports and translation where needed, including support from the Local Authority EAL team

For further details about accessibility or to discuss specific needs, please contact the SENCO, who will be happy to provide advice and support.

Looked After Children

Our Designated Teachers for Looked After Children, Izzy Lockley, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

Handling complaints

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. The school complaints policy is published on the school's website:

<https://www.brookhurstprimary.com/policy-documents/complaints-policy/>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first tier SEND tribunal.

To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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>

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator

- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages