



# Brookhurst Primary School SEND and Inclusion information report

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## Our school's approach to supporting pupils with SEND

At Brookhurst we are committed to providing a secure, safe and accessible environment in which all our children can flourish and grow and where all contributions are equally valued; where inclusion is a thread that runs through and is woven into all aspects of our daily school life. We aim to remove barriers to learning, raise expectations, aspirations and levels of achievement and we will work closely in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our philosophy on inclusion is to ensure that any decision making or processes ultimately revolve around and involve the child and their wider family and putting them at the heart.

We aim to work closely and in partnership with our families to ensure their voice is heard. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background and we pay particular attention to the provision for and the achievement of different groups of learners and those with identified protected characteristics.

We will have the same academic, technical, social and vocational ambitions for almost all learners and where this is not possible - for example, for some learners with higher levels of SEND - we will ensure our curriculum is equally designed to be ambitious, aspirational and to meet needs using our best endeavours to do so.

We aim to ensure our curriculum is coherently planned and sequenced towards embedding a cumulatively sufficient knowledge and skillset for future learning, growing independence and employment and we strive to ensure all our learners study the full range and breadth of curriculum by teaching a range of key subjects.

We strive to make adaptations to ensure that all pupils have access to our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning and we drive a school focus that is not only on securing the very best in educational outcomes but also reflecting on the picture holistically.

As leaders we strive to adopt and construct a curriculum that is ambitious; designed to give all learners, particularly the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives. We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. Whilst championing for SEND it is essential to push for society to recognise all aspects of a child's progress including: social skills; problem solving; communication; physical development; emotional resilience and level of independent skills alongside the academic in order to enable them to fulfil their potential. We aim to provide a range of enhancement opportunities to engage learning and we firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and children are exposed to new experiences and knowledge.

## Catering for different kinds of SEND

At Brookhurst the SENCo and Teaching Teams hold termly Initial Meetings to ensure that children who may have additional needs are being identified early and targeted, meaningful support is provided at the earliest opportunity. These conversations will be led by the Four Broad Areas of Needs. Information on how each area of need is supported at Brookhurst can be found below:

### Cognition and learning

At Brookhurst Primary school we cater for a range of different additional needs falling under the bracket of Cognition and Learning including Dyslexia, Auditory processing, Visual Processing and Working memory conditions. Our first step in understanding our pupils Cognition and Learning needs would be a Cognition and Learning Assessment through SEND supported to provide targeted advice on how to support these conditions. Our pupils with Cognition and Learning needs will then be supported with a range of targeted interventions or additional resources such as coloured overlays, Clarendon pens or Kindles.

### Communication and interaction

At Brookhurst we work closely with a range of private and NHS Speech and Language therapists to help us diagnose a range of Communication and Interaction challenges. Our skilled team will then support these children through Communication in Print and targeted individual interventions.

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

The emotional wellbeing of our pupils is paramount to us here at Brookhurst as we understand that unless our children feel safe and regulated then they will not be able to learn. We offer a diverse range of additional support for our children who may be experiencing challenges in their Social, Emotional and Mental Health such as;

- Counselling
- Lego therapy
- Drawing and Talking Therapy
- Nurture based groups
- Breakfast club
- Friendship groups
- Girls on Board

Our hope is that by offering a diverse range of additional interventions, we will have something to benefit all children.

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

We are lucky enough at Brookhurst to have a number of Teaching Assistants trained by our linked NHS Occupational Therapist in a range of Gross motor and Fine motor skills interventions. We run the MOVES programme, handwriting interventions, sensory calming interventions and more to ensure that all children are having their sensory needs met.

In addition our school site is completely accessible with ramps, a disabled toilet and one class room per year group modified to fulfil the needs of our learners with hearing impairments.

## Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Georgia Morris-Boyce	Special Educational Needs Coordinator (SENCo)	BA (Hons) Primary Education National Award for SEN Coordination (MA)
Tracey Taylor	Lead Teaching Assistant	Teaching Assistant Level 3
Gina Reynolds	Family Support Worker and Attendance Officer	Teaching Assistant Level 3

### The SENCO

Name of SENCO	Email address	Phone number
Georgia Morris-Boyce	Morris.g@welearn365.com	01926 420051

### Securing and deploying expertise

All of our Teaching Staff, Teaching Assistants, Midday Supervisors and 'Treehouse' staff have Autism training which is updated regularly alongside Trauma Informed training and Restorative Practice training.

In addition we hold regular updated training for a range of additional needs such as Dyslexia and Attention Deficit Hyperactivity Disorder.

Where staff are working with individual children with additional needs, training will be put in place to ensure they are appropriately skilled to work with the pupils individual needs.

### **Equipment and facilities**

Where pupils require additional resources to support their learning, such as learners with Dyslexia, the pupil's notional budget will be utilised to provide individual resources.

## **Identifying and assessing pupils with SEND**

All staff are required to attend an Initial Concerns meeting with SENCo once per term to ensure that all children with possible additional needs are being identified early. These meetings also ensure that Quality First Teaching principles have been put into place before introducing additional intervention.

Once Initial Concerns meetings have taken place, the team around the pupil may decide that the pupil has a Special Educational Need or Disability or is likely to have a Special Educational Need or Disability and the child will be placed on the Inclusion Register.

Following placement on the Inclusion register it may be necessary for some children to receive additional support and funding through an Education Health Care Plan which the school will consult on with the Local Authority.

## **Consulting with pupils and parents**

### **Parents**

At Brookhurst we have an open door policy and the SENCo should be the first point of contact for any queries surrounding Special Education Needs and Disabilities. The SENCo can be contacted by email ([morris.g@welearn365.com](mailto:morris.g@welearn365.com)) or phone (01926 420051).

Parents along with the SENCo will work in collaboration to create a meeting schedule that works for them to ensure that communication is timely and proportionate.

## **Pupils**

Pupil Voice is a large part of our new 'NEST' strategy and we are continuously gaining the opinions of our pupils with SEND. We believe that the more choice and control the children have over their own individualised learning, the greater chance of success. We gain Pupil Voice through informal conversation, coaching sessions and surveys.

## **Progressing towards outcomes**

All our pupil attainment and progress is robustly scrutinised during termly Pupil Progress meetings with the schools Assessment Raising Standards Lead.

In addition, children with Individual Education plans or Education Health Care Plans will attend half-termly meetings with the SENCo and their child's Class Teacher as well as any other relevant people working with their child to review progress towards their child's focus objectives.

## **Transition support**

All children on our Inclusion register are eligible for enhanced transition which will include a transition booklet, 1:1 time with their new class teacher and additional opportunities to visit their new classroom.

We also work closely with our linked Secondary Schools so that we can provide opportunities for enhanced transition.

## **Teaching approach**

We believe in inclusive education which means we endeavour for our children with SEND to be in the classroom with their peers, accessing the curriculum which is appropriate for their chronological age as much as possible. Due to our passion for children staying in the classroom with their peers we have many children in the classrooms accessing a wide range of additional resources to make this possible such as vestibular rocking chairs, ear defenders and individual work stations.

Where it is necessary for children to complete learning activities in a small group or 1:1, children will work in our inclusion area so that they are still learning in a supportive and inviting environment.

All of our pupils with SEND engage in all of our wider school activities such as Forest School, Music concerts, School trips and offsite PE lessons such as swimming and tennis. We work collaboratively with pupils, parents and the staff leading these activities to make adaptations to allow all children to engage.

## **Supporting emotional and social development**

All our children with SEND access the full PSHE curriculum and Protective Behaviours curriculum. Where necessary, additional sessions may be held with pupils on specific subjects such as Private Body parts and Trusted people to ensure that key messages have been learnt and understood.

In addition we run many interventions such as Drawing an Talking, Lego therapy and counselling to ensure there is something to support all our pupils who may be experiencing challenges with their Social, Emotional, Mental Health.

For more information please refer to our PSHE Curriculum and Policy and our Anti-bullying policy.

## **Evaluating effectiveness**

Brookhurst Primary School undertook an external review of SEND provision in June 2021 and gained the 'SEND and Inclusion Award'.

In addition, we are always responsive to suggestions on how we can improve and change our provision continuously as our children evolve and as the needs of the school change.



## Handling complaints

In the first instance please contact the SENCo Georgia Morris-Boyce ([morris.g@welearn365.com](mailto:morris.g@welearn365.com)).

If you are then still unhappy with the outcomes please contact:

Headteacher, Angela Stanton, [head2330@we-learn365.com](mailto:head2330@we-learn365.com)

SEN Governor, James Kaye, [kaye.j1@welearn365.com](mailto:kaye.j1@welearn365.com)

## Local Offer

For Details on Warwickshire's Local Offer please go to: <https://www.warwickshire.gov.uk/send>

## Named contacts

[You should provide details of named contacts, both in the school and externally, whom parents and pupils can contact if they have any concerns, e.g. the SENCO, the DSL, and the LA's mediation advisor.]

Name of individual	Email address	Phone number
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Georgia Morris-Boyce SENCo/ DSL	Morris.g@welearn365.com	01926 420051
Angela Stanton Headteacher/DSL	Head2330@we-learn365.com	01926 420051
James Kaye SEND Governor	Kaye.j@welearn365.com	
Mark Hughes Deputy Headteacher/DSL	Hughes.m@welearn365.com	01926 420051
Local Authority SEN Team	sen@warwickshire.gov.uk	