



SEND Information Report November 2024/5



Our School



At Brookdale Primary School, we aim to provide each individual pupil with the opportunities to fully develop their intellectual, social, moral, cultural and physical skills within a caring and secure environment. As a school we are committed providing an appropriate, high-quality education to all the children living in our local area. We believe that all children, including those identified as having special needs education, have a common entitlement to a broad and balanced academic and social curriculum. This will be made accessible to them, and they will have opportunity to be fully included in all aspects of school life.

What types of SEND do we provide for?




Brookdale Primary School is a mainstream school and we are committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, so that they have access to the same high-quality learning and teaching.


Our approach to supporting pupils with SEND embraces the principles of the Children and Families Act 2014 and the accompanying Code of Practice:

- High expectations and aspirations for all our pupils
- Aspirations of our pupils and their parents/carers placed at the centre of everything we do
- Early identification of needs
- Support based on desired outcomes

We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health

	<p>4. Sensory and/or physical</p> <p>This information is to help you understand the way Brookdale meets the needs of children who experience barriers to their learning. We recognise that pupils learn at a different rate and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.</p> <p>This report explains what we can offer to all children who come to Brookdale Primary School, and in particular those with SEND. This helps to inform Wirral's Local Offer which describes all the Local Authority's services and providers for children and young people with SEND and can be found by clicking on the SENDLO link at the end of this report.</p>
<p>How do we identify and assess pupils with SEND?</p> 	<p>Teachers review the progress of children in their class continually and will share with you any concerns over how your child is progressing. Following this discussion, it may be that (i) further advice and guidance are sought or (ii) additional support is put in place and arranged to be reviewed after a period of time. Support for our children with SEND can be short term to get them back on track or may be for a longer period.</p> <p>The SLT (Senior Leadership Team), which includes the SENCo, monitor the progress of individual children termly for reading, writing and mathematics. Any children who are not making the progress expected, are highlighted and further support or intervention are identified and discussed with the year group staff.</p> <p>When children whose SEND or health requirements indicate that additional support may be required, discussions are held between the class teacher, SENCo and SLT to determine what this may be. Typically, this support continues to be provided within the classroom through high quality teaching but may need some out of class time if an outside agency is involved e.g. Speech and Language or Mental Health support. If evidence suggests that higher levels of support maybe beneficial, this is agreed by senior leaders. The resources are often provided within the school or delivered by outside agencies within school time.</p> <p>At Brookdale we use the Assess, Plan, Do and Review Cycle to identify and assess pupils with SEND.</p>

	<p>Assess – As a school, we carry out analysis of pupils needs which draw upon teacher’s assessments and knowledge of the pupil. If a child requires assessment from an outside agency, the school will work closely with them to facilitate this. Assessments are reviewed regularly and used to inform next steps. During pupil progress meeting class teachers meet with senior leaders to discuss the progress pupils have made.</p> <p>Plan – Planning takes place between the class teacher, Special Educational needs Co-ordinator (SENDCo) and senior Leadership Team (SLT) as required. Parents will be informed if their child is being provided with SEND support. Any interventions or adaptations are planned specifically to include expected impact and outcomes and a review date.</p> <p>Do – The SENDCo will support the class teacher, giving advice where needed. The class teacher remains responsible for working with the child and overseeing any adaptations/interventions needed.</p> <p>Review – Pupil Progress is assessed termly; the effectiveness of the intervention/support program is reviewed and the cycle repeats.</p>
<p>How will I be able to raise any concerns I may have and who do I contact in the first instance?</p>  <p>Who is our special educational needs coordinator (SENDCO) and how</p>	<p>Parents and children are welcome to visit Brookdale Primary School to see what we have to offer and whether you feel we can meet the needs of your child. If you would like information, please call the school office to make an appointment on 0151 6775179 or email schooloffice@brookdale.wirral.sch.uk Initially make an appointment to speak to your child’s teacher who will listen to your concerns and offer advice and support on what the next steps may be.</p> <p>Your child’s class teacher will discuss with the SENCo and then the following actions will take place.</p> <ul style="list-style-type: none"> • The SENCo will continue to monitor your child’s progress closely alongside the class teacher. • If the SENCo feels extra support is needed they will arrange a meeting with parents and class teacher to discuss next steps. • If outside agencies need to be contacted parents will be invited in to complete paperwork alongside class teacher and SENCo. • SLT will continue to review the child and discuss support that is available to allow the child to progress.

can he/she be contacted?

The SENDCo is Mrs Lucy Neal- responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring you are:
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and language, Educational Psychology
- Updating the school's SEND register (a system for ensuring that all SEND needs of pupils in this school is known)
- Providing specialist support for teachers and support staff in the school, so they can help children with SEND in the school to achieve the best progress possible
- Mrs Lucy Neal can be contacted via the school office or via schooloffice@brookdale.wirral.sch.uk

Please see our website for more information regarding how we manage SEND communication at Brookdale. Our SEND governor is Ms Helen Mault, who liaises with Mrs Neal termly to address SEND and inclusion issues.

What is our approach to teaching pupils with SEND?



The class teacher and teaching support will manage your child's needs initially with quality first teaching. Planning for the class will include differentiated activities to suit children's needs alongside supportive resources and staff placement within the room. If additional provision is needed, this may be designed and delivered as additional in-class support, additional out-of-class support, flexible groupings, access to specific resources, mentoring and access to outside agency support.

How do we adapt the curriculum and learning environment?



As part of teacher training, all teachers will use a range of teaching styles to enable learning. Our curriculum is underpinned by the National Curriculum (2014) for all subjects and is organised so that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. At Brookdale, work is made accessible for all learners to ensure all children are fully included in all aspects of school life. Ongoing assessment will emphasise children's strengths and achievements. Numeracy and literacy skills are especially important in primary education and a wide variety of learning materials, including technology, may be used to support children in learning these skills. Nevertheless, we continue to foster approaches that develop confidence, resilience and independence as children continue with their learning journey.

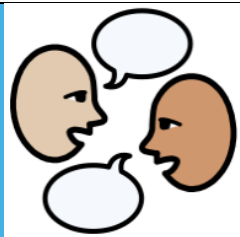
Only by working together with you, will we be able to support your child fully. The class teacher, SENCo and any additional services involved with your child, will ensure that the curriculum is at their level and inclusive of all your child's needs.

How do we consult parents of pupils with SEND and involve them in their child's education?

You will be involved in any decisions made about additional support for your child. When you agree the additional needs with your child's class teacher and/or SENCo a plan will be drawn up to meet these needs and this plan will be shared with you. There will then be a period of time for this additional support to be implemented and then your child's progress will be reviewed. Your input to this review will be important. Parent progress meetings of our children with SEND are in October, February and June/July but the class teacher may consult with you in-between these times. You will be asked each term to share your views on how you feel your child is doing and to contribute towards their Pupil profiles. Children who have an Educational Health Care (EHCP) plan will also have an Annual Review which parents are invited to attend.

Children

- Children who have Pupil profiles discuss their progress and targets when these are reviewed (age appropriate), as well as at termly meetings

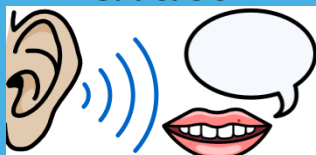


- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto our Pupil Parliament (School Council) as well as hold other positions of responsibility, by their class or teachers.

Parents

- Parents' evenings
- Year 6 SATs information meetings
- Year group parent meetings
- Coffee mornings
- Class assemblies
- Stay and play sessions in EYFS
- Termly curriculum afternoons to showcase the learning in each year group
- Opportunities to stay and read with your child
- Questionnaires
- Access to children's Pupil profiles

How do we consult pupils with SEND and involve them in their education?



The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion considered in matters relating to them.

Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their Teacher, TA or the SENDCo.

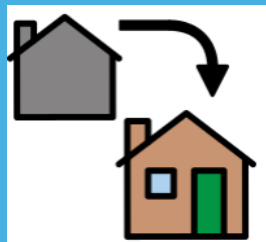
We hold SEND pupil voice termly. This allows SLT to review children's thoughts and we hope to action any changes, within reason, that children suggest to allow their learning to be better supported.

How do we assess and review pupils' progress towards their outcomes?




Teachers continually review the learning of all children. Regular assessments are made according to the progress achieved in reading, writing and mathematics using our school assessment systems Insight and Provision Map. During progress meetings, the SLT look at each individual child and evaluate their learning, the impact of interventions and the need for further support. Each year, the SENCo audits all interventions used in that academic year and assesses effectiveness for groups of children with SEND. This is reported on to all teaching staff and extra training is sought if needed. The SENCo supports staff to review class interventions at least termly, and the SENCo reviews individual plans alongside the class teacher and parents at least termly. Regular learning walks will be carried out by the SENDCo, SLT and Head Teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high. The SENCo is involved in all the pupil progress meetings including a detailed SEND meeting in Autumn 1. This allows for interventions to be mapped out and for early intervention to take place.

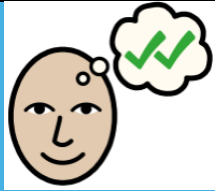
How do we support pupils moving between different phases of education?



Transition into a new school or new year group can be a stressful and anxious time for children, and we use different strategies to help children at these times. Information is passed between staff at transition meetings prior to any move, so that the receiving staff members are aware of a child's needs.

- For children entering F2, the F2 teacher will arrange pre-school visits and, if needed, home visits.
- For children changing classes in KS1 or KS2, staff will arrange a transition day for children to meet new teachers and spend time in new classrooms. For individual children, where one day is not long enough, additional transition sessions will be organised.
- Parents of children with SEND are also invited in to meet with the SENCo and new class teacher to discuss their child and understand their child's transition needs.
- For children leaving primary education and moving to secondary education, the children will have a transition day. They will be able to spend a whole day in their new school setting. The year 6 teachers will arrange for extra induction visits to secondary schools if needed. If required, a transition booklet may be used to support anxious year 6 children with additional needs. In the summer term, secondary staff visit the primary school setting and meet the children together and then liaise with year 6 team.

	<ul style="list-style-type: none"> The SENCo will arrange a detailed transition with the secondary SENCos to discuss any children who need extra support.
<p>What support is available for my child's well-being?</p> 	<p>Brookdale treats the wellbeing of our children, and their families, as paramount. We support children with a range of emotional needs, including but not limited to: attachment, bereavement, anxiety, stress, attention/concentration worries.</p> <p>We provide support with wellbeing through group support (Seasons for Growth) or with tailored support with our ELSA member of staff Mrs Brown (e.g. Bereavement stories, Next Steps Cards, Emotional Traffic Lights).</p> <p>We also have access to counselling available through our partnerships with CAMHS and local specialists. If you have any concerns about your child's wellbeing contact your child's class teacher or Mrs Knapton our Mental Health and Wellbeing Lead.</p> <p>At Brookdale, we believe in learning across the whole curriculum, including social and emotional development. To this end, we are committed to supporting children's emotional health as attentively as their academic progress.</p> <p>We also make a priority those children who have physical health needs. In agreement with parents/carers, medicines are administered in school where a signed medical consent form is in place to ensure the safety of both child and staff member. In some instances, a Health Care Plan (IHCP) will be drawn up to support an individual's needs. These are reviewed annually by the SENCo and families unless stated in the plan</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>Whole school training since 2020: _____</p> <p>Supporting children with specific literacy difficulties</p> <p>First Aid</p> <p>Attachment Trauma</p> <p>Person Centered Planning</p> <p>Provision Planning</p> <p>Defibrillator training</p> <p>Supporting children with difficulties with mental health</p> <p>Supporting children with ADHD/ADD</p>



Therapeutic Practice

Sensory Needs

Emotional Health and Wellbeing

One Page Plan creation

Some members of staff have had specific training in to help fulfill their role or support specific children with SEN:-

- Paediatric Training (Mrs Lloyd, Mrs Knapton, Mrs Gray)
- Next Steps Programme for mental health (Mrs Brown& Mrs Neal)
- Diabetes Type 1 – Full Training (multiple staff members)
- Supporting Anxiety in the classroom (Mrs Knapton/Mrs Brown)
- Social and Communication in the classroom (Mrs Neal)
- ICAN Talk Boost Training (Ks1 and Year 3 Staff)
- Blanks Level questioning and Lego Therapy (KS2 staff)
- ELSA trained (Mrs Brown)
- Mental Health Lead Training (Mrs Knapton)

SENCo training: - PGCE in Primary (with SEND specialism)
Advanced SENCo Training – Framework Training.
ASD in the Mainstream Classroom
Social and Communication in the Classroom.
SENCO Award (LJMU University 2020-2021).
Level 2 in Counselling

How will we secure specialist expertise?



Staff at Brookdale are skilled in meeting individual learning, behavioural and social needs of our children but at times we need to seek further advice from other professionals. As with all schools on the Wirral, we are able to access local authority support including:


- Educational psychology
- Specialist support from Autism and social communication team
- Vision and hearing
- Minor Ethnic Achievement service (MEAS)
- LA Inclusion Team
- Speech and Language Therapy
- Occupational Therapist
- 0-19 School Nursing Team
- Incontinence Team
- Dietitians
- Hospital paediatricians
- Early help team
- Early years SEND Team
- CLA Team
- Wired/Parent partnership
- Special Educational Needs Assessment Advice Team (SENAAT)
- Outreach teams from Gilbrook and Elleray park

We also have in access to our own in-house Speech and language Therapist (Rebecca Pearson) who sees children that need SAL support weekly.

How accessible is the school environment?



Brookdale is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical or sensory needs. The aim is to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. The Accessibility policy, for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. The audit will need to be revisited prior to the end of each

	<p>three-year plan period in order to inform the development of the new plan for the following period. Brookdale is mainly a single storey building with two upstairs classrooms. All entries and exits are ramped; we have a disabled toilet and wet room; there is designated disabled parking in the school car park. A platform lift has been installed so the upstairs is accessible to all.</p> <p>We have Sensory room that any child can access. Those children with sensory needs will have regular sensory therapy using our inhouse provision. Alongside this we have our school therapy dog, Duncan, who supports children in all four areas of SEND. Please see the website for more information about Duncan.</p>
<p>How will my child be included in activities alongside pupils who don't have SEND including school trips?</p> 	<p>All children at Brookdale, including those with SEND, have the opportunity, to participate in all extra-curricular activities, and where needed, activities are adapted to suit needs. This includes sports, school trips, residential visits, lunchtime clubs, art and craft, choir and School Council.</p>

Pupils with medical needs



If a pupil has a medical need, then a detailed Individual Health Care Plan is compiled, this may be with support from the school nurse/health professionals, in consultation with parents/carers. These are discussed with all staff that are involved with the pupil.
All staff have basic first aid training, and this is reviewed regularly.

How are resources allocated to meet children's special educational needs?

The progress meetings are held termly by the SLT to identify where support and additional resources need to be focused. Provision for each year group, is identified by staff and training is sourced for staff requiring further skills in particular areas to meet children's needs. Interventions/Provisions are delivered by our skilled and dedicated team of teachers, teaching assistants or trained volunteers. Identified interventions may be academic (e.g. extra literacy/maths support, spelling/handwriting support, or daily reading); social (e.g. talking partners, narrative therapy, socially speaking); Emotional (transition booklets, self-esteem group, seasons for growth, counselling, art therapy); or physical (Yoga, Fine Motor Skills work). Most of the resources required to meet your child's needs are available within the classroom or school resources. Advice from other specialist agencies can feed into ensuring these interventions are honed further.

If school or parents feel that their child may need specialist or an increasing amount of extra support the SENCo and/or parent can apply for an EHCP (Educational Health Care Plan). Please contact the SENCo to discuss this further.

Pupil Premium may also be used to give eligible children help to narrow and even close the attainment gap with their peers. It aims to enhance teaching and learning for specific children (those with Free School Meals, children who are looked after and children who have parents in the armed forces). The

	SLT may consult with parents, teachers and other professionals before Pupil Premium money is allocated to help individual or groups of children.
Who can I contact for further information if I have any issues or concerns? 	<p>At Brookdale, the class teacher will always be your first point of contact. We encourage you to speak to your class teacher who is available most days on the playground, use class Dojo or email into school, telephone or make an appointment with the school office to talk to your child's class teacher. You can contact the school office to make an appointment.</p> <p>Please be aware that teachers may not be available to speak to you or reply to your messages immediately during teaching hours.</p> <p>There may be occasions where you would like to discuss your child's needs and provision further, with the SENDCo (Mes L Neal)</p> <p>If a parent wishes to complain about provision, they should, in the first instance, raise it with the SENDCo, who will aim to resolve the situation. The Deputy Head (Mrs G Knapton) and Head teacher (Mrs K Ball) are further points of contact.</p> <p>If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher (Mrs K Ball) in writing or any other accessible format. The head Teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.</p>
What Do I do if I have a complaint about a SEND issue? 	<p>If you feel your matters still has not been dealt with you can follow the procedures outlined in our school complaints policy which is on our school website.</p> <p>We hope these responses have answered any queries that you may have but do not hesitate to contact the school if you have any further questions.</p> <p>Parents can get support from parent partnership/WIRED when raising complaints.</p>
Where can the LA's local offer be found?	<p>More information on what support services are available can be found on our school websites, the Wirral SENDLO website below:</p> <p>https://www.sendlowirral.co.uk/</p>

**How have we
contributed to it?**



Further services:

Wired <https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>