

Special Educational Needs Information Report 2025-2026



Under the Children and Families Act 2014 Section 69 Schools must publish an SEN Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies.

This report will be updated at least annually. This report includes updated requirements from the DfE (June 2017) re children with disabilities.

SEND = Special Educational Needs and/or Disabilities

SENDCO- Special Educational Needs and Disabilities Co-Ordinator

EHCP = Education, Health and Care Plans

EduKey – Software that allows schools to monitor, evaluate and plan the development of provision.

What kind of special educational needs provision is accessible for children at Brook Primary School?



Brook Primary is an inclusive primary school catering for children from 3-11. It welcomes children with and without Special Educational Needs and / or disabilities (SEND) equally in line with the school admission statement. School ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

The SEND Code of Practice identifies four key areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and physical

We currently cater for children who are identified in one or more of each of the above areas.

We have two SEND Hubs (Caterpillars), one based in Early and Key Stage 1 (primarily communication and interaction) and one based in Key Stage 2 (primarily SEMH). These internal provisions are designed to meet the needs of some of our most complex learners. This support gives the children, the best possible support in our mainstream education. They have been running since September 2023.

- The Hubs offer targeted support and intervention for children with complex needs including delayed communication and language skills, complex cognition and learning needs and SEMH needs.
- Children are supported by a team of trained teaching assistants allowing the children to learning opportunities.
- The Hub children struggle to access the mainstream classroom independently and need a high level of adult interaction and support.
- The Hubs offer a nurturing and welcoming environment to the children to help them form trusting relationships with adults and peers and start to gain access to their classroom environment. The hubs also offer an adapted learning approach to meet the learning needs of the individual children.
- Hub children will access mainstream lessons if their needs enable them to.

Not every child who experiences some difficulties will access the Caterpillar Hubs and in EY/KS1 will have an EHCP.

Entry into the Caterpillar Hubs is carefully considered by the staff who work with the children and the assessment of their needs. The final decision lies with the head teacher.



Nurture Interventions


Sometimes, some children may require short interventions based in the Hub such as those struggling to come into school. The Hubs are the best place to meet need and then the intervention placed on a plan, do, review. These would be short interventions and reviewed.


Other interventions, such as ELSA, circle of friend's groups and nurture happen during the afternoons by Hub staff. The children accessing these will be carefully considered by staff and placed onto a plan, do, review only after other in class support has been offered first. Again, these would be short interventions and not long term.

All children receiving intervention through the Hub will be screened using the Strengths and Difficulties Questionnaires and The Boxhall Profile.



	<p>For our most complex children, we also run our Pathways For Adult Life Curriculum (PFAL), where they will receive the right care and support to live as independent a life as possible, giving them the greatest chance of succeeding and fulfilling aspirations as they journey through adulthood.</p> <p>School uses its SEND budget to fund SEND support and interventions both in school and through outside agencies including nurture provision in the school hubs for children with attachment needs and associated SEMH.</p> <p>The school uses its best endeavours and limited budgets to meet the needs of all children with SEND in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p>
<p>Information about the school's policies for the identification and assessment of pupils with special educational needs</p> 	<p>Children with a SEND need are identified to the SENDCO (Miss Nicklin) and/or Assistant SENDCO (Miss Walters) as early as possible. Their needs can be identified by their parents, staff, but may also be through agencies working with the child and parents (e.g. the Health Visitors, the Specialist Early Years Team or the Speech and Language Therapy Service.).</p> <p>For children new to the school, starting mid-year or in Year 1-6, information about a child's SEND should be passed on by the previous school or setting, the parents, the child or any of the agencies working with the child and their parents.</p> <p>For children looked after by the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.</p> <p>In some instances, a child's SEND may not be obviously apparent until they are a little older. However, as soon as a need is identified this information is shared immediately between the class teacher, parent and Miss Nicklin, as the CiC Lead.</p> <p>Parents can raise any concerns they might have at any time with their child's class teacher, Miss Nicklin or Miss Walters.</p> <p>Teachers keep parents, Miss Nicklin and Miss Walters always informed about any concerns they have about a child and any additional support that they provide. Miss Nicklin, Miss Walters, teacher(s) and parents consider what additional information or assessments might need to be undertaken to inform the planned support.</p> <p>Most of this information will come from school-based assessments and discussions undertaken in school and with parents. On some occasions, further assessments may be requested from the Speech and Language Therapist, Occupational Therapist, Health Visitor, Educational Psychologist or the Learning Support Service – this will only happen with written permission from parents.</p> <p>Children entering our nursery are screened using the WELLCOMM language assessment and baselining against Development Matters, as are new children to reception. Each year, Yr1 and Yr3 are screened using WELLCOMM and children in other year groups are screened with Salford Reading and Comprehension to identify if children need intervention and / or should be placed on our SEND Register.</p> <p>Other assessments, such as SDQ's, Boxhall Profiles, Salford, Teacher WIATT are also used to identify need based on discussions with new parents.</p> <p>Pupil progress meetings and discussion are held every term from which we track and identify children who are not making expected progress.</p>
<p>Information about the school's policies for making provision for</p>	<p>SEND provision is monitored through:</p> <ol style="list-style-type: none"> 1: A monitoring schedule 2: Termly reports to the Safeguarding and Inclusion Governors Meetings

<p>pupils with special educational needs whether pupils have EHC Plans</p> <p><i>a) How the school evaluates the effectiveness of its provision for such pupils</i></p> <p><i>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</i></p> 	<p>3: SEND register</p> <p>4: Termly assessments</p> <p>The electronic SEND plans and Provision Maps Programme; Edukey (https://edukeyapp.com) will be used to monitor the impact of SEND Support Plans and interventions throughout school.</p> <p>The SENDCO and Deputy SENDCo meet with the SEND named Governor, Mrs K Poole termly and SEND is discussed termly through the Inclusion and Safeguarding Governors Committee.</p> <ul style="list-style-type: none"> Teachers use the SEND steps document – see appendix 1 in policy All children identified as having SEND are given half termly targets to meet. These are set by group/class teachers and following advice given by outside agencies, such as, Learning Support Services (LSS), Educational Psychology (EP). These targets are delivered and reviewed as part of the assess, plan, do, review graduated approach and inform next steps and targets. Children who fall behind are discussed at the termly Pupil Progress reviews at which point the SENDCo may be asked to consider whether this is a result of a Special Educational Need and if so what additional or different support might be appropriate. Children with severe and complex learning needs may work from the National curriculum at a developmentally appropriate level (e.g children in Y6 working from the Year 2 objectives). Children working on additional interventions including Precision teaching, Get Moving, and Toe by Toe etc. have progress tracked against the targets set for the intervention over time. Children's progress is updated on the provision map (on EDuKey). Children's progress is monitored to ensure the intervention is meeting the needs of the child. If not, the child may be withdrawn, and an alternative intervention put in place. Some children have additional assessments and targets set by outside agencies including Speech and Language, Learning Support and Occupational Therapy and Educational Psychology. The programme of work is delivered in school and records kept documenting progress made, and any additional concerns raised. The outside agencies review /reassess progress according to their own protocols and submit a written report to school. The report is forwarded to the child's teacher. Parents are also given a copy. Children with EHCPs also have a multi-agency annual review of progress which is reported to the Local Authority. Parents are invited to all reviews. Pupils are encouraged to attend reviews where appropriate. Class teachers are responsible for writing the SEND plan, do, review plans for all children in partnership with the support staff, parents and SENDCo. Class teachers must include the child's voice as part of the review. In addition to the SEND plan, do, review plans, the Early Year's Learning Journey also provides an excellent evidence base to monitor the progress of EYFS children with SEND. This information is shared with parents at parents' evenings as part of the review process and parents have access to EDuKey to add their thoughts to the review process if they wish. School has purchased additional standardised assessments to inform target setting and the monitoring of progress over time. These will form part of the assessment profile for children with severe and complex learning difficulties, including KS1 and 2 WELLCOMM and Teacher WIATT.
<p>What provision is made for children with SEND; with and</p>	<p>In addition to the above, those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly pupil progress meetings and in termly pupil progress meetings.</p>

<p>without an EHC Plan, in respect of:</p> <p><i>a) How is the intervention/support monitored as to its effectiveness?</i></p>	<p>Our provision maps through EduKey, track progress over time and allow us to identify the impact of interventions. Interventions are monitored by the SENCo for delivery and effectiveness.</p>
<p><i>b) What are the school's arrangements for assessing and reviewing progress of children with SEND?</i></p> 	<p>SEND children will be monitored against progress from teacher assessments, formal assessments (NTS) as well as assessments linked to their interventions. Through effective formative assessment, staff can understand children's needs and adapt provision for each intervention if needed. Our provision maps (EduKey) track progress over time and allow us to identify if children have made accelerated progress. Through monitoring of the provision mapping, we can identify if interventions and classroom provisions are effective as they can possibly be.</p> <p>We use a range of assessment tools at Brook, and they include:</p> <ul style="list-style-type: none"> • Salford Reading & Comprehension • WELLCOMM • Phonic Screening • Boxhall Profile • SDQ • Teacher WIATT • AAT (Ascent Assessment Tracker) <p>Some children have additional assessments and targets set by outside agencies including Speech and Language, Learning Support and Occupational Therapy and Educational Psychology. The programme of work is delivered largely by teaching assistants in school, and they keep records via plan, do and reviews. The outside agencies review /reassess progress according to their own protocols and submit a written report to school. The report is forwarded to the child's teacher. Parents are also given a copy.</p> <p>Many children on the SEND have personalised SEND support plans detailing desired outcomes, provision and progress made via Edukey. These are reviewed at half termly. Children with EHCPs also have a multi-agency annual review of progress which is reported to the Local Authority. Parents are invited to all reviews. Class and group teachers are responsible for writing the SEND plan, do, review plans for all children.</p> <p>Children with severe and complex learning needs may work outside of their national curriculum year or have an individualised curriculum.</p> <p>Children with an EHCP will also have a multi-agency annual review of progress which is reported to the LA. Parents are invited.</p> <p>Class and group teachers are responsible for writing the SEND plan, do, review plans for all children.</p> <p>This information is shared with parents at SEND reviews and/or parents' evenings as part of the review process.</p>
<p><i>c) the school's approach to teaching pupils with special educational needs</i></p>	<p>Brook Primary has high expectations for ALL pupils and class teachers are expected to plan, resource and scaffold work that meets the needs of all children.</p> <p>We aim for all children to make at least expected progress each year, however it is acknowledged that some children this will not be achieved and will follow their own developmental pathway.</p>



We are a fully inclusive school, who are extremely passionate about all children achieving their best; we ensure that all pupils achieve to their full potential, this may be through in class scaffolding / differentiation, small group work or through 1:1 teaching.

We endeavour not to withdraw children from the classroom for interventions to ensure all children receive a broad and balanced curriculum and the opportunities to excel in different subjects.

We do not set, and children are taught in mixed groups.

d) How does the school adapt the curriculum and learning environment for children with SEND?



All children have access to a broad and balanced curriculum, however, for a very small number of children the curriculum and assessments may be amended to meet their very specific needs.

Lessons are scaffolded and classes use adaptive teaching approaches so that children are working on the correct area of the curriculum based on their individual needs and attainment levels within the classroom.

Lessons can also be adapted/differentiated by support, pace, resources, recording and technology to ensure that there are fewer barriers to learning. School uses Dudley's Ordinarily Available Inclusive Provision (OAIP) to support adaption and resources.

Interventions are used to fill gaps in learning based on feedback from class teacher feedback and assessments; feedback from intervention staff is also given to class teachers.

Risk assessments are undertaken in consultation with parents, consultants, School Health, PIMIS (Physical and Medical Inclusion Service) SENDCo, to ensure that all children with disabilities have their additional needs documented and endeavour to ensure that reasonable adjustments are made to the length of the school day, curriculum and environment as appropriate to enable all children to take part in all activities within school and on school trips.

The school building is fully accessible to parents and children with disabilities. This includes disabled toilets as well as a care room with a shower. (Please refer to the Accessibility Plan published on the school website)

The lighting was chosen to enhance the environment for the benefit of all pupils and staff, including those with disabilities.

Where staff are employed to support children with specific disabilities, every effort is made to ensure they can attend appropriate training within the local authority including Moving and Handling, Makaton.

There are allocated parking bays for the disabled in the main school car park to the front of the school.

For parents for whom English is not their first language, information may be relayed using other parents, family members, (with permission), members of school staff as interpreters or on request.

e) What additional support is available for children with SEND?

The SEND policy provides much greater detail about what is used to help meet the needs of each child. School also uses Dudley's Ordinarily Available Inclusive Provision for resources and support.



Staff understand that children with SEND can be particularly vulnerable and have a proactive pastoral care role for children within their class. The Learning Mentor team are also aware of children with specific SEND and are proactive to ensure children are not treated less favourably than other pupils and that these children are not treated less favourably by other pupils.

Children who may require higher levels of support have access to appropriately trained support staff including a specialist speech and language TA. School also provides staff with appropriate continued professional development to ensure SEND provision is as effective as possible. We have a sensory room and two SEMH support hubs to meet the needs of some of our children.

We also provide:

Specific support, necessary and reasonable adjustments, use of additional aids etc as detailed in care plans, risk assessments and reports from outside agencies. special equipment e.g. coloured overlays, special pencil grips, scissors, cushions, ear defenders, and in addition, but not exhaustive to:

- Busy boxes
- Sound boxes and microphones
- Smaller groups for English and maths
- Additional TA support within the classroom directed at a particular child or group more frequently than most children within the class
- Targeted individual support within the classroom (focus might be behavioural, language based, support for working memory, etc.
- Larger print size/coloured paper/coloured overlays, including adapted test papers where needed
- Reading Interventions – Precision Teaching, Fresh Start
- Social Communication Group Support
- Speech and Language Therapy support (individual/group)
- Learning Mentor interventions
- ELSA support
- Nurture interventions

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?



Children with SEND are actively encouraged to access activities before and after school – including Buddies as well as after school clubs and catch-up sessions. In some specific instances additional support may be made available if a child has a particular need that would otherwise be a barrier to their participation.

No child is ever prevented from going on a trip because they have a SEND. Additional support is made available as required. This is written into their SEND plan and in the trip's risk assessment. Some children are given additional preparation for school visits, this might include stories, photo books, researching the venue online or pre-visits with parents/school. This ensures the visit is a positive experience for all.

g) What support is available for ensuring the emotional and social development of pupils with SEND?

School has access to a learning lounge, a sensory room and a SEMH support hubs. School has a named Mental Health Lead.

Nurture sessions, support children with social and emotional needs and is delivered largely by our KS2 Caterpillar Hub staff, plus recognised SEMH HLTA's and teaching assistants. This may be identified social skills work, friendship groups, ELSA, pets as therapy, emotions work, bereavement work,



work on attachment, low level confidence and self-esteem, developing positive relationships. The children work these interventions either 1:1 or small groups. Impact is measured using Boxhall profile and SDQ.

Children are taught to be more resilient, assertive, emotionally intelligent etc.

Some children benefit from individual behaviour plans detailing concerns, triggers and ways to help – written together with a trusted adult.

Some children benefit from the use of social stories, fidget toys, ear defenders, now and next, feelings boards, adaptations to their curriculum, use of technology.

School purchases additional support through the services of Educational Psychology for Everyone.

CIPS provides support to school and outreach support to parents for children from 5 years old. The children must be formally diagnosed to access this.

In exceptional circumstances when a child is unable to access their learning due to severe behavioural needs, putting them at risk of permanent exclusion, school may initiate a reduced timetable in the short term, and a referral to Inclusive Pathways.

The children have a weekly PHSE lesson to support their social and emotional needs, through the PSHE Association thematic programme builder.

Who is the named SEND contact?



Miss S Nicklin (SENDCo)

Brook Primary School

George Street

Wordsley

West Midlands

DY8 5YN

Tel: 01384 389888

Email: info@brook.dudley.sch.uk

Miss J Walters (Deputy SENDCo)

Brook Primary School

George Street

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Email: info@brook.dudley.sch.uk

5. What specific expertise is available to children with SEND?



Both the Miss Nicklin and Miss Walters have completed the National Award for SEND Coordination (NASENCO)

Miss Nicklin has completed her Senior Leadership Qualification in Mental Health


Miss Nicklin, Mrs Jones and Ms Crump have all completed Mental Health First Aid Training



Mrs Claire Jones and Mrs Sarah Rushton have completed their qualification in ELSA support.


Some staff members are trained in Makaton

All staff are trained in Zones of Regulation, attachment and trauma, neurodiversity

Hub staff have received specialist training in early communication, ASD, ADHD

	<p>We are supported by an outside team of experts from Inclusion Support. They are:</p> <ul style="list-style-type: none"> • Dr Emily Crichton – Educational Physiologist (EP) • Mrs S Sankey – Learning support services (LSS) • Charlotte Thomas – school’s named SLT speech and language therapist (SLT) • CIPS • Nicola Low – school’s named Health Advisor • Mrs Laura Livesey – School named Reflexions Practitioner <p>We can also access through Inclusion Support, support from their very specialist services as and when we need them.</p> <p>For Occupational Therapy, Physiotherapy and CAHMS, we are supported by a team of experts, who are deployed to work with our school staff once parents have made a referral to the service.</p> <p>Staff training needs are identified through reviews, pupil progress meetings and on current needs in relation to children and groups being taught. Training is delivered through the school SENDCo or outside agencies.</p> <p>The school SENDCo’s attend the termly SENCO Forum and are part of a local SEND network group with local schools.</p> <p>School is also happy to help parents to access support networks and websites, detailing specific information about their child’s particular disability or Special Educational Need.</p>
<p>6. What specialist equipment and facilities are there for children with SEND?</p> 	<p>Two dedicated Caterpillar Hubs to support children with a range of different needs. The EY/KS1 Hub requires children to have an EHCP and is predominantly a communication and interaction base. The KS2 Caterpillar Hub supports children with SEMH needs.</p> <p>A dedicated Learning Lounge, where our children receive SEMH interventions, which are fully resourced to meet their needs when withdrawn in either group or 1-1 situations.</p> <p>A purpose-built sensory room.</p> <p>All classes also have access to Chromebooks and an I-pad for alternative methods of recording and educational apps.</p> <p>Children’s specific needs are identified through the SEND review process and by information received from outside agencies and parents – where specific equipment is deemed to be necessary to support learning child in school, it is recorded onto the child’s support plans. This is discussed with the Head teacher and resources are purchased accordingly from the SEND budget.</p> <p>Some classes have a SEND busy box with appropriate resources in for children to always access during any lesson. Resources in these boxes are provided to meet individual children’s needs and develop their learning based on their current attainment levels.</p> <p>School has the use of, for example, writing frames, footboxes, sensory cushions, handwriting supports, ear defenders, coloured overlays, coloured books, modified tests.</p>

<p>7. What arrangements are there for consulting and involving parents of children with SEND?</p> 	<p>Parents are key partners in supporting a child's progress. They provide information to support next steps and support plans.</p> <p>Parents are actively encouraged to be partners in their child's education through, informal discussions, telephone contact, progress reviews, yearly written reports and termly parent meetings.</p> <p>Alongside, parents are invited to attend feedback meeting with Learning Support Services (LSS), Educational Psychology (EP) and speech and language sessions were invited by therapist.</p> <p>Parent forums for SEND are held termly and all parents of children with SEND are invited in during the autumn term to meet the SENDCo's and learn what SEND looks like at Brook Primary School</p> <p>Parents of children with SEND have access to their child's profile on EduKey.</p>
<p>8. What are the arrangements for consulting children with SEND about, and involving them in, their education?</p>	<p>All children, regardless of SEND, are aware of their next steps.</p> <p>Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.</p> <p>Each child also has a pupil passport as part of their Edukey profile which is written in conjunction with them.</p>
<p>9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?</p>	<p>School has an open-door policy and parents who have any concerns are actively encouraged to initially speak to the SENCO's.</p> <p>If the concern can't be resolved at this level, there is always a member of SLT available then to the Deputy and next to the Head.</p> <p>If the concern is still unresolved then parents will be directed to the school's complaints procedure, which is available on our school website.</p>
<p>10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?</p> 	<p>To meet the individual needs of a child the school will work with and seek advice from an outside team of experts from Inclusion Support –</p> <ul style="list-style-type: none"> • The school health advisor • The Educational Psychology Service • CIPS • Sycamore Outreach • Learning Support Service • Hearing Impairment Service • Visual Impairment Services • Speech and Language • Occupational therapy and Physiotherapy • The Child and Adolescent Mental Health Service (CAMHS) • SENDIASS (parent partnership – only through parent consent) • Paediatricians – Russell's Hall Hospital, Birmingham Children's Hospital • Local Family Centres • Children's Services / Social Care Services • No referrals can be made without parental consent. <p>School will only send requested information directly to professionals and services for confidentiality.</p>

<p>11.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.</p> 	<p>There are a range of agencies able to support parents and /or their children in the voluntary sector. School will happily discuss referrals into these agencies and support parents in making referrals should they wish.</p> <p>SENDIASS Dudley’s Special Educational Needs and Disability Information, Advice and Support Service (previously known as Parent Partnership) can support parents with a range of issues including support around exclusions, EHCPs.</p> <p>Tel: 01384 817373</p> <p>email : dudley.sendiass@dudley.gov.uk Web: www.dudley.gov.uk/dudleysendiass</p>
<p>12. The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education</p>	<p>Information is passed on to the receiving school as soon as possible. A telephone call is made in the first instance to inform the SEN coordinator of the important information relating to the child’s needs and how they might be best met. If possible, the SENDCO’s will invite a member of staff from the receiving school to attend a “pass on” meeting or will visit the new school with parents should they choose to ensure that reports and key personal information about the child is passed on. Further planned visits for the child and parents can be arranged if necessary. Photo books etc. can be made available for children who may struggle to cope with a change in placement. This same process can be applied in reverse – for children coming to Brook Primary. In the late Spring/early summer term, pass on meetings are held with the receiving high schools to ensure the key information is available to the new high school as they plan for their induction week and plan the groups and support for children. Additional visits are made to the high school for some children before the induction week. Copies of reports and plans are also sent. For Children in Care and those with EHCPs or severe and complex needs without EHCPs, review meetings are held with the receiving school. Additional visits for the parents can also be made through the SENDCO’s – they will attend with them if requested.</p>
<p>13. Information on where the local authority’s local offer is published.</p>	<p>For information advice and support on the local offer please visit: https://dudleyci.co.uk/send-local-offer</p> <p>For quick access to information on local services and activities across Dudley ring 01384 814398 or click the link above. Brook Primary works closely with the Dudley Family Information Services, and we are more than happy to support parents in finding out more about the Local Offer.</p>

This SEN Information Report links to our policies on: (published on the school website)

- SEND policy
- Behaviour Policy
- Safeguarding Policy
- Health and Safety Policy
- Anti-bullying Policy
- Assessment Policy
- Accessibility Policy
- All curriculum policies