Brook Primary School

SEND Information Report

2026-2027



Under Section 69 of the Children and Families Act 2014, schools are required to publish a Special Educational Needs and Disabilities (SEND) Information Report. This report provides clear and accessible information for parents and carers, prospective families, the Local Authority, and other relevant agencies about how the school identifies, supports and makes provision for children and young people with SEND.

The report is reviewed and updated at least annually to ensure that the information remains accurate and reflects current legislation, statutory guidance and school practice.

In addition to outlining provision for pupils with Special Educational Needs and Disabilities (SEND), the report also reflects the school's duties under the Equality Act 2010 to support and make reasonable adjustments for pupils with disabilities, ensuring they can access education and participate fully in school life.

Key Terms

SEND – Special Educational Needs and Disabilities.

SENDCo – Special Educational Needs and Disabilities Coordinator; the member of staff responsible for coordinating SEND provision within the school.

EHCP – Education, Health and Care Plan; a legally binding document outlining the support required to meet a child or young person's special educational needs.

EduKey – The school's provision management and communication platform used to record, monitor, review and evaluate SEND provision, interventions and support plans.

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





Brook Primary School is an inclusive mainstream primary school for children aged 3 to 11 years. We welcome and value all children, including those with Special Educational Needs and Disabilities (SEND), and are committed to ensuring equality of opportunity for every pupil in line with our admissions arrangements, the SEND Code of Practice (2015), and the Equality Act 2010.

We strive to enable every child to achieve their full potential academically, socially, emotionally and personally. We recognise and celebrate individual differences and aim to provide a nurturing environment where all pupils can participate fully in school life.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Brook Primary School currently supports children with needs across all four areas.

<u>The Caterpillar Hub</u>

Our Caterpillar Hub is a specialist internal provision designed to support some of our pupils with the most complex needs, particularly those experiencing significant difficulties with communication and interaction, cognition and learning, and social, emotional and mental health needs.

The Hub provides a highly structured, nurturing environment that enables pupils to access mainstream education whilst receiving personalised support tailored to their individual needs.

Key features of the Caterpillar Hub include:

- Targeted support and intervention for pupils with complex SEND.
- A dedicated teacher supported by trained teaching assistants.
- Adapted teaching approaches, resources and learning environments.
- High levels of adult support to help pupils engage successfully in learning.
- Opportunities to develop communication, independence, emotional regulation and social skills.
- Planned access to mainstream lessons and activities where appropriate and in line with individual needs.

Placement within the Caterpillar Hub is determined following careful assessment of a child's needs and consideration by school staff, in partnership with parents/carers and relevant professionals where appropriate. The final decision regarding placement rests with the Headteacher.





Placement within the Caterpillar Hub is available for pupils with an Education, Health and Care Plan (EHCP) whose identified needs indicate that they require a highly personalised and specialised provision to access education successfully. Placement is determined through careful assessment of the child's needs, consideration of professional advice, and consultation with parents/carers and the Local Authority where appropriate. The final decision regarding placement rests with the Headteacher.

Whilst all pupils accessing the Caterpillar Hub will have an EHCP, not all pupils with an EHCP will require or be offered a place within the Hub. Provision is based on individual need and the suitability of the Hub to meet the outcomes specified within the child's EHCP.

Nurture and Targeted Interventions

Some children may benefit from short-term targeted interventions delivered through the Caterpillar Hub or other specialist provision within school. These interventions are carefully planned, monitored and reviewed through our **Assess, Plan, Do, Review** approach.

Examples of interventions may include:

- Emotional Literacy Support Assistant (ELSA) sessions
- Circle of Friends groups
- LEGO® Therapy
- Nurture-based support
- Programmes to support attendance, emotional wellbeing and successful transitions

These interventions are intended to address identified needs and are usually time-limited, with progress reviewed regularly.

Where appropriate, pupils accessing nurture or SEMH interventions may be assessed using recognised screening and assessment tools, including the Strengths and Difficulties Questionnaire (SDQ) and the Boxall Profile, to help inform support planning and measure outcomes.

Pathways for Adult Life (PFAL)

For some of our pupils with the most complex needs, we offer a Pathways for Adult Life (PFAL) curriculum. This approach supports the development of independence, communication, self-help, social and life skills, helping pupils prepare for future learning and adulthood in a way that reflects their individual strengths, aspirations and needs.

How We Fund and Resource SEND Provision

Brook Primary School uses its delegated SEND funding and any additional funding available to provide appropriate support, interventions and resources for pupils with SEND. This may include specialist staffing, targeted interventions, nurture provision, training, specialist equipment and advice from external agencies.

	The school works closely with parents/carers, the Local Authority and a range of education, health and social care professionals to identify and meet individual needs. In accordance with Section 66 of the Children and Families Act 2014, the school uses its best endeavours to secure the special educational provision required by pupils with SEND and to ensure they are able to achieve positive outcomes and participate fully in school life.
Information about the school's policies for the identification and assessment of pupils with special educational needs 	At Brook Primary School, we are committed to identifying and responding to special educational needs and disabilities (SEND) as early as possible. Early identification enables us to put appropriate support in place and maximise positive outcomes for children. Concerns about a child's progress or development may be raised by: • Parents or carers • Class teachers and other school staff • The SENDCo (Miss Nicklin) or Deputy SENDCo (Miss Walters) • Early years settings or previous schools • Health, education or social care professionals involved with the child • The child themselves, where appropriate For children joining Brook Primary School, information about SEND is gathered through discussions with parents/carers, liaison with previous settings or schools, transfer records and, where relevant, reports from external professionals. For children who are looked after by the Local Authority, relevant information regarding their educational needs will be shared through the Personal Education Plan (PEP) process and other transition arrangements to ensure support is in place as quickly as possible. Some children's needs may be identified before they start school, whilst others may emerge as they progress through their education. If concerns arise at any stage, the class teacher will discuss these with parents/carers and the SENDCo to determine whether further assessment or support is required. Parents and carers are encouraged to share concerns about their child's learning, development or wellbeing at any time by contacting their child's class teacher, the SENDCo or the Deputy SENDCo. <u>Assessing Need</u> Teachers continually assess and monitor the progress and wellbeing of all pupils through: • Daily classroom observation • Ongoing teacher assessment • Termly pupil progress meetings • Assessment data and attainment information • Discussions with parents/carers and pupils • Attendance and wellbeing monitoring

	Where concerns are identified, the school follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice. This helps ensure that support is carefully planned, implemented and reviewed to evaluate its effectiveness. The school may use a range of screening and assessment tools to identify barriers to learning and inform provision. These may include: • WellComm Speech and Language Screening • Salford Reading and Comprehension Assessments • SDQ (Strengths and Difficulties Questionnaire) • Boxall Profile • Teacher-administered standardised assessments • Development Matters assessments in the Early Years Foundation Stage Children entering Nursery and Reception participate in baseline assessments, including speech, language and communication screening where appropriate. Additional screening may be undertaken at key points throughout a child's education to identify pupils who may benefit from targeted support or intervention. <u>Involvement of External Professionals</u> Where further information is required to understand a child's needs, the school may seek advice from specialist services, including: • Speech and Language Therapy • Occupational Therapy • Educational Psychology • Learning Support Services • Health professionals • Other relevant specialist agencies Parents/carers will be consulted and informed before referrals to external agencies are made, and consent will be sought where required. Information from school-based assessments, parents, pupils and external professionals is used to build a comprehensive understanding of a child's strengths and needs, enabling appropriate support to be planned and reviewed regularly.
Information about the school's policies for making provision for pupils with special educational	At Brook Primary School, we regularly monitor and evaluate the effectiveness of our SEND provision to ensure that pupils receive the support they need to achieve positive outcomes academically, socially, emotionally and personally. • SEND provision is monitored through:

needs whether pupils have EHC Plans

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

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



- A whole school SEND monitoring schedule.
- Termly reports to the Governing Body's Inclusion and Safeguarding Committee.
- Regular review of the SEND Register.
- Termly assessment and progress monitoring for all pupils.
- Analysis of intervention outcomes and provision mapping through EduKey.

The school uses EduKey, our electronic SEND management system, to record and monitor SEND Support Plans, provision maps, interventions, reviews and pupil outcomes. This enables school leaders and staff to evaluate the impact of support and make informed decisions about future provision.

The SENDCo (Miss Nicklin) and Deputy SENDCo (Miss Walters) meet termly with the school's SEND Governor, Mrs K. Poole, to review SEND provision, pupil outcomes, priorities and statutory responsibilities. SEND is also discussed termly through the Inclusion and Safeguarding Governors Committee.

Assessing and Reviewing Progress

Teachers follow the school's graduated response to SEND, as outlined in the SEND Policy, and are responsible and accountable for the progress and development of all pupils in their class.

Children identified as having SEND have individual outcomes and targets that are reviewed regularly through the Assess, Plan, Do, Review cycle. Targets are agreed by class teachers in collaboration with pupils, parents/carers, the SENDCo and, where appropriate, external professionals. Reviews are used to measure progress, evaluate the effectiveness of provision and identify next steps.

Pupils who are not making expected progress are discussed during termly pupil progress meetings. Where concerns remain despite high-quality teaching and appropriate support, the SENDCo may become involved to consider whether a special educational need has been identified and whether additional or different provision is required.

Monitoring Interventions and Additional Provision

The progress of pupils receiving targeted interventions is monitored against clearly defined outcomes. Intervention records and pupil progress are reviewed through EduKey to ensure that support is having a positive impact.

Where an intervention is not meeting a pupil's needs, provision will be reviewed and adapted accordingly. This may include modifying support, introduce an alternative intervention or seek further specialist advice.

Examples of interventions available within school may include:

- Precision Teaching
- Toe by Toe
- Get Moving

- Speech and language programmes
- Nurture and SEMH interventions
- LEGO® Therapy
- Emotional Literacy Support (ELSA)

The Caterpillar Hub

The progress of pupils accessing the Caterpillar Hub is monitored through ongoing assessment, personalised learning targets, SEND Support Plans and, where applicable, Education, Health and Care Plan (EHCP) outcomes.

The effectiveness of Hub provision is evaluated through:

- Pupil progress and attainment
- Development of communication, interaction and emotional regulation skills
- Observation and assessment by staff
- Pupil and parent/carer feedback
- Advice and recommendations from specialist professionals

Specialist Assessments and External Agency Involvement

Where appropriate, pupils may receive additional assessments or support from external agencies, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Learning Support Services
- Health and social care professionals

Recommendations from external professionals are incorporated into school provision and monitored by school staff. Progress is reviewed in accordance with agency guidance, and reports are shared with parents/carers and relevant staff.

The school also uses a range of standardised and specialist assessment tools to support identification, target setting and progress monitoring. These may include:

- WellComm Speech and Language Screening
- Salford Reading Assessments
- Boxall Profile
- Strengths and Difficulties Questionnaire (SDQ)

	• Teacher WIAT assessments • Other assessments appropriate to a pupil's individual needs For pupils with severe and complex learning needs, learning may be personalised and delivered at a developmentally appropriate level rather than strictly according to chronological age expectations within the National Curriculum. <u>Education, Health and Care Plans (EHCPs)</u> Pupils with an EHCP have their progress reviewed throughout the year, alongside a statutory Annual Review. These reviews involve parents/carers, school staff, external professionals and, where appropriate, the pupil themselves. Annual Reviews consider: • Progress towards EHCP outcomes • The effectiveness of current provision • The views, aspirations and experiences of the child or young person • Parent/carer views • Recommendations for future provision and support • Following the review, a report is submitted to the Local Authority in accordance with statutory requirements. <u>Working in Partnership with Parents and Pupils</u> Class teachers are responsible for developing and reviewing SEND Support Plans in partnership with support staff, parents/carers and the SENDCo. The views, strengths and aspirations of the child are a central part of this process. Progress and provision are discussed regularly with parents/carers through review meetings, parents' evenings, written reports and ongoing communication. Parents/carers can also contribute directly to their child's review process through EduKey. In the Early Years Foundation Stage, children's progress is additionally monitored through ongoing assessment and learning journey evidence, helping staff to identify needs early and ensure appropriate support is put in place.
What provision is made for children with SEND; with and without an EHC Plan, in respect of:	Brook Primary School carefully monitors the effectiveness of all SEND provision to ensure that support enables pupils to make progress and achieve positive outcomes. Pupils receiving SEND support or targeted interventions are regularly assessed against their individual outcomes and targets. Progress is reviewed as part of the Assess, Plan, Do, Review cycle and discussed at termly pupil progress meetings involving class teachers, the SENDCo and Deputy SENDCo. The school uses EduKey to record SEND Support Plans, provision maps, interventions and reviews. This enables staff to monitor progress over time, evaluate the impact of support and make informed decisions about future provision.

a) How is the intervention/support monitored as to its effectiveness?	The effectiveness of interventions is measured through: • Progress towards individual SEND targets and outcomes. • Attainment and progress data. • Ongoing teacher assessment and observation. • Feedback from pupils, parents/carers and staff. • Reviews of intervention records and provision maps. • Assessment information provided by external professionals, where appropriate. Interventions are overseen by the SENDCo and Deputy SENDCo to ensure they are delivered consistently and are meeting identified needs. Where evidence shows that a particular intervention is not having the desired impact, provision will be reviewed and adapted. This may involve adjusting the intervention, setting new outcomes, or implementing alternative support to better meet the pupil's needs. The impact of SEND provision is also monitored through the school's SEND monitoring schedule, termly assessment processes, regular review of the SEND Register and reporting to the Governing Body through the Inclusion and Safeguarding Committee. This ensures that SEND provision remains effective, responsive and aligned to pupils' individual needs.
b) What are the school's arrangements for assessing and reviewing progress of children with SEND?  	At Brook Primary School, the progress of pupils with SEND is assessed and reviewed regularly to ensure that support and provision are meeting individual needs and helping pupils to achieve positive outcomes. Teachers use a range of assessment information, including ongoing formative assessment, teacher judgement, standardised assessments and intervention data, to monitor progress and identify next steps. This enables staff to understand each pupil's strengths and areas of need and to adapt teaching, provision and interventions accordingly. The school uses EduKey to record and monitor SEND Support Plans, provision maps, interventions and pupil outcomes. This allows staff to track progress over time, evaluate the effectiveness of support and identify where pupils are making expected or accelerated progress. A range of assessment tools may be used to support identification, target setting and progress monitoring, including: • Salford Reading and Comprehension Assessments • WellComm Speech and Language Screening • Phonics Screening Assessments • Boxall Profile • Strengths and Difficulties Questionnaire (SDQ) • Teacher WIAT Assessments • AAT (Ascent Assessment Tracker)

	Some pupils may also have additional assessments carried out by external professionals, including Speech and Language Therapists, Occupational Therapists, Educational Psychologists and Learning Support Services. Where specialist recommendations or programmes are provided, these are implemented in school and reviewed regularly. Progress is monitored through the graduated Assess, Plan, Do, Review process, with records maintained on EduKey. External professionals review progress in line with their own procedures and provide written reports, which are shared with parents/carers and relevant school staff. Many pupils on the SEND Register have an individual SEND Support Plan which outlines their strengths, areas of need, desired outcomes and the provision in place to support them. These plans are reviewed at least half-termly with input from staff, parents/carers and pupils where appropriate. Pupils with more complex needs may follow a personalised curriculum or work towards learning objectives that are matched to their developmental stage and individual needs, rather than solely their chronological age or National Curriculum year group expectations. For pupils with an Education, Health and Care Plan (EHCP), progress is monitored throughout the year against the outcomes specified within the plan. In addition, a statutory Annual Review is held involving parents/carers, school staff, the Local Authority and any relevant external professionals. Pupils are encouraged to contribute to the review process wherever appropriate. Class teachers are responsible for developing and reviewing SEND Support Plans in partnership with the SENDCo, Deputy SENDCo, support staff, parents/carers and the pupil. The views, aspirations and voice of the child form an important part of the review process. Information about progress, provision and next steps is shared regularly with parents/carers through SEND review meetings, parents' evenings, annual reports and ongoing communication between home and school. This partnership approach helps ensure that support remains responsive, effective and focused on achieving the best possible outcomes for each child.
c) the school's approach to teaching pupils with special educational needs 	At Brook Primary School, we have high expectations for all pupils and are committed to ensuring that every child receives a broad, balanced and ambitious curriculum. We believe that all children, including those with SEND, should be supported to achieve their full potential and develop the knowledge, skills and confidence needed for future success. Our approach is underpinned by high-quality, inclusive teaching. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. Teachers carefully plan, adapt and scaffold learning to meet a wide range of needs, ensuring that pupils can access the curriculum and participate fully in school life. We recognise that children learn in different ways and at different rates. Whilst we aim for all pupils to make good progress from their starting points, we understand that some children may follow an individual developmental pathway and progress may be measured against personalised outcomes rather than age-related expectations alone.

	To support learning, teachers may use a range of strategies, including: • Adaptive teaching and differentiated learning activities. • Additional scaffolding and adult support within lessons. • Visual supports, practical resources and assistive technology where appropriate. • Small group teaching. • Individualised programmes and targeted interventions. • Personalised learning outcomes and provision. As an inclusive school, we seek wherever possible to provide support within the classroom environment so that pupils can learn alongside their peers and access the full curriculum. Interventions are carefully planned to minimise disruption to classroom learning while ensuring that individual needs are met. For pupils with more complex needs, including those accessing provision within the Caterpillar Hub, personalised approaches may be implemented to support communication, learning, emotional regulation, independence and engagement. Some pupils may follow an adapted or individualised curriculum where this is necessary to meet their identified needs and achieve the outcomes set out in their SEND Support Plan or Education, Health and Care Plan (EHCP). We do not use attainment grouping or setting. Pupils are taught within mixed-ability classes, where teaching is adapted to ensure that all learners are appropriately supported, challenged and included. Through high-quality teaching, targeted support and strong partnerships with families and professionals, we aim to create a learning environment where every child feels valued, achieves success and develops a positive attitude towards learning.
d) How does the school adapt the curriculum and learning environment for children with SEND? 	At Brook Primary School, all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum. We are committed to removing barriers to learning and ensuring that every child can participate fully in school life and achieve their best outcomes. High-quality adaptive teaching is the first step in responding to the needs of pupils with SEND. Teachers plan lessons that are appropriately scaffolded and adapted so that pupils can work towards challenging but achievable learning objectives based on their individual strengths, needs and prior attainment. Adaptations may include: • Adjusting the level of support provided. • Modifying the pace of learning. • Using alternative methods of recording. • Providing specialist resources or equipment.

- Using visual supports and practical learning opportunities.
- Utilising assistive technology where appropriate.
- Making reasonable adjustments to teaching approaches and learning activities.

The school uses Dudley's Ordinarily Available Inclusive Provision (OAIP) guidance to support staff in adapting teaching, learning environments and resources to meet a wide range of needs.

Where pupils require additional support to address identified gaps in learning, targeted interventions may be provided. These are informed by teacher assessment, pupil progress information and ongoing review. Feedback from intervention staff is shared with class teachers to ensure that learning is supported consistently across all areas of provision.

For a small number of pupils with more complex needs, including some pupils accessing the Caterpillar Hub, learning may be adapted further through personalised programmes, individualised outcomes or a curriculum matched to their developmental stage. This ensures that learning remains meaningful, accessible and appropriately challenging.

<u>Adapting the Learning Environment</u>

Brook Primary School is committed to creating an accessible environment for all pupils, staff, parents and visitors.

The school building is fully accessible and includes:

- Accessible toilet facilities.
- A dedicated care room with shower facilities.
- Accessible entrances and routes throughout the building.
- Designated disabled parking spaces.
- Learning environments designed to support a range of sensory, physical and learning needs.

Further information can be found in the school's Accessibility Plan, which is available on the school website.

<u>Supporting Pupils with Disabilities and Medical Needs</u>

Where a pupil has a disability, medical condition or physical need, the school works closely with parents/carers and relevant professionals to ensure appropriate support is in place.

Risk assessments and individual support plans may be developed in consultation with:

- Parents and carers.
- Health professionals.
- Physical and Medical Inclusion Services (PIMIS).

	• The SENDCo and Deputy SENDCo. • Other specialist agencies where appropriate. Reasonable adjustments may be made to the curriculum, school environment, resources, routines or organisation of the school day to enable pupils to access learning and participate fully in all aspects of school life, including educational visits and extracurricular activities. <u>Staff Training</u> The school is committed to ensuring that staff have the knowledge and skills required to meet the needs of pupils with SEND. Training is provided both in school and through external agencies, and may include areas such as: • Communication and interaction needs. • Makaton. • Moving and handling. • Medical needs. • Social, emotional and mental health needs. • Autism and neurodiversity. • Supporting pupils with sensory and physical needs. <u>Working in Partnership with Families</u> We recognise the importance of effective communication with families. Where English is not a parent's first language, the school will work with families to ensure information is accessible and understood. This may include the use of interpreters, translated information where available, or support from bilingual staff and family members, with parental agreement. Through these adaptations and partnerships, we strive to ensure that all pupils with SEND can access an inclusive, supportive and effective learning environment that enables them to thrive.
e) What additional support is available for children with SEND?  	At Brook Primary School, a wide range of additional support is available to meet the diverse needs of pupils with SEND. Details of the support and provision available can be found in the school's SEND Policy and are informed by Dudley's Ordinarily Available Inclusive Provision (OAIP) guidance. We recognise that children with SEND can sometimes be more vulnerable to difficulties relating to learning, emotional wellbeing, relationships and communication. All staff share responsibility for promoting pupils' wellbeing and inclusion. Class teachers provide ongoing pastoral support, while the Learning Mentor Team work closely with pupils, families and staff to ensure that children feel safe, valued and able to participate fully in school life.

Where pupils require more targeted support, additional provision may be provided through specialist teaching, interventions, personalised programmes or support from trained staff. Brook Primary School is committed to providing high-quality professional development for staff to ensure that SEND provision remains effective and responsive to pupils' needs.

Specialist Facilities and Provision

The school offers a range of specialist environments to support pupils with additional needs, including:

- The Caterpillar Hub, which provides specialist provision for pupils with EHCPs who require a highly personalised approach to learning and support.
- A dedicated Sensory Room to support sensory regulation and individual needs.
- Nurturing spaces and targeted support for pupils with social, emotional and mental health (SEMH) needs.

Additional Support Available

Support may include reasonable adjustments, specialist resources, adapted teaching approaches and personalised provision identified through SEND Support Plans, EHCPs, care plans, risk assessments and recommendations from external professionals.

Examples of support available within school include:

- Additional teaching assistant support within lessons.
- Targeted individual or small-group support.
- Communication and language support.
- Speech and Language Therapy programmes.
- Social communication groups.
- Reading interventions, including Precision Teaching and Fresh Start.
- Emotional Literacy Support Assistant (ELSA) interventions.
- Learning Mentor support.
- Nurture interventions.
- Sensory regulation support.
- Support for working memory, attention and concentration.
- Personalised strategies to support behaviour, emotional regulation and engagement.

Specialist Resources and Equipment

Where appropriate, pupils may have access to specialist resources and equipment to help remove barriers to learning. These may include:

- Coloured overlays and coloured paper.

	• Enlarged print or adapted learning materials. • Pencil grips and adapted writing equipment. • Specialist scissors. • Wobble cushions and alternative seating. • Ear defenders or noise-reducing equipment. • Visual timetables and communication aids. • Busy boxes and sensory resources. • Sound-field systems, microphones or amplification equipment. • This list is not exhaustive, and resources are tailored to meet individual needs. • Working with External Professionals Where required, the school works closely with a range of external agencies and specialist services to provide advice, assessment and support. Recommendations from these professionals are incorporated into classroom practice, targeted interventions and SEND Support Plans to ensure that provision is matched closely to each pupil's identified needs. Through a combination of high-quality teaching, targeted interventions, specialist support and personalised provision, we aim to ensure that every pupil with SEND can achieve their full potential and participate fully in all aspects of school life.
f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?  	At Brook Primary School, we believe that all pupils should have equal opportunities to participate in the wider life of the school. We are committed to ensuring that pupils with SEND can access and enjoy the same enrichment activities, clubs, educational visits and experiences as their peers. Pupils with SEND are actively encouraged to take part in the full range of opportunities available before, during and after the school day, including: • After-school clubs and enrichment activities. • Educational visits and residential experiences. • School performances, celebrations and events. • Buddy systems and friendship opportunities. • Sporting activities and competitions. • Additional learning and catch-up opportunities where appropriate. Where a pupil's SEND may present a barrier to participation, reasonable adjustments and additional support will be considered to enable them to take part fully and successfully. The level and nature of support provided will be based on individual need and may be outlined within a SEND Support Plan, Education, Health and Care Plan (EHCP), risk assessment or individual support plan.

	Educational Visits and Enrichment Activities No pupil is excluded from educational visits, trips, residential experiences or extracurricular activities because of their SEND or disability. The school works closely with parents/carers and, where appropriate, external professionals to identify and plan any support required. This may include: • Additional adult support. • Adapted activities or resources. • Individual risk assessments. • Medical or personal care arrangements. • Specialist equipment. • Additional preparation and familiarisation activities. For some pupils, particularly those who may benefit from increased predictability and preparation, staff may provide additional support before a visit. This could include: • Social stories. • Photographs of the venue. • Visual timetables or schedules. • Virtual tours or online research. • Discussions about what to expect. • Pre-visits where appropriate. These strategies help pupils feel confident, reduce anxiety and support successful participation. Through careful planning, reasonable adjustments and a commitment to inclusion, we aim to ensure that all pupils with SEND can access the full range of opportunities available at Brook Primary School and enjoy meaningful participation in every aspect of school life.
g) What support is available for ensuring the emotional and social development of pupils with SEND? SEMH Social, Emotional and Mental Health	At Brook Primary School, we recognise that positive emotional wellbeing, social development and strong relationships are essential for successful learning. We are committed to supporting the mental health and wellbeing of all pupils, including those with SEND, through a graduated and inclusive approach. The school has a designated Mental Health Lead who is the SENDCo and works alongside the Deputy SENDCo, Pastoral Team and wider staff to ensure that pupils receive appropriate support for their social, emotional and mental health needs.

To support pupils' wellbeing and emotional development, the school provides access to a range of specialist facilities and provision, including:

- The Caterpillar Hub, which offers nurturing and specialist support for pupils with complex SEND.
- A dedicated Sensory Room to support emotional regulation and sensory needs.
- Nurture and wellbeing spaces for pupils requiring additional emotional support.
- Learning Mentor support and targeted pastoral interventions.

Social, Emotional and Mental Health (SEMH) Support

Where appropriate, pupils may access targeted SEMH interventions delivered individually or in small groups. Interventions are carefully matched to identified needs and may include support for:

- Emotional regulation.
- Social skills development.
- Friendship and relationship building.
- Self-esteem and confidence.
- Anxiety and wellbeing.
- Bereavement and loss.
- Attachment and relationships.
- Resilience and coping strategies.

Examples of support available include:

- Emotional Literacy Support Assistant (ELSA) interventions.
- Nurture-based provision.
- Social skills and friendship groups.
- Therapeutic play and emotional wellbeing activities.
- Individual mentoring and pastoral support.
- Animal-assisted interventions where appropriate.

The effectiveness of SEMH interventions is monitored through regular review and may include the use of recognised assessment tools such as the Boxall Profile and the Strengths and Difficulties Questionnaire (SDQ).

Personalised Support

Some pupils benefit from additional personalised strategies to support their emotional wellbeing, communication and engagement. These may include:

- Individual support plans or behaviour support plans.
- Social stories.

- Now and Next boards.
- Feelings check-ins and visual emotion scales.
- Sensory resources and regulation tools.
- Ear defenders or alternative workspaces.
- Adaptations to routines, environments or learning activities.
- Assistive technology where appropriate.

These strategies are developed in partnership with pupils, parents/carers and staff to ensure they reflect individual strengths, needs and preferences.

Specialist Advice and External Support

Where additional support is required, the school may seek advice from a range of external professionals and specialist services, including:

- Educational Psychology services.
- Health professionals.
- Social care services.
- Other specialist agencies relevant to a pupil's needs.

Recommendations from external professionals are incorporated into support plans and reviewed regularly to ensure they remain effective.

Promoting Wellbeing Through the Curriculum

Supporting emotional wellbeing is a key part of everyday school life. All pupils participate in a planned Personal, Social, Health and Economic (PSHE) Education curriculum, which helps children develop:

- Emotional literacy.
- Positive relationships.
- Self-awareness and self-regulation.
- Resilience and coping skills.
- Respect for themselves and others.
- Understanding of mental health and wellbeing.

In addition, staff promote inclusion, belonging and positive relationships throughout the school day, helping all pupils to feel safe, valued and confident members of the Brook Primary School community.

Through this whole-school approach, we aim to ensure that pupils with SEND are supported not only academically, but also socially and emotionally, enabling them to thrive and achieve positive outcomes both in school and beyond.

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 Wordsley West Midlands DY8 5YN Tel: 01384 389888 Email: info@brook.dudley.sch.uk

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

	Brook Primary School is committed to ensuring that pupils with SEND are supported by knowledgeable, skilled and well-trained staff. We continuously develop staff expertise through professional development, specialist training and collaboration with external professionals to ensure that provision remains effective and responsive to pupils' needs.
	
	The school's SEND provision is led by Miss Nicklin (SENDCo) and Miss Walters (Deputy SENDCo), both of whom hold the National Award for Special Educational Needs Coordination (NASENCO).
	
	In addition:
	• Miss Nicklin holds the National Professional Qualification in Senior Leadership (NPQSL) with a specialism in Mental Health.
	• Miss Nicklin, Mrs Jones and Ms Crump are trained Mental Health First Aiders.
	• Mrs Claire Jones and Mrs Sarah Rushton are qualified Emotional Literacy Support Assistants (ELSAs).
	• Several members of staff are trained in Makaton to support communication needs.
	• All staff receive training in areas including:
	  ○ Neurodiversity
	  ○ Attachment and trauma-informed practice
	  ○ The Zones of Regulation
	  ○ Inclusive classroom practice
	  ○ Social, Emotional and Mental Health (SEMH) needs
	
	Staff working within the Caterpillar Hub have received additional specialist training to support pupils with complex needs, including:
	• Early communication and language development
	• Autism
	• ADHD
	• SEMH needs
	• Sensory regulation and support strategies	

Specialist Services and External Professionals

The school works closely with a range of external professionals who provide advice, assessment, training and support for pupils, families and staff. These include:

- Educational Psychology
- Learning Support Services
- Speech and Language Therapy
- Health Services
- Reflexions
- Communication and Interaction and Autism Services
- Other specialist inclusion services as required

The school can also access additional specialist support services through the Local Authority and other external providers when pupils require more targeted assessment or intervention.

Where appropriate, support may also be provided by:

- Occupational Therapy Services
- Physiotherapy Services
- Child and Adolescent Mental Health Services (CAMHS)
- Other health and social care professionals

These services work in partnership with school staff and families to help identify needs, provide recommendations and support the successful implementation of strategies within school.

<u>Staff Development and Ongoing Training</u>

The professional development needs of staff are reviewed regularly and informed by:

- Pupil needs and outcomes
- SEND reviews and monitoring activities
- Pupil progress meetings
- Changes in national guidance and best practice
- Emerging areas of need within the school population

Training may be delivered by the SENDCo, external specialists, health professionals, Local Authority services and other recognised providers.

	The SENDCo and Deputy SENDCo attend regular professional networks, local authority briefings and SEND forums to ensure that school practice remains up to date with current legislation, guidance and developments in SEND provision. Supporting Families Brook Primary School recognises the importance of working in partnership with parents and carers. Staff are happy to signpost families to relevant services, support groups, charities and information sources that relate to their child's individual special educational needs or disability. By combining specialist knowledge, ongoing staff training and strong partnerships with external professionals and families, we aim to ensure that every pupil with SEND receives the support they need to achieve positive outcomes and thrive in school.
6. What specialist equipment and facilities are there for children with SEND? 	Brook Primary School is committed to providing an inclusive learning environment that enables pupils with SEND to access the curriculum, develop independence and achieve their full potential. We have a range of specialist facilities, resources and equipment available to support individual needs. Specialist Provision and Facilities The school has a dedicated Caterpillar Hub, providing specialist support for pupils with identified SEND: • The Caterpillar Hub supports pupils with Education, Health and Care Plans (EHCPs), primarily for children with communication and interaction need and provides specialist support for pupils with social, emotional and mental health (SEMH) needs. In addition, the school provides: • A dedicated Learning Lounge, where pupils can access targeted SEMH interventions, pastoral support and individual or small-group provision. • A purpose-built Sensory Room designed to support sensory regulation, emotional wellbeing and engagement in learning. • Access to digital technology, including Chromebooks and iPads, to support alternative methods of recording, communication and participation in learning. Specialist Equipment and Resources The school uses a range of specialist resources and adaptive equipment to remove barriers to learning and support pupils' individual needs. Provision is tailored to each child and informed through the SEND review process, assessments and advice from parents/carers and external professionals. Examples of equipment and resources available within school include: • Coloured overlays and coloured exercise books. • Enlarged print and adapted assessment materials. • Pencil grips and handwriting support resources.

	• Footrests and sensory cushions. • Ear defenders and sensory regulation resources. • Writing frames and visual supports. • Communication aids and visual timetables. • Busy boxes containing personalised resources to support attention, engagement and learning. • Assistive technology and educational applications. Many classrooms have access to SEND resource boxes containing equipment matched to the needs of pupils within the class, enabling support to be readily available throughout the school day. <u>Meeting Individual Needs</u> Where specialist equipment or resources are identified as necessary to support a pupil's access to learning, participation or independence, this will be discussed through the SEND review process and recorded within the pupil's SEND Support Plan, EHCP, care plan or risk assessment as appropriate. The SENDCo and Deputy SENDCo work with school leaders, parents/carers and external professionals to identify and secure appropriate resources. Equipment and specialist resources may be purchased through the school's SEND budget where required to meet individual needs. Through the provision of specialist facilities, personalised resources and adaptive technology, Brook Primary School aims to ensure that all pupils with SEND can access learning successfully and participate fully in all aspects of school life.
7. What arrangements are there for consulting and involving parents of children with SEND?	At Brook Primary School, we recognise that parents and carers are the experts on their child and are key partners in supporting their child's learning, development and wellbeing. We are committed to working in close partnership with families and ensuring that parents are fully involved in decisions about SEND provision and support. Parents and carers contribute valuable information about their child's strengths, interests, aspirations and needs, which helps us to plan effective support and identify appropriate next steps. We encourage ongoing communication between home and school through: • Informal discussions with class teachers and support staff. • Telephone calls and meetings where appropriate. • SEND review meetings. • Parents' evenings. • Annual written reports. • Communication through EduKey and other school systems.

For pupils receiving SEND Support, parents are involved in the Assess, Plan, Do, Review process and are invited to contribute to the development and review of SEND Support Plans. Their views are considered alongside those of school staff, external professionals and, where appropriate, the child.

Where specialist services are involved, parents are invited to attend meetings with professionals, such as:

- Educational Psychologists.
- Learning Support Services.
- Speech and Language Therapists.
- Occupational Therapists.
- Health professionals and other relevant agencies.

These meetings provide an opportunity to discuss assessments, recommendations, progress and future provision.

SEND Information and Parent Engagement

The school seeks to ensure that parents are well informed about SEND provision and developments within school.

Each year, parents and carers of pupils with SEND are invited to meet the SENDCo and Deputy SENDCo to learn more about SEND provision at Brook Primary School, ask questions and discuss how school and families can work together to support their children.

The school also provides opportunities for parents to access information, advice and guidance about SEND, both through school-based events and by signposting families to appropriate services and support organisations.

Access to Information

Parents of pupils with SEND have access to their child's SEND information through EduKey, enabling them to:

- View their child's SEND Support Plan and outcomes.
- Contribute their views as part of the review process.
- Monitor support and provision in place.
- Engage in ongoing dialogue with school regarding their child's progress and needs.

By working collaboratively with parents and carers, we aim to ensure that every child with SEND receives coordinated, consistent and effective support both at home and at school.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?	At Brook Primary School, we believe that pupils with SEND should be supported to express their views, share their aspirations and play an active role in decisions about their education. We recognise the importance of listening to children and ensuring that their voices are central to the planning, delivery and review of their support. All pupils, including those with SEND, are encouraged to understand their learning, celebrate their achievements and contribute to discussions about their next steps and personal goals. Children receiving SEND support are involved in setting and reviewing their individual targets and outcomes, in a way that is appropriate to their age, stage of development and communication needs. Staff work closely with pupils to help them understand the support they receive and how it will help them to achieve success. Pupil views are gathered through a variety of methods, including: • Discussions with class teachers, support staff and the SENDCo. • Contributions to SEND Support Plan reviews. • Pupil voice activities and surveys. • One-to-one meetings and wellbeing check-ins. • Annual Review meetings for pupils with Education, Health and Care Plans (EHCPs), where appropriate. Each pupil with SEND has a Pupil Passport recorded on EduKey. The Pupil Passport is developed in partnership with the child and provides valuable information about: • Their strengths and interests. • What is important to them. • How they learn best. • Strategies and adjustments that help them succeed. • Their views, aspirations and goals. This information helps staff to develop a greater understanding of each pupil and ensures that support is personalised and responsive to individual needs. For pupils with communication, interaction or more complex needs, staff use a range of approaches to ensure their views can be heard, including visual supports, observations, structured activities and discussions with trusted adults. By actively involving pupils in decisions about their education, we aim to promote independence, confidence, self-advocacy and positive engagement in learning. .

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?	At Brook Primary School, we value positive partnerships with parents and carers and encourage open and honest communication. We aim to resolve any concerns quickly and informally wherever possible. Parents and carers who have concerns about their child's SEND provision, support or progress are encouraged, in the first instance, to discuss these with: • Their child's class teacher. • The SENDCo (Miss Nicklin). • The Deputy SENDCo (Miss Walters). Many concerns can be resolved through discussion, review of provision and collaborative planning between home and school. If a concern remains unresolved, parents/carers may raise the matter with a member of the Senior Leadership Team, followed by the Deputy Headteacher and/or Headteacher, who will work with all parties to seek a satisfactory resolution. Should parents/carers remain dissatisfied, they may make a formal complaint through the school's Complaints Procedure. Details of the procedure are available on the school's website and set out the steps to be followed, including how concerns can be escalated to the Governing Body where appropriate. The school is committed to listening to the views of parents and carers and working together to ensure that pupils with SEND receive the support and provision they need to achieve positive outcomes.
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? 	At Brook Primary School, we recognise that some children and young people with SEND require support from a range of professionals and services. We work closely with parents/carers, the Local Authority, health services and specialist agencies to ensure that children receive coordinated and effective support that meets their individual needs. Where appropriate, and with parental consent, the school may seek advice, assessment or direct involvement from a range of external professionals and services, including: • School Health Services. • Educational Psychology Services. • Learning Support Services. • Communication and Interaction and Autism Support Services. • Speech and Language Therapy. • Occupational Therapy. • Physiotherapy. • Hearing Impairment Services.

	• Visual Impairment Services. • Child and Adolescent Mental Health Services (CAMHS) and other mental health support services. • Children's Services and Social Care. • Family Support Services and Local Family Hubs. • SEND Information, Advice and Support Service (SENDIASS). • Community paediatricians and specialist medical services. • Other specialist services appropriate to a child's needs. External professionals may support the school by: • Assessing a child's strengths and needs. • Providing advice and recommendations. • Supporting staff training and development. • Contributing to SEND Support Plans and Education, Health and Care Plans (EHCPs). • Delivering specialist programmes or interventions. • Attending review meetings and multi-agency discussions. • Supporting families to access additional services and resources. For pupils with more complex needs, the school adopts a multi-agency approach to ensure that education, health and social care professionals work together effectively to support the child and their family. The Governing Body monitors the effectiveness of SEND provision, including the school's engagement with external services, through regular reports from the SENDCo and updates to the Inclusion and Safeguarding Committee. Brook Primary School values positive partnerships with parents and carers and recognises that they play a vital role in decision-making. Referrals to external agencies are discussed with families and parental consent is obtained where required before information is shared or referrals are made. Any information shared with external professionals is handled in accordance with data protection legislation and confidentiality requirements. Information is only shared where it is necessary, relevant and in the best interests of the child, ensuring that pupils and families receive the right support at the right time.
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.	There are a range of local organisations and services available to provide information, advice and support to parents and carers of children with Special Educational Needs and Disabilities (SEND). Brook Primary School is happy to discuss available support services with families and, where appropriate, help parents/carers access additional advice, guidance and support.

	Dudley SENDIASS Dudley SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is an independent, impartial and confidential service for children, young people and parents/carers. SENDIASS can provide support and advice on a range of SEND matters, including: • SEND Support and school provision. • Education, Health and Care Plans (EHCPs). • Annual Reviews. • School attendance and exclusions. • Mediation and dispute resolution. • Understanding SEND processes and procedures. • Supporting children and young people with SEND to participate in decisions about their education. Telephone: 01384 817373 Email: dudley.sendiass@dudley.gov.uk Website: Dudley SENDIASS Further Support Additional information, advice and guidance on SEND can also be provided through the school SENDCo, Deputy SENDCo and other relevant services where appropriate. School staff are committed to working in partnership with families and can signpost parents/carers to specialist organisations, support groups and services relevant to their child's individual needs.
12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education	Brook Primary School recognises that transitions can be particularly important for pupils with SEND. We work closely with children, families and receiving settings to ensure that transitions are carefully planned and that pupils feel supported and prepared for the next stage of their education. Transition into Brook Primary School When a pupil with SEND joins Brook Primary School, information is gathered from parents/carers, previous settings, schools and any professionals involved with the child. This helps us to understand the child's strengths, needs and the support required before they start. Where appropriate, the SENDCo or Deputy SENDCo may: • Attend transition meetings with previous settings.

- Liaise directly with SEND staff from the current setting or school.
- Review assessment information, reports and support plans.
- Arrange additional visits to the school.
- Develop transition resources such as visual timetables, social stories or photo books.
- Meet with parents/carers to discuss support arrangements.

These arrangements help to ensure that provision is in place from the earliest opportunity and that pupils experience a positive start at Brook Primary School.

Transition Between Year Groups

The school has robust arrangements in place to support transition between classes and key stages. Information about pupils with SEND is shared between staff through transition meetings and the transfer of SEND records, support plans and assessment information.

Where additional support is required, pupils may benefit from:

- Additional visits to their new classroom.
- Opportunities to meet new staff.
- Transition booklets, photographs and visual supports.
- Individual transition plans.
- Increased support during the transition period.
- Staff exchange information evening

Transition to Secondary School

Transition to secondary school is carefully planned to ensure that pupils with SEND move on successfully and confidently.

The SENDCo and Deputy SENDCo work closely with receiving schools to share information about pupils' needs, strengths, successful strategies and current provision. This may include:

- Transition meetings with secondary school staff.
- Sharing SEND records, reports and support plans.
- Discussions regarding reasonable adjustments and support arrangements.
- Attendance at review meetings where appropriate.

Additional support may include:

- Enhanced transition visits.
- Familiarisation sessions.

	• Transition resources such as social stories, maps and photo books. • Meetings with key staff prior to transfer. • Individualised transition plans for pupils who may find change particularly challenging. <u>Pupils with Education, Health and Care Plans (EHCPs)</u> For pupils with an EHCP, transition planning forms an important part of the Annual Review process. The receiving setting or school will be invited to participate in transition discussions where appropriate, helping to ensure that support is planned effectively, and that continuity of provision is maintained. For pupils with EHCPs and those with particularly complex needs, additional multi-agency meetings may be arranged to support a smooth and successful transition. <u>Working in Partnership with Families</u> Parents and carers play a vital role in supporting transitions. The school works closely with families throughout the transition process and provides opportunities for parents/carers to discuss concerns, ask questions and contribute to planning. Where appropriate, the SENDCo or Deputy SENDCo can support families in liaising with receiving settings and attending transition meetings to ensure that pupils and their families feel confident and well prepared for the next stage of education. Through early planning, effective communication and strong collaboration with families and partner settings, we aim to ensure that all pupils with SEND experience positive and successful transitions throughout their educational journey.
13. Information on where the local authority's local offer is published.	The Dudley SEND Local Offer provides information, advice and guidance for children and young people with Special Educational Needs and Disabilities (SEND) and their families. It brings together details of the services, support, activities and provision available across Dudley, including education, health, social care, leisure opportunities and support for families. The Dudley SEND Local Offer can be accessed at: 🔗 Dudley SEND Local Offer The Local Offer provides information on: • Education, Health and Care Plans (EHCPs). • Education, health and social care services. • Early years, school and post-16 provision.

	• Support for children and young people with SEND. • Short breaks and leisure activities. • Preparing for adulthood. • Support groups and community services. • Advice and guidance for parents and carers. For further information about services and activities available across Dudley, families can also contact the Family Information Service on 01384 814398. Brook Primary School works closely with Dudley Family Information Services, the Local Authority and a range of partner agencies to support children and families. If parents/carers would like help accessing information from the Local Offer or identifying services that may be beneficial to their child, the SENDCo, Deputy SENDCo or a member of the Pastoral Team will be happy to provide guidance and support.

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
- Attendance Policy
- Supporting children with Medical Conditions Policy
- Equal Opportunities Policy
- Teaching and Learning Policy
- Early Years