

Brookside Report on the Local Offer



What kinds of special educational needs does the school/setting make provision for?

Brookside Primary School is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We make provision for children with a range of Special Educational Needs. This includes children with a physical need; children with speech and language difficulties; children with specific learning difficulties, such as dyslexia; children with emotional and attachment needs and those with very specific conditions.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Staff at Brookside seek to identify the needs of pupils with SEND as early as possible. This is done most effectively by gathering information from staff, parents, education, health and care services and early years settings where appropriate.

Where SEND is identified prior to a child starting school, we work closely with all parties involved to ensure the needs of the child are understood and a transition plan is put into place.

Class teachers, alongside the head teacher, monitor the progress of all pupils in school every half term. This is to ensure that every child in school, regardless of need, reaches their full potential.

If the class teacher has any concerns about a child, this will be discussed with the SENCO. The concern will then be either logged for future reference or, where appropriate, acted upon by assessing the child's needs. A meeting will then be set up with the parents to discuss the child's needs in more detail and decide on a plan of additional support.

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If a parent has concerns about their child's progress they should speak to the class teacher. An appointment may be required but Brookside staff will always discuss circumstances around a child.

[How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?](#)

A review of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions and is monitored through the regular evaluation of performance data. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SENCO and child's parents, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

SEN Support Plans are kept for all children with SEND. These provide details of both class support and any interventions a child is accessing. These are reviewed and updated each term to ensure the most appropriate support is being provided.

[How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?](#)

Every half term, the class teacher, alongside the head teacher, analyse the performance data for every child in the class. Each term, the SENCO also analyses the progress of children on the SEND register and the effectiveness of provision maps. Parents are invited to termly review meetings and parent evenings to discuss their child's needs and this information also helps the school to understand how a child is developing.

Ways in which to support your child will be communicated informally at termly evaluation meetings and at parent evenings. The school also has an open door policy where a parent can make an appointment at any time to discuss their child's learning.

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What is the school's approach to teaching pupils with special educational needs?

Pupils with SEND will be given access to a broad and balanced curriculum and the school is committed to whole school inclusion. We will seek advice and training from external specialists when necessary.

All teachers at Brookside are teachers of special needs and we value good quality teaching first. We support this with small group and one to one support when appropriate. As far as possible, support is provided in line with the wishes of the parents.

How will the curriculum and learning be matched to my child/young person's needs?

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group interventions are available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

How are decisions made about the type and amount of support my child/young person will receive?

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

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For those with the most complex needs, additional funding (HLN or high level needs) is retained by the local authority. This is accessed by the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority. The panel will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior management team, SENCO and governors to agree how the allocation of resources is used.

How will my child/young person be included in activities outside the classroom, including school trips?

At Brookside we will make reasonable adjustments to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support if required.

What support will there be for my child/young person's overall well-being?

We aim to ensure overall well-being. All classes deliver PSHE (Personal, Social, Health and Economic education) to support this development.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We aim to sensitively manage these needs and may include 1-1 support, ELSA support, time with a trained counsellor, the setting up of a 'circle of friends' or if necessary a referral to CAMHS for specialist support.

Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The school SENCO is Charlotte Arnold. She can be contacted at the school on 01509 820001 or via email: office@brookside.notts.sch.uk

What training have staff supporting special educational needs had and what is planned?

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We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

What specialist services and expertise are available or accessed by the setting/school?

Brookside Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO and Designated Person for Child Protection are responsible for liaising with the following:

- Education Psychology Service
- Rushcliffe Primary Behaviour Partnership
- Child and Adolescent Mental Health Services
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Family of Schools Dyslexia Specialist

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Where a child needs specialist equipment to aid their learning, the school may purchase the equipment needed or consult with an agency to loan the equipment.

The school has been partially adapted to accommodate children with a physical disability. The entrance to the main school building has an accessible approach and doors suitable for wheelchair access. There are two purpose built disabled

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toilets. Wheelchair users can access all classrooms from the main entrance. Any class with a wheelchair user will be in one of the accessible classrooms. There are disabled parking spaces in the school carpark.

What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Brookside has an open door policy for all parents and believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

For children on the SEND Register, there will be a termly meeting between parents and the class teacher, to which the parents can contribute towards the target setting and provision around their child. If agencies are involved, the SENCO and these agencies will also be invited to the meeting.

The SENCO may also signpost parents of pupils with SEND to the local authority Ask Us Service where specific advice, guidance and support may be requested.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

What are the arrangements for consulting young people with SEN and involving them in their education?

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, Pupil

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Perceptions and pupil questionnaires. All pupils at Brookside are involved in setting and reviewing their personal targets. Pupils with SEND are also interviewed by SENCO in order to ascertain their views about their learning experiences.

If a parent review is due to be held, the child can attend this meeting if they wish or discuss their views with a member of staff before the meeting. This will form part of the review.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak Gary Kenny (Head Teacher), who will be able to advise on formal procedures for complaint. Please contact the school office on 01509 820001 to make an appointment.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body ensures that the school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils, aid school inclusion and provide support for parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Behaviour Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School Nurse / Health Visitor
- Community Pediatrician
- Occupational Health
- Physiotherapy

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- Parent Partnership
- Sure start
- Rushcliffe Primary Behaviour Partnership
- Early Help Unit
- Targeted Support

How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Brookside Primary works closely with a wide range of organisations and services and is able to refer children to relevant agencies that provide additional support. Further information is available through Nottinghamshire SEND Local Offer.

How will the school/setting prepare my child/young person to:
Join the school/setting?

Where appropriate, children with identified needs will be supported with school transitions through liaisons with parents, support agencies and key staff from both settings.

Where a child has identified needs prior to joining Brookside every effort is made to ascertain the exact nature of their needs and the support necessary to enable them to reach their full potential in school.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

In Year 6 the SENCO will discuss the specific needs of a child with the SENCO of the child's secondary school. For children with complex needs, a transition review meeting to which the parents will be invited will take place with the SENCO from the new school. A transition plan will be decided at this meeting, for example, arranging extra visits to the secondary school.

Where can I access further information?

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Further information can be obtained from the school website or by contacting Charlotte Arnold (SENCO) or Gary Kenny (Head Teacher) via the school office.