School Local Offer

Brookside Primary School 2026-2027

Information about our provision for pupils with Special Educational Needs and Disabilities

About this Local Offer: This question-and-answer document explains the support available at Brookside Primary School. It should be read alongside our SEND and Inclusion Policy and SEND Information Report.

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

Brookside Primary School is an inclusive mainstream primary school. We support pupils across the four broad areas of SEND: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

Provision is based on each pupil's individual strengths, needs and barriers to learning rather than on a diagnosis or label alone. Support may include universal, targeted or specialist provision depending on individual need.

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

Concerns may be identified by parents or carers, the pupil, teachers, support staff, the SENDCo or other professionals. We consider a range of evidence, including classroom observations, progress and attainment, pupil and parent views, attendance, behaviour and wellbeing, and the pupil's response to teaching and support.

Where further investigation is needed, a pupil may be placed on SEND Monitoring while adaptations or interventions are trialled and reviewed through the Assess-Plan-Do-Review cycle.

If you have concerns about your child, please speak to their class teacher in the first instance. Further discussion can then take place with the SENDCo if needed.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

We focus on the impact of provision rather than simply whether support has taken place. Evidence may include progress towards curriculum and SEND Support Plan outcomes, teacher assessment, attendance, engagement, independence, wellbeing, behaviour and pupil and parent views.

The SENDCo monitors SEND provision across school through a planned cycle of activities.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

Teachers continually assess pupils' learning and progress. Pupils on the SEND Register have an Individual SEND Support Plan, which identifies their strengths and needs, agreed outcomes, key strategies and provision. These plans are reviewed termly with parents or carers and, where appropriate, the pupil.

Parents are involved in discussing progress, the impact of provision and agreed next steps. School may also suggest strategies or approaches that families can use at home where these would be helpful.

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

Teachers are responsible for the learning, progress and inclusion of all pupils in their class, including pupils with SEND. We promote high-quality adaptive teaching and Ordinarily Available Provision as the starting point for meeting need.

Where this is not sufficient, additional targeted or specialist provision may be introduced through the graduated Assess-Plan-Do-Review approach.

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

Teachers use adaptive teaching to remove barriers while maintaining ambitious expectations. Depending on individual need, this may include modelling and scaffolding, breaking learning into smaller steps, visual support, pre-teaching, extra processing or practice time, adapted communication, alternative methods of recording, sensory or environmental adjustments, and assistive technology where appropriate.

Adaptations are individualised and reviewed according to their impact.

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

Decisions are based on the pupil's assessed needs, barriers to learning and participation, response to previous support and agreed outcomes, rather than diagnosis alone. Parents or carers and pupils are involved in decisions wherever appropriate.

Support may move flexibly between universal, targeted and specialist provision and is reviewed through Assess-Plan-Do-Review. Advice from specialist professionals may also inform decisions where appropriate.

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

We want pupils with SEND to participate fully in school life, including educational visits, clubs and enrichment activities. Planning considers individual need, accessibility, safety and any reasonable adjustments required.

Where additional planning is needed, school works with the pupil, family, staff and relevant professionals to identify appropriate arrangements.

What support will there be for my child's overall wellbeing?

We recognise that learning, wellbeing, regulation, relationships and participation are closely connected. Support is matched to individual need and may include classroom adaptations, support for emotional regulation, wellbeing or independence, targeted programmes e.g. ELSA and, where needed, advice from specialist professionals.

The school also takes account of pupils' communication and SEND needs within its safeguarding arrangements.

Who is the school's Special Educational Needs Co-ordinator (SENDCo) and what are their contact details?

Parents may speak to their child's class teacher initially or contact the SENDCo directly where appropriate.

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

SEND professional development is planned according to the needs of pupils, staff and the school. This may include whole-school training, individual staff development, coaching and advice from specialist professionals.

Training is intended to improve classroom practice and pupil outcomes, and its impact is reviewed as part of the school's SEND monitoring arrangements.

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

Where additional expertise is required, the school may seek advice from services appropriate to the pupil's individual needs. This can include Educational Psychology; Nottinghamshire SEND Specialist Education Services and relevant Health and Social Care professionals.

Brookside Primary School can also access the Equals Trust Inclusion Team, including specialist Speech and Language Therapy (SALT) and Occupational Therapy (OT) support. Services have different referral and access criteria, and parental consent is sought where required.

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

Reasonable adjustments are made according to individual need. These may relate to curriculum access, communication, the physical environment, equipment, resources or assistive technology. Where specialist equipment is required, the school will consider relevant professional advice and work with appropriate services.

Detailed information about accessibility and planned improvements can be found in the school's Accessibility Plan.

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

We value parents and carers as partners and recognise the important knowledge they have about their child. Parents are involved in assessment, planning and review and contribute to their child's SEND Support Plan.

Parents can expect school to discuss concerns, explain the evidence informing decisions, describe the support being provided, review its impact and agree next steps collaboratively. Parents of pupils with EHCPs are also involved in the statutory Annual Review process.

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

Pupil voice is an important part of assessment, planning and review. The way we seek views is adapted to the pupil's age, development and communication needs. This might include

conversation, visual methods, supported communication, SEND Support Plan reviews or EHCP Annual Reviews.

We want pupils to understand their strengths, recognise what helps them learn and increasingly develop confidence in expressing their preferences and needs.

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

We encourage parents and carers to raise concerns early so they can be discussed and resolved wherever possible.

Concerns about classroom provision should normally be discussed first with the class teacher and/or SENDCo. If a concern cannot be resolved informally, parents should follow the school's Complaints Policy.

How does the governing body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting their families?

The governing body provides oversight of SEND provision and monitors its effectiveness.

The school works with services according to individual pupil need, which may include Education, Health, Social Care and local authority specialist services. It also accesses specialist SALT and OT expertise through the Equals Trust Inclusion Team. Advice from professionals is considered alongside school evidence and the views of pupils and families when planning provision.

How does the school signpost organisations and services that can provide additional support to parents, carers and young people?

Where appropriate, the school signposts families to relevant local services, information and sources of independent advice and support.

The Nottinghamshire SEND Local Offer provides information, advice and a directory covering education, SEND support, EHCPs, health and social care, activities, transport, preparing for adulthood and support for parents and carers.

The Nottinghamshire SEND Local Offer can be found using this link:

Nottinghamshire SEND Local Offer

How will the school prepare my child to join the school?

Transition arrangements are tailored to individual need. For pupils joining Brookside Primary School, this may include sharing information with the previous early years setting or school, meetings with parents or carers and relevant professionals, additional visits, visual resources or an enhanced transition programme.

How will the school prepare my child to transfer between phases of education?

We plan transition between classes and year groups and from primary to secondary school. Depending on individual need, support may include information sharing, meetings between staff, additional visits, visual transition resources and an enhanced transition programme.

For pupils with SEND, relevant information about needs, successful strategies and provision is shared with the receiving setting, involving pupils and parents or carers in the process. For pupils with an EHCP, transition is also considered through the Annual Review process.

Where can I access further information?

Further information is available through the documents and services listed below.

School SEND and Inclusion Policy
School SEND Information Report
School Accessibility Plan
School Equality Policy

These documents are available on the school's website or via the school office.