SEND Information Report

Brookside Primary School | 2026-2027

Information for parents, carers, pupils and professionals

Our commitment: Every child should feel valued, included and able to belong. We work with pupils and families to understand strengths, identify barriers and provide the right support at the right time.

This report explains how Brookside Primary School identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND) and what parents and carers can expect from our provision.

Who is responsible for SEND?

Role	Name / contact	Main responsibility
Class teacher	Your child's class teacher	First point of contact and responsible for learning, progress and day-to-day provision.
SENDCo	Charlotte Fox	Coordinates SEND provision, advises staff, works with families and professionals, and monitors provision and outcomes.
Headteacher	Gary Kenny	Has overall responsibility for SEND and inclusion across the school.
SEND Governor	Alex Gray	Provides governance oversight and monitors the effectiveness of SEND provision.

What is SEND?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision which is additional to, or different from, that generally made for pupils of the same age.

Children learn and develop at different rates. Difficulties with learning, behaviour, attendance, communication or wellbeing do not automatically mean that a child has SEND, and a formal diagnosis is not required for SEND Support.

A needs-led approach: Identification is based on a pupil's strengths, needs, barriers to learning and participation, response to support and the provision required, alongside pupil and parent views. A diagnosis can be helpful, but a label alone does not determine SEND Support.

The four broad areas of need

The SEND Code of Practice describes four broad areas of need. These help us organise assessment and provision, but they do not define a child. Many pupils have strengths and needs across more than one area.

Communication and Interaction: Understanding and using language, speech, social communication, interaction and social situations. Examples include speech, language and communication needs, Developmental Language Disorder and autism.

Cognition and Learning: Acquiring, retaining and applying skills and knowledge, including literacy, numeracy, memory, processing and independent learning. Examples include dyslexia, dyscalculia, specific learning difficulties and broader learning needs.

Social, Emotional and Mental Health: Emotional regulation, relationships, attention, self-esteem, wellbeing and mental health. Assessment seeks to understand underlying need rather than simply describe behaviour.

Sensory and/or Physical Needs: Vision, hearing, physical access, motor development, sensory processing and related access needs. Some pupils may require specialist equipment, environmental adaptations or professional advice.

How do we identify SEND?

Concerns may be raised by parents or carers, the pupil, school staff or an external professional. If you are concerned about your child, their class teacher is usually the best first point of contact.

We gather information to understand the child's strengths, needs and barriers. This may include observation, assessment and progress information, pupil and parent views, attendance, behaviour or wellbeing information and, where appropriate, advice from other professionals.

Where further investigation is needed, a pupil may be placed on SEND Monitoring while strategies, adaptations and interventions are trialled through Assess-Plan-Do-Review. Following review, the pupil may leave monitoring, remain under review or be identified as requiring SEND Support. Support and progress monitoring continue through the school's usual teaching, assessment and pastoral processes.

SEND Support and the graduated approach

When a pupil is identified as having SEND, support is planned through the continuing cycle of Assess, Plan, Do and Review (APDR). This helps provision respond to changing needs and evidence about what is working.



Assess: We identify the child's strengths, needs and barriers.	**Plan:** We agree outcomes and the support, adaptations or interventions needed.
Do: The agreed support is put in place, led by the class teacher.	**Review:** We consider what difference the support has made and decide what happens next.

SEND Support Plans

Pupils on the SEND Register have an Individual SEND Support Plan setting out strengths and needs, agreed outcomes, key strategies and provision, and pupil and family views. Plans are reviewed termly with parents or carers and, where appropriate, the pupil. If a pupil makes sustained progress and no longer requires special educational provision, they may be removed from SEND Support while their progress continues to be monitored.

What support is available?

Support is provided through a flexible continuum of universal, targeted and specialist provision. A pupil may receive support from more than one level, and provision may change as needs and progress change.

Universal support

Inclusive provision available through everyday classroom practice and Ordinarily Available Provision.

- adaptive teaching, modelling and scaffolding
- visual supports, clear routines and pre-teaching
- alternative ways to access or demonstrate learning
- environmental, sensory and reasonable adjustments

Targeted support

Additional, outcome-focused support when universal provision alone is not sufficient.

- additional literacy or numeracy teaching
- speech, language or communication support
- motor, regulation or wellbeing programmes
- targeted strategies to develop engagement and independence

Specialist support

More individualised provision, often informed by specialist assessment or advice.

- Educational Psychology or specialist education advice
- SALT, OT or Physiotherapy recommendations
- specialist equipment or communication systems
- highly individualised provision, including EHCP provision where applicable

The school can also draw on expertise through the Equals Trust Inclusion Team, including Speech and Language Therapy (SALT) and Occupational Therapy (OT) specialists.

How do teachers adapt learning?

Teachers remain responsible for the learning, progress and inclusion of every pupil. They adapt teaching according to individual need while maintaining ambitious expectations. This may include modelling, scaffolding, visual support, pre-teaching, additional practice or processing time, adapted communication, alternative ways of recording and adjustments to the learning environment. Adult support is used strategically to promote, rather than replace, independence.

How do we know whether support is working?

We evaluate the impact of support rather than simply recording that it has taken place. Evidence may include curriculum and teacher assessment, progress towards SEND Support Plan outcomes, attendance, engagement, behaviour, independence, wellbeing and pupil and parent views. Where age-related curriculum measures do not reflect a pupil's progress effectively, the school may use appropriate specialist or small-step assessment tools.

How are pupils involved in decisions?

Pupil voice is an important part of assessment, planning and review. We adapt how we seek pupils' views according to their age, development and communication needs, helping them understand their strengths, what supports their learning and, over time, how to express preferences and advocate for themselves.

How are parents and carers involved?

Parents and carers know their children well and bring essential information to assessment and planning. We aim to work openly and collaboratively, involving families in SEND Support Plan reviews, EHCP Annual Reviews and decisions about provision and next steps.

If you have a concern: Please speak to your child's class teacher in the first instance. If further discussion is needed, contact the SENDCo.

What specialist services or external professionals may be involved?

Where additional expertise would support a pupil, the school may seek advice from relevant services or professionals. This could include Educational Psychology, Nottinghamshire SEND Specialist Education Services, Health or Social Care professionals and the Equals Trust Inclusion Team, including SALT and OT specialist support. Referral arrangements and access criteria vary by service, and parental consent will be sought where required.

Education, Health and Care Plans (EHCPs)

Most pupils with SEND will have their needs met through high-quality teaching, Ordinarily Available Provision, SEND Support and relevant professional advice. In Nottinghamshire, an EHCP is not required for a pupil to receive additional support in school or for the school to seek appropriate professional advice.

Where needs are significant, complex and long-term, and evidence indicates that provision beyond that ordinarily available within mainstream school resources may be required, the school may work with parents, carers and professionals to consider whether an Education, Health and Care Needs Assessment is appropriate. The school follows the Nottinghamshire County Council process.

For pupils with an EHCP, the school delivers the provision specified in the plan, monitors progress towards outcomes, works with the family and relevant professionals, and participates in the statutory Annual Review process.

Accessibility and participation

We aim to remove barriers so pupils with SEND and disabilities can access learning and participate fully in school life, including educational visits, clubs and enrichment activities. Reasonable adjustments may relate to the curriculum, communication, physical access, routines, equipment or individual support. Further information is available in the school Accessibility Plan and Equality Policy. This is available on the school's website or through the school office.

How do we support transition?

We plan carefully for transition into school, between classes and year groups, and into secondary education. Depending on individual need, support may include information sharing, meetings, additional visits, visual resources or enhanced transition arrangements. We work with pupils, families and receiving settings to ensure continuity of support.

Positive handling and restrictive physical intervention

The school prioritises proactive support, appropriate adaptations and de-escalation. Restrictive physical intervention is used only where necessary and proportionate and in accordance with the school Positive Handling Policy. Individual

risk assessment and planning are used where required. The Positive Handling Policy is available on the school's website or through the school office.

Safeguarding and SEND

Some pupils with SEND may experience additional barriers to recognising, communicating or reporting safeguarding concerns. Staff are expected to understand individual communication and support needs and to follow the school's safeguarding procedures whenever concerns arise. The Safeguarding and Child Protection Policy is available on the school's website or through the school office.

What if I have a concern or complaint?

We encourage concerns to be raised early with the class teacher and/or SENDCo so they can be discussed and, wherever possible, resolved collaboratively. Where concerns cannot be resolved informally, parents and carers should follow the school Complaints Policy. This is available on the school's website or through the school office.

Further information and useful links

Parents and carers can find further information about SEND support and services through the Nottinghamshire Local Offer. Independent information, advice and support is also available through the local SEND Information, Advice and Support Service (SENDIASS).

Nottinghamshire Local Offer: [click here]

School SEND and inclusion webpage: [click here]

