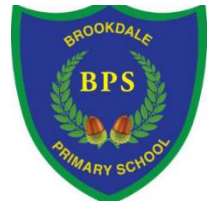




Brookdale Primary School



Special Educational Needs Disability

Information September 2024 – July 2025

SEND at Brookdale

Brookdale aims to provide each individual pupil with the opportunities to fully develop their intellectual, social, moral, cultural and physical skills within a caring and secure environment.

Brookdale Primary School is committed to providing an appropriate, high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. This will be made accessible to them, and they will have opportunity to be fully included in all aspects of school life.

Brookdale Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, so that they have access to the same high-quality learning and teaching.

This information is to help you understand the way Brookdale meets the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Brookdale Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

People who can assist you at Brookdale:

- **Mrs Lucy Neal** (Brookdale SEND Coordinator – SENCo). Mrs Neal takes the lead role in relation to inclusion, and as a member of the SLT (Senior Leadership Team). Reports are made regularly to the SLT by Mrs Neal.
- **Ms Helen Mault** (Brookdale SEN Governor) who liaises with Mrs Neal termly to address SEN and Inclusion issues.

Parents and children are welcome to visit Brookdale Primary School to see what we have to offer and whether you feel we can meet the needs of your child. If you would like information, please call the school office to make an appointment on 0151 6775179 or email schooloffice@brookdale.wirral.sch.uk

Brookdale's Identification and Assessment of children with SEND needs

How will Brookdale know if my child needs extra help?

Teachers review the progress of children in their class continually, and will share with you any concerns over how your child is progressing. Following this discussion, it may be that (i) further advice and guidance are sought or (ii) additional support is put in place and arranged to be reviewed after a period of time. Support for our children with SEND can be short term to get them back on track or may be for a longer period.

The SLT (Senior Leadership Team), which includes the SENCo, monitor the progress of individual children termly for reading, writing and mathematics. Any children who are not making the progress expected, are highlighted and further support or intervention are identified and discussed with the year group staff.

When children whose SEND or health requirements indicate that additional support may be required, discussions are held between the class teacher, SENCo and SLT to determine what this may be. Typically, this support continues to be provided within the classroom through high quality teaching, but may need some out of class time if an outside agency is involved e.g. Speech and Language or Mental Health support. If evidence suggests that higher levels of support maybe beneficial, this is agreed by senior leaders. The resources are often provided within the school or delivered by outside agencies within school time.

What should I do if I think my child may have special educational needs and/or a disability?

Initially make an appointment to speak to your child's teacher who will listen to your concerns and offer advice and support on what the next steps may be. Your child's class teacher will discuss with the SENCo and then the following actions will take place.

- The SENCo will continue to monitor your child's progress closely alongside the class teacher.
- If the SENCo feels extra support is needed they will arrange a meeting with parents and class teacher to discuss next steps.
- If outside agencies need to be contacted parents will be invited in to complete paperwork alongside class teacher and SENCo.
- SLT will continue to review the child and discuss support that is available to allow the child to progress.

How are resources allocated and matched to my child's needs?

The progress meetings are held termly by the SLT to identify where support and additional resources need to be focused. Provision for each year group, is identified by staff and training is sourced for staff requiring further skills in particular areas to meet children's needs. Interventions/Provisions are delivered by our skilled and dedicated team of teachers, teaching assistants or trained volunteers. Identified interventions may be academic (e.g. extra literacy/maths support, spelling/handwriting support, or daily reading); social (e.g. talking partners, narrative therapy, socially speaking); Emotional (transition booklets, self-esteem group, seasons for growth, counselling, art therapy); or physical (Yoga, Fine Motor Skills work). Most of the resources required to meet your child's needs are available within the classroom or school resources. Advice from other specialist agencies can feed into ensuring these interventions are honed further.

If school or parents feel that their child may need specialist or an increasing amount of extra support the SENCo and/or parent can apply for a PFA (Pupil Funding Agreement) or an EHCP (Educational Health Care Plan). Please contact the SENCo to discuss this further.

Pupil Premium may also be used to give eligible children help to narrow and even close the attainment gap with their peers. It aims to enhance teaching and learning for specific children (those with Free School Meals, children who are looked after and children who have parents in the armed forces). The SLT may consult with parents, teachers and other professionals before Pupil Premium money is allocated to help individual or groups of children.

Brookdale's Provision for children with SEND needs

How will staff support my child?

The class teacher and teaching support will manage your child's needs initially with quality first teaching. Planning for the class will include differentiated activities to suit children's needs alongside supportive resources and staff placement within the room. If additional provision is needed, this may be designed and delivered as additional in-class support, additional out-of-class support, flexible groupings, access to specific resources, mentoring and access to outside agency support.

What specialist services and expertise are available?

Staff at Brookdale are skilled in meeting individual learning, behavioural and social needs of our children, but at times we need to seek further advice from other professionals. As with all schools on the Wirral, we are able to access Local Authority support (Educational Psychology, Autistic and Social Communication Team, Vision and Hearing, Minority Ethnic Achievement Service and Inclusion Service) and liaise with Health Services (Speech and Language, Occupational Therapy, Incontinence team, Dieticians and Hospital Pediatricians). In addition, Brookdale purchase four half day sessions from SENAAT (Special Educational Needs Advisory and Assessment Team). Brookdale has an in-house Speech and Language Therapist (Rebecca Pearson) who sees children that need SAL support weekly.

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

As part of teacher training, all teachers will use a range of teaching styles to enable learning. Our curriculum is underpinned by the National Curriculum (2014) for all subjects and is organised so that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. At Brookdale, work is made accessible for all learners to ensure all children are fully included in all aspects of school life. Ongoing assessment will emphasise children's strengths and achievements. Numeracy and literacy skills are especially important in primary education and a wide variety of learning materials, including technology, may be used to support children in learning these skills. Nevertheless, we continue to foster approaches that develop confidence, resilience and independence as children continue with their learning journey.

Only by working together with you, will we be able to support your child fully. The class teacher, SENCo and any additional services involved with your child, will ensure that the curriculum is at their level and inclusive of all your child's needs.

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

Brookdale treats the wellbeing of our children, and their families, as paramount. We support children with a range of emotional needs, including but not limited to: attachment, bereavement, anxiety, stress, attention/concentration worries.

We provide support with wellbeing through group support (Seasons for Growth) or with tailored support with our ELSA member of staff Mrs Brown (e.g. Bereavement stories, Next Steps Cards, Emotional Traffic Lights).

We also have access to counselling available through our partnerships with CAMHS and local specialists. If you have any concerns about your child's wellbeing contact your child's class teacher or Mrs Knapton our Mental Health and Wellbeing Lead.

At Brookdale, we believe in learning across the whole curriculum, including social and emotional development. To this end, we are committed to supporting children's emotional health as attentively as their academic progress.

We also make a priority those children who have physical health needs. In agreement with parents/carers, medicines are administered in school where a signed medical consent form is in place to ensure the safety of both child and staff member. In some instances, a Health Care Plan (IHCP) will be drawn up to support an individual's needs. These are reviewed annually by the SENCo and families unless stated in the plan.

How will you prepare my child to join your school or transfer to a new setting?

Transition into a new school or new year group can be a stressful and anxious time for children, and we use different strategies to help children at these times. Information is passed between staff at transition meetings prior to any move, so that the receiving staff members are aware of a child's needs.

- For children entering F2, the F2 teacher will arrange pre-school visits and, if needed, home visits.
- For children changing classes in KS1 or KS2, staff will arrange a transition day for children to meet new teachers and spend time in new classrooms. For individual children, where one day is not long enough, additional transition sessions will be organised.
- For children leaving primary education and moving to secondary education, the children will have a transition day. They will be able to spend a whole day in their new school setting. The year 6 teachers will arrange for extra induction visits to secondary schools if needed. If required, a transition booklet may be used to support anxious year 6 children with additional needs. In the summer term, secondary staff visit the primary school setting and meet the children together and then liaise with year 6 team.
- The SENCo will arrange a detailed transition with the secondary SENCos to discuss any children who need extra support.

What training are the staff supporting my child with SEND having or have had?

Whole school training since 2020:

Supporting children with specific literacy difficulties
First Aid
Attachment Trauma
Person Centered Planning
Provision Planning
Defibrillator training
Supporting children with difficulties with mental health
Supporting children with ADHD/ADD
Therapeutic Practice
Sensory Needs
Emotional Health and Wellbeing
One Page Plan creation

Social Stories Kids Key Skills

Some members of staff have had specific training in to help fulfill their role or support specific children with SEN:-

- Pediatric Training (Mrs Lloyd, Mrs Knapton, Mrs Gray)
- Next Steps Programme for mental health (Mrs Brown& Mrs Neal)
- Diabetes Type 1 – Full Training (multiple staff members)
- Supporting Anxiety in the classroom (Mrs Knapton/Mrs Brown)
- Social and Communication in the classroom (Mrs Neal)
- ICAN Talk Boost Training (Ks1 and Year 3 Staff)
- Blanks Level questioning and Lego Therapy (KS2 staff)
- ELSA trained (Mrs Brown)
- Mental Health Lead Training (Mrs Knapton)

SENCo training:-

PGCE in Primary (with SEND specialism)
Advanced SENCo Training – Framework Training.
ASD in the Mainstream Classroom
Social and Communication in the Classroom.
SENCO Award (LJMU University 2020-2021).
Level 2 in Counselling

How will my child be included in activities outside the classroom?

All children at Brookdale, including those with SEND, have the opportunity, to participate in all extra-curricular activities, and where needed, activities are adapted to suit needs. This includes sports, school trips, residential visits, lunchtime clubs, art and craft, choir and School Council.

How accessible is your school?

Brookdale is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical or sensory needs. The aim is to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. The Accessibility policy, for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period. Brookdale is mainly a single storey building with two upstairs classrooms. All entries and exits are ramped; we have a disabled toilet and wet room; there is designated disabled parking in the school car park. A platform lift has been installed so the upstairs is accessible to all.

We have Sensory room that any child can access. Those children with sensory needs will have regular sensory therapy using our inhouse provision. Alongside this we have our school therapy dog, Duncan, who supports children in all four areas of SEND. Please see the website for more information about Duncan.

Reviewing the progress of children with SEND needs

Teachers continually review the learning of all children. Regular assessments are made according to the progress achieved in reading, writing and mathematics using our school assessment systems Insight and Provision Map. During progress meetings, the SLT look at each individual child and evaluate their learning, the impact of interventions and the need for further support. Each year, the SENCo audits all interventions used in that academic year and assesses effectiveness for groups of children with SEND. This is reported on to all teaching staff and extra training is sought if needed. The SENCo supports staff to review class interventions at least termly, and the SENCo reviews individual plans alongside the class teacher and parents at least termly.

How will I know how my child is doing and how will you help me to support my child's learning?

You will be involved in any decisions made about additional support for your child. When you agree the additional needs with your child's class teacher and/or SENCo a plan will be drawn up to meet these needs. There will then be a period of time for this additional support to be implemented and then your child's progress will be reviewed. Your input to this review will be important. Parent progress meetings of our children with SEND are in October, February and June/July but the class teacher may consult with you in-between these times.

Who can I contact for further information?

At Brookdale, the class teacher will always be your first point of contact. We encourage you to speak to your class teacher who is available most days on the playground, use Class Dojo or email into school, telephone or make an appointment with the school office to talk to your child's class teacher. You can contact the school office to make an appointment.

Please be aware that teachers may not be available to speak to you or reply to your messages immediately during teaching hours.

There may be occasion where you would like to discuss your child's needs and provision further, with the SENCo (**Mrs L Neal**)

If a parent wishes to complain about the provision, they should, in the first instance, raise it with the SENCo, who will aim to resolve the situation. The Deputy Head (Mrs G. Knapton) and Headteacher (Mrs K. Ball) are further points of contact.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head Teacher (Mrs K. Ball) in writing or any other accessible format. The Head Teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*.

Where can I look at the Wirral Local Offer?

(Local Offer = services that are provided to children in Wirral who have SEND between ages of 0-25 years).

The Local authority have further information about services that Wirral provide; these can be found at:

<http://localofferwirral.org>