Connect Alliance Trust

Excellence - Collaboration - Respect

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Brookburn Primary School

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SEND Information Report

2026

Article 23- Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Governments must do all they can to support disabled children and their families.

Brookburn Primary School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life. Some children may require additional support for a set period of time to meet their needs and some children may require support for a longer period to be included fully in classroom learning and school events.

How does the school know if my child needs extra help?

Your child may be identified as having additional or Special Educational Needs through:-

- Liaison with the Nursery or previous school
- Concerns raised by the Parent/carer
- Concerns raised by the teacher
- Discussion with the Senior Leadership Team at Pupil Progress meetings
- Discussion with the SENDCO
- Liaison with external agencies
- Health diagnosis through the Paediatrician
- Diagnosis through a CAMHS assessment or other outside agency



How will I raise my concerns if I need to?

We pride ourselves on building positive relationships with parents with open lines of communication. You can discuss any concerns with your child's teacher or SENDCO. Your class teacher will be available at the start of the day in the school playground or you can make an appointment with the class teacher or SENDCO through the school office. You can also discuss any concerns during progress evenings.

How will the school support my child?

Our SENDCO oversees all support and progress of any child requiring additional support across the school and works closely with the class teacher. The class teacher will work with each child with SEND in their class to ensure that progress is made in every area. Each pupil's educational programme will be planned by the class teacher and discussed with the SENDCO and/or other agencies involved with the child. It will be adapted accordingly to cater for the pupil's individual needs. There may be a Teaching Assistant, Learning Mentor or specialist teacher working with your child either individually or part of a group, if deemed necessary by the class teacher/SENDCO.

Occasionally a pupil may need support from an outside agency such as an Educational Psychologist or a Speech and Language Therapist. The SENDCO would discuss this with the parent/carer and a referral made through the appropriate agency. After an assessment is made, a programme of support is sent to the school and shared with the parents/carers. This will be integrated into the ILP/BSP (Individual Learning Plan/Behaviour Support Plan) and recommendations put in place.

What is in place if my child has a medical need?

If a child has a medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with the parent. These are discussed with all staff involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

How will the school communicate with me?

The class teacher will meet with parents at least on a termly basis (this could be part of a parents evening) to discuss your child's progress and needs and the support in place. For further information the

SENDCo is available to discuss support in more detail. Early Help meetings will be offered to families who may benefit from additional support.

How are the Trustees and Governors involved and what are their responsibilities?
The SENDCo provides a report for the Local School Governing Board every term to inform them about the progress of the children with SEND. The SENDCo will provide a report detailing area of need by year group and provision across the school. Any report will not refer to individual children and confidentiality is maintained at all times. The SENDCO is supported by the Governor for SEND, Dr. Jen Barker, and Trustee for the Connect Alliance Trust, Theresa Regan.

The SEND Governor will:

• Help to raise awareness of SEND issues at Governor meetings

• Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Board on this

• Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

How will the curriculum be matched to my child's needs?
There are age related expectations for each class and we try and ensure that children work, as far as possible at those expectations. Children learn and develop in different ways and teachers know this so will plan work to meet the needs of all pupils in their class. This is called 'Quality First Teaching'. All pupils at Brookburn receive 'Quality First Teaching' from their class teacher.
Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. All our classes, when necessary, are supported by teaching assistants and pupils are offered additional support or catch-up intervention programmes where needed.
All interventions will be reviewed to monitor impact and effectiveness and inform future planning. Sometimes we may ask parents to support progress by completing additional activities at home.

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

We offer an open door policy where you are always welcome to make an appointment with either the class teacher and/or SENDCo to discuss your child's needs and progress at any time. We can offer advice and practical ways you can help your child at home. If your child is on the SEND register they will have an ILP (Individual Learning Plan) which will have individual/group targets. This is discussed on a termly basis with parents who are given a code to access an electronic copy of the ILP. The targets set are SMART (specific measurable, achievable, realistic, time-scaled) and are set with the expectation that the child will achieve the target by the time it is reviewed.

If your child has an Education, Health and Care Plan then a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. The Local Authority will be sent the paperwork relating to this meeting and update the EHCP as required.

How does the school know how well my child is doing?

As a school, we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child to see where they are improving and where further support is needed. Children who are not making expected progress are picked up through pupil progress and SEND review week with SLT (Senior Leadership Team) and the SENDCo. When the child's ILP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted to smaller steps or a different approach may be tried to ensure the child does make progress.

Outcomes of interventions will also be monitored by provision mapping indicating the impact of any additional provision the child is receiving.

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

We have an inclusion team who meet weekly to discuss referrals from staff and offer advice and strategies. We work closely with any external agencies that we feel are relevant to individual children's needs within our school these may include:-
The school nurse, occupational therapists; clinical psychologists, social workers and educational psychologists

- Our school SENDCo is Harriet Ikin-Tomkinson. She is a highly skilled teacher and has been awarded the NASENCO qualification for SEND co-ordinators.
- Our Executive Headteacher, Jennifer Holden has a Masters in Education specialising in SEND and has extensive experience as a SENDCo and Inclusion lead.
- Our Early Help and attendance lead is Beth Owen. She is also the Head of School.
- Our Speech and Language Therapist is Nicole Walsh. She works at Brookburn every other Thursday and supports our children by providing teachers with detailed assessments and intervention plans to support their speech and language needs.
- Our Educational Psychologist is Dr. Kait Baxter. She works with us to assess children presenting with a wide variety of complex needs. She provides reports for parents and staff to support children in and out of school. She is also commissioned by the Local Authority to complete assessments.
- Our Learning mentor is Elizabeth Rozario. She provides specific mental and health and wellbeing support. Our Mental Health first aider is Dr. Helen Elderfield.

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

All children are included in all parts of the school curriculum and we aim for children to be included on school trips. We provide the necessary support to ensure this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

How are the school's resources allocated and matched to children's SEND needs?

We ensure that all Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children with the most complex needs are given the most support sometimes involving support from a teaching assistant.

What support is there for behaviour and increasing attendance?

As a school, we have a very positive approach to behaviour management with clear reward and consequence systems. Systems are followed by all staff and pupils and we regularly involve our children in auditing and improving systems. If a child has behavioural needs, a behaviour management plan is put in place which is shared with the parents. Attendance is 'everybody's business' and we will decide with you as to who is the best person to support you with any issues around attendance and punctuality.

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

We are a caring and inclusive school, and we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being.

The class teacher has overall responsibility for pastoral, medical and social care for every child in their class, therefore they are the parent's first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. A referral to our Inclusion team may be made, and the child's needs discussed with a plan of support put in place.

How accessible is the school environment?

The school site is wheelchair accessible with disabled toilets large enough to accommodate changing. There is a lift so all children can access the second floor.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting when they will meet theHeadteacher. Nursery children will have the opportunity to meet the Nursery team prior to starting in September. We provide additional transition support for children who may find changing school difficult. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits for children who may need support. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

What after school clubs can my child attend?

The school provides access to a number of different after school clubs run by external companies and by staff at school. These can be booked through the school office.

Where can I go for further advice and support?

For information about SEND services from Manchester (local offer):
http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Family Service Directory:
http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3

SENDIASS:
https://www.iasmanchester.org/

What do I do if I have a complaint?

We would encourage all parents to initially speak to their child's class teacher, and the Assistant Head for the phase can be involved at this stage.

If you have a complaint that you feel should be looked at by the Head Teacher in the first instance, you can contact her straightaway if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing or calling into the school office. You can take a friend or relative to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

If you are not satisfied with the outcome, or do not wish to discuss the matter informally, you can put a complaint in writing. The full complaints policy is available on our website. You can contact the school office if you would like support in putting your complaint in writing. The complaints policy has a flow chart describing the different stages of complaint and what to do next if you feel something has not been resolved.

Be assured that no matter what the problem is, our support and respect for you and your child in school will not be affected in any way. Please tell us of your concern as soon as possible.

Feedback

This report is intended to give you clear, accurate and accessible information. If you would like to comment on the content or make suggestions to improve the information, please email senco@brookburn.manchester.sch.uk

SEND Support

This is a list of information websites, tips and resources to help you support your children with their additional needs, learning and self-esteem. Children have varying needs and there is no one size approach fits all. It is quite common for children to have additional needs that span all these areas, so select the resources that meet the needs of your child, without worrying too much about the label or category they fall under. Everyone has strengths and weaknesses and these SEND strategies will be beneficial to many children, whether or not they have a diagnosis.

ASD	
Information Websites	https://www.autism.org.uk/ https://www.autism.org.uk/about/family-life/parents-carers.aspx
Tips	- Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety. - You might want to set a specific place for them to do any work or tasks. At school they may have this in the form of a workstation to support their learning (see example in resources section). Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them or that they are already used to. - Prepare them for changes in routine. - Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you yourselves might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also play role play guessing games and ask them to name the emotion and say why. - Use a 5 point scale to support children in managing their emotions. - Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour. - Have a visual aid to support wanted and unwanted behaviours (see School Website for examples). - Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem, comfortable clothes, keep the area surrounding the work space clear to avoid over-stimulation etc. - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.
Resources	Visual timetable (see school website) Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5 point scale: https://www.5pointscale.com/

	Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/ Example of how a workstation works: https://www.google.com/search?q=asd+workstation&rlz=1C1GCEA_enGB768GB768&oq=ASD+workstation&aqs=chrome.0.0l2j69i59j0l2.3665j0j8&sourceid=chrome&ie=UTF-8#kpvalbx=_px4XpK-ONCQ8gKs24egBA49
ADHD	
Information Websites	https://www.adhdfoundation.org.uk/information/parents/ General Info on ADHD - http://www.adders.org/info170.htm Self esteem - http://www.adders.org/info79.htm Managing ADHD - http://www.adders.org/info58.htm
Tips	- Offer routines and structure - Create a quiet space for them to learn with no distractions. - Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen. - Ask them to do one task at a time - Provide checklists or visual timetables to support organisation. - Use timers to help with time management and build in frequent movement breaks. - Suggest rather than criticise (children with ADHD often have low self-esteem) - Provide lots of opportunities for exercise and movement. - Set up a reward scheme to encourage them and support them with their behaviour. - Build on success and help children to pursue more of what they enjoy. - Put clear boundaries in place.
Resources	https://www.thebodycoach.com/blog/pe-with-joe-1254.html Play games on consoles such as just dance, Wii Sports etc. to get your kids moving
Dyslexia	
Information Websites	https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters
Tips	- It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult. -Allow children to use a laptop/computer to complete some written tasks. This highlights spelling errors and offers alternatives. If they can't type, encourage them to learn, so that they are able to use a Word Processer with more speed and fluency. -Play games to support memory and retention e.g. pairs, Go Fish etc. (see resource links for more ideas)

	-Enable children to access age related audiobooks to develop a love of reading. Encourage (don't force or push) them to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning. -Don't make reading a fight. Encourage children to read one page and you read the next page. Read some books to them for pleasure and invite them to read a section if they want to (don't push if they don't want to). By developing a love of books and stories children will naturally want to learn how to read, so make the experience as pleasurable as you can.
Resources	Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Free Phonics games - https://www.phonicsplay.co.uk/ https://www.weareteachers.com/working-memory/ https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters Free audio stories https://stories.audible.com/start-listen
Motor Coordination Disorder/Dyspraxia	
Information Websites	https://dyspraxiafoundation.org.uk/ http://www.movementmattersuk.org/
Tips	- Allow children to use a laptop/computer to complete some written tasks. If they can't type, encourage them to learn, so that they are able to use a Word Processer with more speed and fluency. - Offer routines and structure - Create a quiet space for them to learn with no distractions. - Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen. - Ask them to do one task at a time - Provide checklists or visual timetables to support organisation. - Use timers to help with time management and build in frequent movement breaks. - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. - Help your children develop their fine and gross motor skills and core stability (see resource below) https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf
Resources	Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Motor skills development: https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf

	Visual timetable (see school website) Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5 point scale: https://www.5pointscale.com/ Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills
Dyscalculia	
Information Websites	https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties
Tips	- Concentrate on one problem at a time. - Use lots of visuals and physical resources that the children can move around. - Include children in supporting you with everyday maths problems e.g. cooking, measuring, money etc. https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managing-dyscalculia https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyscalculia
Resources	https://whiterosemaths.com/homelearning/ https://www.10ticks.co.uk/
Speech and Language	
Information Websites	https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm https://mft.nhs.uk/community/childrens-community-services-citywide/speech-and-language-therapy-children-and-young-people/ https://www.thecommunicationtrust.org.uk/
Tips	**Speech sounds** - Model speech to the children by repeating words back to them correctly. **Understanding:** - Give children time to process what you have asked and respond. - Use simple language and break instructions down into smaller steps. - Encourage children to answer questions, such as who, what, where, when and why? When reading their books. Encourage them to tell you the story in their own words. **Expression** - Talk about all your experiences in detail, teaching new vocabulary all the time. - Discuss vocabulary in books, making sure the children understand the meaning of tricky words.

	Social Communication - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. - Use a visual timetable and visual aids to provide structure and routines.
Resources	https://www.thecommunicationtrust.org.uk/ Continue to work on Speech and Language targets set by the Speech and Language Therapist (if already seen). https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/ Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/