



SEN Information Report

Link Governor: Laura Fletcher

Brierley Primary School

SEND Information Report 2026-2027

Nurture. Aspire. Believe. Achieve.

Our Vision for Inclusion

At Brierley Primary School, our values of Nurture, Aspire, Believe and Achieve are at the heart of everything we do.

We are committed to providing a safe, inclusive and ambitious learning environment where every child is known, valued and supported to achieve their full potential. We believe that all children, regardless of need or disability, should have access to a broad, balanced and enriching curriculum, meaningful opportunities to participate fully in school life and the support they need to succeed.

Through early identification, high quality teaching and carefully planned provision, we work to remove barriers to learning and enable every child to flourish both academically and personally.

We work in partnership with pupils, families and external professionals to promote independence, wellbeing and achievement. Our inclusive approach has been recognised through the Inclusion Quality Mark and, following an external assessment in Summer 2026, Brierley Primary School was awarded Centre of Excellence status. This recognition reflects the school's commitment to inclusion, high aspirations for all learners and the effectiveness of its provision for pupils with additional needs.

Our aim is for every pupil to fulfil their potential in all areas of development. We achieve this via early needs identification and providing support as necessary in response to these needs. **We believe that all teachers are teachers of children with SEND.**

We aim:

- To identify, at the earliest opportunity, barriers to learning and participation.
- To enable all children, whatever their special educational need or disability, to receive appropriate educational provision through a broad, balanced curriculum.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that this opinion will be taken into account in matters affecting them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

Introduction

This report explains how Brierley Primary School identifies, supports and reviews provision for pupils with Special Educational Needs and Disabilities (SEND).

The report complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Special Educational Needs and Disability Regulations 2014

- Equality Act 2010

This report should be read alongside the school's SEND Policy, Accessibility Plan and the Cheshire East Local Offer.

Key Contacts

Role	Name
SENDCo and Designated Safeguarding Lead	Hayley Cunningham
Headteacher	Coral McIntosh
SEND Governor	Laura Fletcher

If you have concerns about your child's learning, development or wellbeing, please speak to your child's class teacher in the first instance.

The SENDCo can also be contacted through the school office or by email at hcunningham@brierley.cheshire.sch.uk.

What Types of SEND Do We Support?

The SEND Code of Practice identifies four broad areas of need.

Communication and Interaction

This may include children with needs such as:

- Autism Spectrum Condition (ASC)
- Speech, language and communication needs
- Developmental Language Disorder (DLD)

Cognition and Learning

This includes pupils who may learn at a different pace from their peers and require additional support with literacy, numeracy or other aspects of learning.

This may include:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate learning difficulties

Social, Emotional and Mental Health

This includes pupils who require support with emotional regulation, wellbeing, behaviour or relationships.

This may include:

- ADHD / ADD
- Anxiety
- Emotional regulation needs
- Attachment needs
- Adverse childhood experiences

Sensory and/or Physical Needs

This includes pupils with hearing, visual, physical, medical or sensory needs that affect access to learning.

This may include:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disability

How Do We Identify SEND?

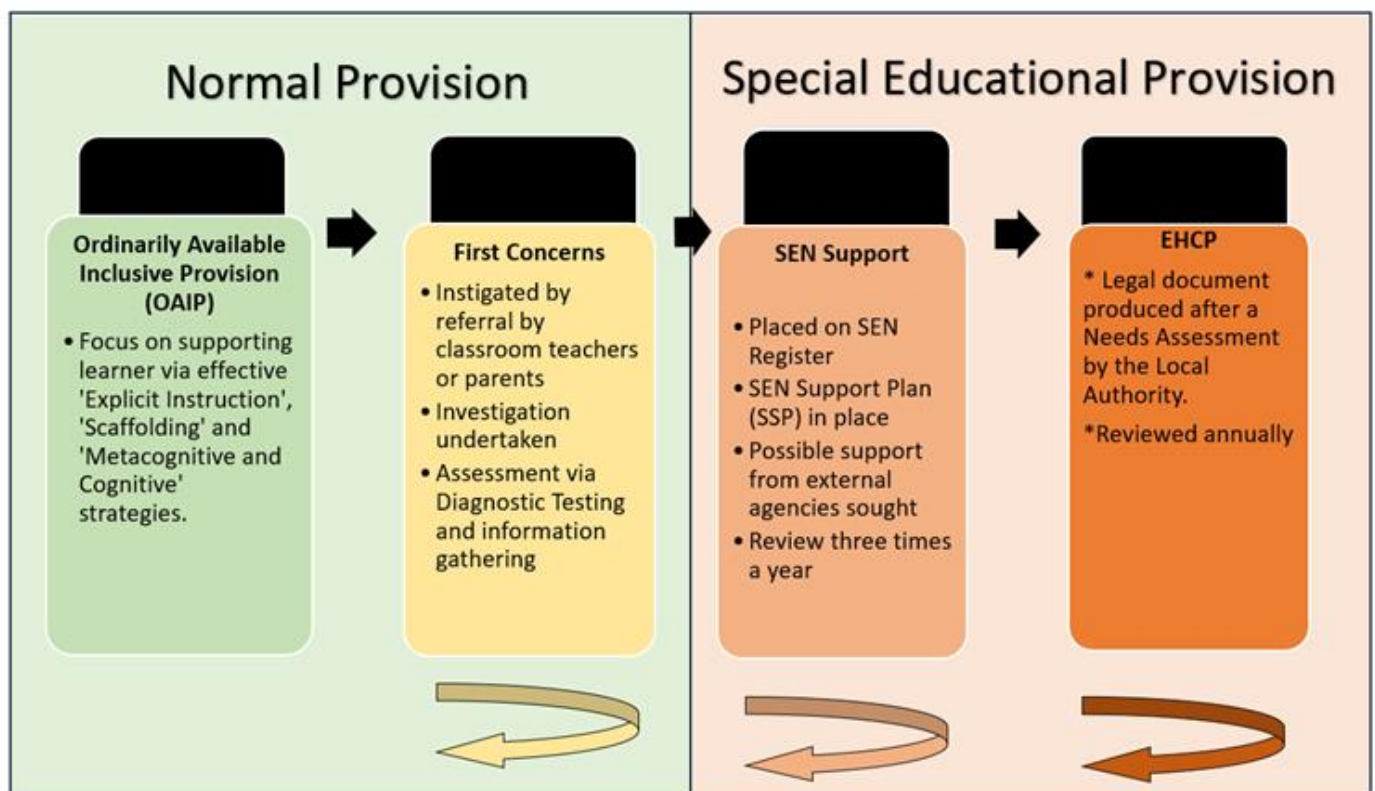
At Brierley Primary School, staff, parents and external professionals work together to identify SEND as early as possible.

Children's needs may be identified through:

- Teacher assessment and ongoing monitoring
- Discussions with parents and carers
- Progress and attainment information
- Information from previous schools or settings
- Advice from external professionals
- The Cheshire East SEND Toolkit

All staff regularly discuss pupil progress and any concerns regarding learning, development or wellbeing. Where concerns arise, these are discussed with the SENDCo and parents so that appropriate support can be put in place.

We believe in early identification and take a proactive approach to addressing emerging barriers to learning before gaps widen.



We implement an Early Identification Pathway. Early identification and adaptations to teaching ensure that most children's needs can be met as part of the school's normal provision. A child is classed as having Special Educational Needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

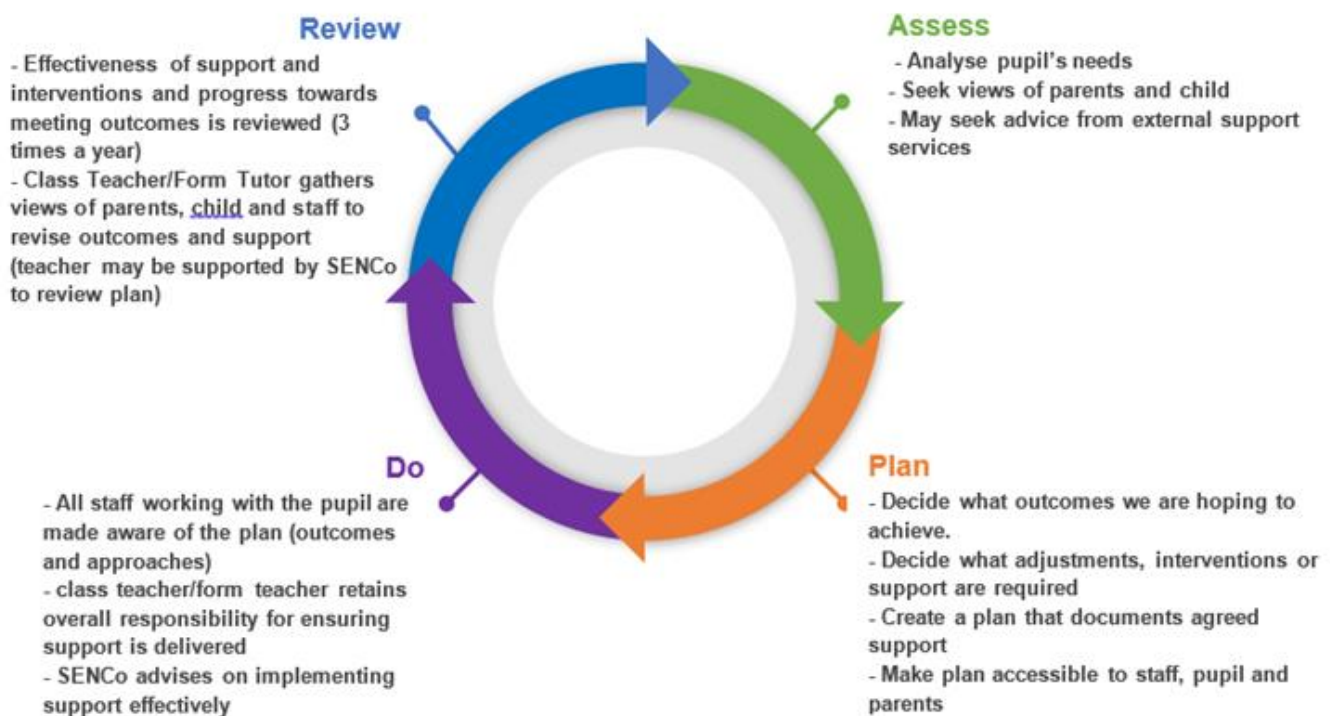
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. We review the support children receive and the progress they make regularly by assessing pupils needs, putting plans in place, delivering support and then reviewing this support. This creates a review process we call our graduated approach.

Our Graduated Approach

We follow the graduated approach outlined within the SEND Code of Practice and the Cheshire East SEND Toolkit.



Much of our classroom practice supports all pupils, including those with SEND. Visual timetables are used throughout school and retrieval of prior learning is embedded across the curriculum. Learning is carefully broken down into manageable steps to help children develop secure knowledge and understanding.

Enquiries about a child's progress should be addressed to the class teacher in the first instance since they know the child best.

First Concerns

Where a child requires support beyond ordinarily available provision, a First Concerns Profile may be created. This allows school and parents to identify strengths, emerging needs and appropriate support strategies.

SEN Support

If a child is identified as having SEND, a SEN Support Plan will be developed. This outlines identified needs, targets, provision and expected outcomes. Provision is reviewed regularly through the Assess, Plan, Do, Review cycle.

Education, Health and Care Plans

For pupils with significant and complex needs, an Education, Health and Care Plan (EHCP) may be required. The school works closely with families and external agencies throughout this process.

How Do We Support Pupils with SEND?

High quality teaching is the first response to SEND.

Teachers adapt learning through:

- Visual supports
- Scaffolded activities
- Structured teaching approaches
- Adapted resources
- Alternative methods of recording
- Additional adult guidance when appropriate

Our aim is for all children to access an ambitious curriculum while receiving the support they need to succeed.

Where additional support is required, targeted interventions may be provided. Decisions about support are based on identified needs, discussions with parents and pupils, and advice from external professionals where appropriate.

How Do We Measure Progress?

The progress of all pupils is monitored regularly by class teachers, the SENDCo and senior leaders.

We evaluate SEND provision through:

- Ongoing teacher assessment
- Pupil progress meetings
- Reviews of SEN Support Plans
- Intervention evaluations
- Parent feedback
- Pupil voice
- Annual Reviews for pupils with EHCPs
- Senior leader monitoring
- Governor monitoring

Provision is adapted where necessary to ensure pupils continue to make progress and achieve positive outcomes.

Working in Partnership with Parents

Parents are key partners in their child's education. We involve parents in planning, reviewing and evaluating support. Parents are informed when special educational provision is being made for their child and are invited to contribute to discussions about targets, outcomes and future provision.

Communication takes place through parent consultation evenings, review meetings, annual reports and ongoing communication throughout the year.

Listening to Pupil Voice

We value the views of our pupils and believe they should play an active role in decisions about their education. Children are encouraged to share their views about their learning, achievements and aspirations. Their opinions are considered when planning support and reviewing progress. Where appropriate, children contribute to SEN Support Plan reviews and Education, Health and Care Plan reviews.

Staff Expertise

Which staff will support my child, and what training have they had?

Our SENCo (Special Educational Needs Coordinator)

Our SENCo is Mrs Cunningham. She leads SEND provision across the school and works closely with children, families, staff, governors and external professionals to ensure all children receive the support they need to succeed. Mrs Cunningham, holds the National Award for SEN Coordination.

Class Teachers

All teachers at Brierley are teachers of children with SEND. Class teachers are responsible and accountable for the progress and development of every child in their class, including those receiving additional support.

Teaching Assistants (TAs)

We have a team of trained Teaching Assistants who support children through classroom support, small group work and targeted interventions.

School Leadership and Governors

Our Headteacher is Mrs McIntosh, who works closely with the SENCo and staff to ensure inclusive practice is embedded across the school.

Our SEND Governor is Laura Fletcher.

Staff Training

We regularly provide training and professional development to ensure staff have the knowledge and confidence to support a wide range of needs. Training may include autism awareness, emotional regulation strategies, speech and language support, behaviour support and inclusive classroom practice.

The school has members of staff trained in:

- Emotional Literacy Support (ELSA)
- Precision Teaching
- FFT Wave 3 interventions
- Autism and inclusive classroom practice
- Adaptive teaching approaches

We work closely with external professionals to continually strengthen staff expertise and improve outcomes for pupils.

Working with External Agencies

We work with a range of professionals when needed, including:

- Educational Psychology Service
- Speech and Language Therapy
- Physiotherapy
- Family Hubs
- Cheshire East Autism Team (CEAT)
- Occupational Therapy
- SPOTS (Sensory and Processing Occupational Therapy Service)
- School Nursing Team
- Community Paediatricians / GPs
- CAMHS
- Education Welfare
- Social Care and Early Help

The involvement of external agencies is discussed with parents and used to support planning and provision.

Supporting Emotional Wellbeing

At Brierley Primary School, wellbeing is central to our inclusive approach. We recognise that some pupils may require additional support with emotional wellbeing, self-regulation, confidence, friendships or managing change. Support is provided through positive relationships, pastoral care, adaptive classroom approaches and targeted interventions.

Where appropriate, pupils may receive support from our ELSA-trained staff, who provide personalised emotional literacy support to help children understand and manage their feelings, build resilience and develop confidence.

The school also works with external agencies, including CAMHS and emotional wellbeing services, where specialist support is required. Our aim is to ensure every child feels safe, valued, included and ready to learn.

Accessibility

We are committed to meeting our duties under the Equality Act 2010.

Reasonable adjustments are made to ensure disabled pupils can access learning, facilities and opportunities alongside their peers.

Our Accessibility Plan explains how we continue to improve access to:

- The curriculum
- The physical environment
- Information provided by the school

The school provides accessible facilities, including disabled toilet facilities and accessible entry points. Appropriate adjustments are made wherever possible to meet individual needs.

Equipment and Specialist Resources

The school has access to a range of equipment and resources that support pupils with SEND.

Examples include:

- Visual supports

- Writing slopes
- Coloured overlays
- Specialist seating
- Communication resources

Where specialist equipment is required, this is sourced following consultation with external professionals and parents. Resources are allocated according to individual need and reviewed regularly.

Admissions

We welcome applications from all children, including those with SEND. Admissions are managed in accordance with Cheshire East admissions arrangements and the School Admissions Code.

We work closely with families and professionals to support a successful transition into school and ensure reasonable adjustments are made where required.

Transition

We understand that change can be challenging for some children.

We work closely with families, previous settings and receiving schools to ensure transitions are carefully planned and supported.

Support may include:

- Additional visits
- Transition meetings
- Sharing of key information
- Personalised transition arrangements
- Social stories and visual supports

Our aim is to help every child feel confident and prepared for their next stage of education.

Support for Families

Families can access further advice and information through:

- Cheshire East Local Offer
- Cheshire East Information, Advice and Support Service (CEIASS)
- Family Hubs
- Health and therapy services

The school will always seek to signpost families to relevant support when required.

Complaints

If you have concerns about SEND provision, please speak to your child's class teacher or the SENDCo in the first instance. If concerns remain unresolved, parents may follow the school's Complaints Policy.

Information about mediation and disagreement resolution services can also be found through the Cheshire East Local Offer.

Cheshire East Local Offer

Further information about services available for children and young people with SEND can be found through the Cheshire East Local Offer.

The Local Offer provides information about:

- Education services
- Health services
- Social care support
- Leisure opportunities
- Advice and support services available across Cheshire East

Review Information

Review Date: September 2026

Next Review Date: September 2027

SENDCo: Hayley Cunningham

Headteacher: C McIntosh

SEND Governor: Laura Fletcher

For further information, please contact the school office on 01270 698840 or email admin@brierley.cheshire.sch.uk.