Brookhurst Primary School

SEND Information Report

A guide for parents and carers

SEND stands for **special educational needs and disabilities**. At Brookhurst, we plan support around each child's strengths and needs. We work with children, families and, where helpful, specialists outside school.

1. What should I do if I think my child needs extra help?

Start by talking to your child's class teacher. They can discuss your concerns with Mrs A Parsonage, our Special Educational Needs Co-ordinator (SENDCo). If we think further checks or assessments would help, we will arrange a meeting with you.

2. What extra help can my child get?

Your child's class teacher plans and adapts their learning and checks their progress. Teachers and Learning Coaches work with children in class, in groups or one to one. Extra help might include introducing new learning in advance, revisiting it afterwards, using specific resources or offering mentoring.

> **Morning sensory circuits** are short, structured movement sessions at the start of the school day. They help children manage their energy and attention so they can settle and get ready to learn.
>
> **Precision teaching** uses short, regular practice to help a child become quicker and more accurate at a specific skill, such as reading familiar words. Staff track progress and adjust the practice as needed.

Other examples include social stories, activities for fine motor skills and co-ordination, memory activities, and speech and language programmes. Staff review how children are getting on and keep a record of the extra support each class receives. The SENDCo oversees this support.

3. How will lessons be adapted for my child?

Staff adapt the National Curriculum so children can take part in all subjects, including when they need extra help with English or maths. They may use different teaching approaches, adapted materials, technology or equipment such as a writing slope, pencil grip or supportive seating. Staff use Monster Phonics in lessons and for extra phonics support.

We ask children what helps them learn and look at their strengths and progress, including their confidence, resilience and independence.

Progress, wellbeing and specialist support

4. How will I know how my child is doing?

If your child has a Personalised Learning Plan (PLP), it sets out their goals and the support in place. Goals may cover learning, communication, friendships, emotional wellbeing or physical skills. We review the plan each term and listen to your child's views.

You can talk to the class teacher at termly parents' evenings and will receive a written report at the end of the school year. You can also ask to meet the SENDCo at any time. These conversations are a chance to talk through what your child is working on and how you can help at home.

5. How will you support my child's wellbeing?

- Teachers and Learning Coaches are available to talk through concerns. Staff may use an individual social and communication plan or create a one-page profile with you and your child so adults know what helps.
- **Emotional Literacy Support Assistant (ELSA).** Mrs K Williams is a trained member of our school staff and she helps children manage feelings, build confidence and develop friendship skills.
- **Mental Health Support Team (MHST).** The team works with schools and families to offer early help for difficulties such as anxiety or low mood.
- If your child has a medical need, we draw up a healthcare plan with you. We need your signed consent before giving medicine in school. Most Learning Coaches have first-aid training, and staff are trained to use the school's defibrillator.
- Staff have Team Teach training. They use positive handling only as a last resort when a child is putting themselves or someone else at risk.

6. What specialist support can the school arrange?

With your consent, we can refer your child for specialist support, for example from a speech and language therapist, occupational therapist or paediatrician. Depending on need, we can also work with:

- Educational psychology
- Education welfare
- Vision and hearing support
- Children's social care and early help family support
- The local authority's inclusion and EHCP Case Workers
- Wired/Parent Partnership and Wirral Autistic Society
- Minority Ethnic Achievement Service
- Child and Adolescent Mental Health Services (CAMHS)

7. What training do staff have?

Staff receive ongoing training to support children with SEND. Training has covered:

- ADHD, autism and demand avoidance (PDA)
- ASD Training - Anna Freud
- Acquired brain injury training
- Adverse Childhood Experiences (ACEs) and Trauma
- Adaptative Teaching
- De- escalation Skills
- Dyslexia
- Precision teaching
- Social communication, speech and language support
- Occupational therapy strategies for the classroom
- Sensory Processing - Training at Claremount Specialist Provision

8. Can my child take part in clubs, activities and trips?

If possible we adapt clubs, sports, school trips and residential visits so all children can take part. This can include changing an activity or the amount of support your child receives. Pupils with SEND also take part in school roles such as Pupil Parliament.

9. How accessible is the school?

Brookhurst is a single-storey school with wide doors and space to move around classrooms. We make sure children can use the equipment they need. Before- and after-school provision is accessible to children with SEND.

10. How will you help my child move into or on from Brookhurst?

- **Joining Brookhurst.** You and your child are welcome to visit and talk to us about their needs. New pupils can visit and meet their teacher and classmates before starting. If we already know your child has additional needs, we can offer a meeting with the professionals involved.
- **Starting Foundation 2.** Children joining Foundation Stage 2 can take part in summer-term visits. You can also meet the class teacher individually to share information.
- **Moving to secondary school.** We arrange additional visits where needed and talk with secondary staff about your child's needs. We share relevant records and pass on what helps your child learn and feel settled.

Decisions, involvement and contacts

11. How does the school use resources to support my child?

Most of the resources your child needs are available in the classroom. School funding can also pay for extra equipment, staffing, training, specialist advice and SENDCo time to manage and review support.

12. Who decides what support my child receives?

The class teacher decides what day-to-day support your child needs. When extra help may be needed, the teacher discusses this with SENDCo. Support is often provided in class and may be targeted at particular times of the school day.

If the school's evidence shows that more support may be needed, school leaders may seek an assessment for an **education, health and care plan (EHCP)** or apply for additional pupil funding. School governors oversee SEND procedures.

13. How can I be involved in decisions about my child?

You can share your views when you speak with the class teacher, at parents' evenings, in meetings with other professionals and at annual reviews where applicable. Tell us what is working and what you are concerned about so we can plan the next steps together.

14. Who should I contact if I have a question or concern?

If you think ELSA or MHST support might help your child, speak to the class teacher or SENDCo about what support is available and how to access it.

> **Start with your child's class teacher.** Phone the school office to arrange a conversation. You can also ask for an appointment with **Mrs A Parsonage, our SENDCo**. You're welcome to get in touch between formal meetings.

For wider concerns, contact the school office to speak with the Deputy Headteacher or Headteacher. If a concern remains unresolved, the school's complaints policy explains the next steps. You can find it in the policies section of the school website.