Brierley CE Primary School

SEND Information Report 2026–27

About this report

This report explains how Brierley CE Primary School supports children with Special Educational Needs and Disabilities (SEND) and what parents and carers can expect from us.

At Brierley, God guides us as one family. Everyone is loved, celebrated, and supported to flourish. We believe every child is entitled to an education that helps them achieve their best, become confident and live a fulfilling life.

The governing body publishes this report under the Special Educational Needs and Disability Regulations 2014 and the *SEND Code of Practice: 0 to 25 years* (paragraphs 6.79 to 6.83). It should be read alongside our SEND Policy, Accessibility Plan, Admissions Policy and Complaints Procedure, all available on the school website.

Report published	October 2026
Approved by governors	Autumn 2026
Next review	September 2027 (or sooner if anything changes during the year)

What does SEND mean?

A child has SEND if they have a learning difficulty or disability that calls for special educational provision. This means support that is additional to, or different from, what most children of the same age receive. It may be because they find learning significantly harder than most children their age, or have a disability that makes it harder to use the facilities other children use.

1. What kinds of SEND does the school provide for?

Brierley is an inclusive mainstream primary school. We welcome and support children across all four broad areas of need in the SEND Code of Practice.

Area of need	This can include, for example
Communication and interaction	Speech, language and communication needs; autism
Cognition and learning	General learning difficulties; specific learning difficulties such as dyslexia, dyscalculia or dyspraxia
Social, emotional and mental health	Anxiety, attachment needs, attention difficulties such as ADHD, and other needs that affect wellbeing or behaviour
Sensory and/or physical	Hearing or visual impairment; physical disabilities; medical conditions that affect learning

Many children have needs in more than one area. We plan support around the whole child, not a label. Having English as an additional language (EAL) is not in itself a special educational need, but we look carefully to make sure SEND is not missed in children with English as an additional language.

2. How does the school identify children with SEND and assess their needs?

We know that spotting needs early and acting quickly, makes a lasting difference. Identification is ongoing throughout a child's time at Brierley.

How we notice a possible need

- Teachers, supported by senior leaders, check every child's progress regularly through day-to-day assessment and termly assessments.
- We look closely at any child making less than expected progress. That means progress that is significantly slower than classmates starting from the same point, slower than the child's own previous rate, or where the gap with their peers is not closing or is widening.
- We use information from nurseries, previous schools, health visitors and other professionals before a child joins us.
- Staff stay alert to life events that can affect learning, such as bereavement or home issues.
- In Early Years, staff watch closely for emerging difficulties and listen carefully when parents share concerns about their child's development.

What happens next

If there is a concern, the class teacher talks with the SENDCo and with you. We look at your child's progress, their work, and what you and your child tell us. We may carry out further assessments in

school or, with your agreement, ask for advice from specialists such as an educational psychologist or speech and language therapist.

Parents can raise a concern at any time and children can tell us themselves if they are finding things hard. Initially your child may be added to the monitoring register, where we put provision in place and monitor your child's progress. If the intervention helps your child to make progress and there are no further concerns, we will continue to monitor as part as our daily practice. If the intervention is not having the expected impact, we will discuss this with you and add your child to the school's SEND register. The class teacher will create an SEN support plan, where outcomes, targets and provision will be shared with you and your child. This will be reviewed at the end of each term.

Our SENDCo

Name	Mrs Sharon Gough, Special Educational Needs and Disabilities Coordinator (SENDCo)
Email	office@brierleyschool.com
Telephone	01226 711332
How to arrange a meeting	Contact the school office, or speak to your child's class teacher

The SENDCo is a qualified teacher and a member of the senior leadership team.

3. How will the school involve me and my child?

We work in partnership with parents and carers, because you know your child best. We will keep you informed at every step of the SEND process.

Working with parents and carers

- If your child receives SEND support, their class teacher, supported by the SENDCo, will meet with you **at least three times a year** to agree outcomes and review progress.
- Every parent receives an annual report on their child's progress.
- You can ask to speak to the class teacher or SENDCo at any other time.
- Plans are written in clear, everyday language, not professional jargon.
- We try to organise assessments and meetings to keep the demands on families to a minimum.
- Where needed, we will help you access an advocate so your views are heard.

Involving children

We want every child to have a say in their own learning and support. Children are asked, in a way that suits their age and needs, what is going well, what they find hard, what they enjoy and what they want to achieve. Their views form part of their support plan and their reviews.

Our planning focuses on each child as an individual, highlights their strengths and interests, and avoids letting SEND become a label.

4. How will the school assess and review my child's progress?

Once a child is identified as having SEND, we follow a **graduated approach** called *assess, plan, do, review*. Each cycle builds a clearer picture of your child's needs and what helps them most.

1. **Assess** – the class teacher and SENDCo, with you and your child, build a clear picture of your child's needs, using classroom assessment, observations and any specialist advice.
2. **Plan** – together we agree the outcomes we are aiming for, the adjustments, interventions and support that will be put in place, the difference we expect them to make, and a date for review.
3. **Do** – the class teacher remains responsible for your child's learning every day. Teaching assistants and specialist staff work closely with the teacher so that any intervention links back to classroom learning. This stage usually lasts one or two terms.
4. **Review** – on the agreed date we look at the impact of the support on your child's progress, with you and your child.

After a review

- If your child has met their outcomes, they may move from the SEND register to a monitoring list, so we keep a close eye on them.
- If not, we use what we have learned to adjust the support or the outcomes, and the cycle continues.
- If needs are more complex, we will seek specialist assessment from outside agencies.
- If your child still does not make expected progress despite this support, we will talk with you about requesting an Education, Health and Care (EHC) needs assessment (see section 11).

We keep a record of the support your child has received and its impact, using provision maps.

5. How are children with SEND taught, and how is the curriculum adapted?

High-quality, adaptive teaching in the classroom is the first step in meeting the needs of every child. All children, including those with SEND, follow our broad and balanced curriculum and we hold the same high expectations for them.

In every classroom, teachers

- set ambitious targets and high expectations for every child, whatever their starting point
- plan lessons that anticipate where children may find things difficult, and remove barriers to learning
- adapt tasks, resources and explanations so that every child can access the full curriculum
- are responsible and accountable for the progress of every child in their class, including when a teaching assistant or specialist also works with them

How we adapt the curriculum and environment

Depending on your child's needs, this may include:

- adapted resources, such as visual timetables, word banks, practical equipment, coloured overlays or enlarged text
- small-group or one-to-one interventions, linked closely to class learning
- extra adult support at key times of the day
- adjustments to seating, lighting, noise or classroom layout
- access to quieter spaces and movement or sensory breaks
- specialist equipment or auxiliary aids, as a reasonable adjustment for disabled pupils
- following advice from specialists, such as speech and language therapy programmes

Our curriculum pages on the school website set out what is taught in each year group. Adaptations for children with SEND are planned within each lesson so that every child can learn the same curriculum as their classmates.

6. What expertise and training do staff have?

All staff receive regular training so they can identify, teach and support children with SEND well.

- The SENDCo assesses staff skills and plans professional development so that staff build their knowledge and confidence in meeting SEND.
- Training is delivered in line with our CPD Policy and SEND forms part of every new staff member's induction.
- Teaching assistants are trained to deliver specific interventions and to support children in class.
- Where a child has a particular need, staff receive targeted training, often from the specialist professionals working with that child.
- When we need expertise we do not have in school, we secure it from local authority services and health professionals (see section 9).

7. How does the school know if its SEND provision is working?

We check the impact of our support on each child and on children with SEND as a group.

- Every intervention is carefully planned to match the needs of the children.
- Termly progress meetings look at the progress of children with SEND alongside their classmates.
- The SENDCo monitors the quality of teaching and support through lesson visits, looking at work and talking with children.
- The headteacher reviews the quality of teaching for pupils at risk of underachievement as part of performance management.
- We ask for the views of children and parents, including at review meetings.
- Provision maps record what support has been given and its impact. Support that is not working is changed or replaced.
- Class and whole school provision maps are used to identify and map access to provision for SEND children.
- The SENDCo reports to governors, who check that the school is meeting its duties. We share data on the levels and types of need in school with the local authority and Ofsted.

8. How will my child be included, and how is their wellbeing supported?

Taking part in school life

Children with SEND take part in all school activities alongside their classmates. This includes clubs, trips, residentials, sports events, performances and daily collective worship. We make reasonable adjustments and plan ahead, talking with you where needed, so that every child can join in.

Emotional and social development

- We seek to understand each child's interests, strengths and motivations and plan support around them.
- We help children to join in with social groups and to make and keep friendships.
- Extra pastoral support is available for children who need it, alongside support for communication.
- Children are listened to through their class teacher, trusted adults and their support plan reviews.
- Our Social, Emotional and Mental Health (SEMH) Policy sets out our wider approach to wellbeing.

Keeping children safe and preventing bullying

We recognise that children with SEND can be more vulnerable to bullying, including online and may find it harder to tell us something is wrong.

- Staff watch carefully for any change in behaviour, mood or injury and never assume it is simply part of a child's condition.
- Safeguarding and online safety teaching is adapted to each child's needs.
- The SENDCo is our Deputy Safeguarding Lead and works closely with the Designated Safeguarding Lead.
- Our Behaviour Policy and anti-bullying approach set out how we prevent and respond to bullying.

9. How does the school work with other services to support my child and family?

The SENDCo is the main point of contact for outside agencies. With your consent, we work with education, health and social care professionals to get your child the right support.

Services we may work with include:

- Educational Psychology
- Speech and language therapy
- Local authority SEND and inclusion support services, such as specialist teaching and social communication support
- School nursing, paediatricians and CAMHS
- Occupational therapy and physiotherapy
- Hearing and vision support services
- Early help and social care
- Voluntary and community organisations that support families

Where a child also has a medical condition, we plan their support together with health professionals, in line with our Supporting Pupils with Medical Conditions Policy. For children who are looked after, the SENDCo works with the designated teacher for looked-after children.

10. How will my child be supported through transitions and prepared for the future?

Changes can be unsettling, so we plan extra transition support for children with SEND and their families.

Starting at Brierley – we talk with nurseries, previous schools and professionals and gather information from you, before your child starts. We also carry out hoe visits for children joining us in our nursery.

Moving class each year – teachers share information about each child's needs and what helps them. Children may have extra visits to their new classroom, meet their new teacher, or use a transition booklet with photos.

Moving to secondary school – the SENDCo and Year 6 teacher liaises with your child's secondary school so that they understand your child's needs. Extra visits and meetings can be arranged. For children with an EHC plan, the plan is reviewed and amended in good time (usually in Year 5 and Year 6) so the new school can prepare support.

Preparing for adulthood – preparation for later life starts early. We build independence, communication, friendships and confidence, and plan around each child's interests and aspirations, at a level that suits their stage of development.

11. Education, Health and Care (EHC) plans and funding

Funding – we use the school's own SEND budget to provide early support and interventions. Where a child needs more than this, we can apply to the local authority for additional (top-up) funding.

EHC needs assessments – most children's needs are met through SEND support in school. If your child has not made expected progress despite the school's purposeful support, we will talk with you about asking the local authority for an EHC needs assessment. Parents can also request one directly. During an assessment, we will:

- send the local authority the information it asks for within six weeks
- share evidence of your child's needs, progress and the support already given
- gather advice from the professionals who know your child

If the local authority decides not to issue a plan, we use its feedback to strengthen the support we give in school.

EHC plans – if a plan is issued, we make sure everyone who works with your child knows their needs and how to meet them. We involve you and your child in deciding how best to put the plan into practice.

Annual reviews – the plan is formally reviewed at least once a year. We will:

- give at least two weeks' notice of the meeting
- gather and share reports at least two weeks beforehand
- make sure your child's views are heard, with an advocate if needed
- send a report of the meeting to everyone invited within two weeks

- explain your right to appeal decisions about the plan

For looked-after children, we aim to combine the annual review with a Personal Education Plan (PEP) review where possible.

12. Admissions, accessibility and disabled pupils

Admissions – we follow the DfE *School Admissions Code*. We welcome applications from children with SEND and disabilities, and we will not:

- refuse a place because a child has SEND, with or without an EHC plan
- refuse a place because a child is waiting to be assessed for SEND
- refuse a child whose EHC plan names our school
- apply oversubscription arrangements that disadvantage children with SEND

The full arrangements are in our Admissions Policy on the school website.

Preventing less favourable treatment – under the Equality Act 2010 we make reasonable adjustments, including auxiliary aids and services, so that disabled pupils are not at a substantial disadvantage compared with their peers. We check that our policies and day-to-day routines do not directly or indirectly discriminate against children with SEND or disabilities.

Facilities to help disabled pupils access school – we have disabled parking spaces to support families with disabilities to access school easily, we have a disabled toilet in the main office area and a portable ramp for anyone using a wheelchair.

Accessibility Plan – our Accessibility Plan sets out how we will improve, over time, access to the curriculum, the physical environment and written information for disabled pupils.

13. What should I do if I have a concern or complaint?

We want to hear from you if you are worried about your child's SEND support. Most concerns can be sorted out quickly by talking with us.

1. **Speak to your child's class teacher** – they know your child well and can often resolve things straight away.
2. **Speak to the SENDCo**, Mrs Gough, if your concern is not resolved or is about SEND provision more widely.
3. **Speak to the headteacher**, Mrs Benson, if you are still unhappy.
4. **Make a formal complaint** using the school's Complaints Procedure, published on the school website.

If you have a serious complaint or disagreement about SEND provision, the school will contact the local authority straight away for advice on resolving it, whether or not your child has an EHC plan. Disagreement resolution and mediation services are available through the local authority. Parents also have the right to appeal certain local authority decisions about EHC needs assessments and plans to the First-tier Tribunal (SEND).

Named contacts in school

Role	Name	Contact
SENDCo	Mrs Gough	office@brierleyschool.com
Headteacher	Mrs Benson	office@brierleyschool.com
SEND governor	Mrs Cartwright and Mrs Gough	via the school office
School office	Miss Tate	office@brierleyschool.com 01226 711332
Parent Support	Mrs Holroyd	office@brierleyschool.com

Free, impartial advice for parents

Barnsley SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) offers free, confidential and impartial advice to families.

- Telephone: 01226 787234 (option 1)
- Email: sendiass@barnsley.gov.uk
- Website: Barnsley SENDIASS

14. The Local Offer

Every local authority publishes a **Local Offer**: information about the education, health and social care services available for children and young people with SEND aged 0 to 25, and how to access them.

Barnsley's SEND Local Offer is published here: Barnsley SEND Local Offer

- Telephone: 0800 0345 340
- Email: SENDLocalOffer@barnsley.gov.uk

Our contribution to the Local Offer – this report is the school's contribution to Barnsley' s Local Offer. We provide the local authority with information about our SEND provision, and we work with it, parents and pupils to help keep the Local Offer clear, accurate and up to date.

Sources: Barnsley Local Offer · Barnsley SENDIASS · Barnsley Local Offer – concerns and mediation

Appendix: SEND Code of Practice compliance (paragraphs 6.79–6.83)

This table shows where each required item is covered in this report.

Code of Practice requirement	Paragraph	Section
Kinds of SEN provided for	6.79	1
Policies for identifying and assessing SEN, with the SENCO's name and contact details	6.79	2
Arrangements for consulting and involving parents	6.79	3
Arrangements for consulting and involving pupils	6.79	3
Assessing and reviewing progress towards outcomes, working with parents and pupils	6.79	4
Supporting transitions and preparation for adulthood	6.79	10
Approach to teaching pupils with SEN	6.79	5
Adaptations to the curriculum and learning environment	6.79	5
Staff expertise and training, and how specialist expertise is secured	6.79	6, 9
Evaluating the effectiveness of provision	6.79	7
Enabling pupils with SEN to engage in activities with other pupils	6.79	8
Emotional and social development, pastoral support, listening to pupils, preventing bullying	6.79	8
Involving health, social care, LA support services and voluntary organisations	6.79	9

Code of Practice requirement	Paragraph	Section
Handling complaints from parents about SEN provision	6.79	13
Report updated annually; in-year changes updated promptly	6.79	About this report
Data on levels and types of need made available to the LA	6.80	7
Clear, accessible language; SEN policy; named contacts for concerns	6.81	Throughout, 13
School's contribution to the Local Offer and where the LA's Local Offer is published	6.81	14
How the curriculum in each year is adapted or made accessible	6.82	5
Admission arrangements for disabled children	6.83	12
Steps to prevent disabled children being treated less favourably	6.83	12
Facilities to help disabled children access the school	6.83	12
Accessibility plan to improve access over time	6.83	12