Learning for Life

Oxfordshire County Council
Brookside Primary School
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Headteacher: Mr N Cornell

SEND Information Report
September 2026

This report sets out information about our provision for children with special educational needs and disabilities (SEND). This report is updated annually.
An accessible version of this SEND information report is also available on the school website.

About our school

Brookside Primary School is a mainstream school which provides for children with a wide range of special educational needs and disabilities including those with:

- **Communication and interaction needs**; this includes speech, language and communication difficulties including autistic spectrum conditions
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical Needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is: Mr J Watt
Mr Watt can be contacted through the School Office: 01869 252482 or office.2202@brookside.oxon.sch.uk
Our Governor with responsibility for SEND is: John Ellis

Our SEND policy can be found here on the school website or a printed copy can be requested from the school office.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's 'Ordinarily available SEND provision' and the Inclusive Support Series to provide support to teachers and teaching assistants in supporting children who may have SEND.

For children where teachers feel there may be SEND the school uses Oxfordshire County Council's guidance "OCC SEND Indicators Tool"
The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

If parents would like to see a copy of the OCC SEND Indicators Tool they should ask the school office for a print out as it is a dynamic document.

This document outlines how all pupils are able to access 'Element 1: The Universal Offer' which includes good quality teaching which is provided for all learners. It outlines that some pupils will require 'Element 2: the Targeted Offer' if they require additional education support. A number of pupils may require 'Element 3: The Specialist or Personalised Offer' which will include additional top-up funding provided on a per-learning basis and an Education Health Care (EHC) Plan.

How do we work with parents, children and young people?

At Brookside we believe that the primary educator of any child is their parents and family. As teachers we believe we play an important part in ensuring that the parent and child with SEND can be supported in their education.

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- Pupil Profile review meetings three times a year and work with the parents to set outcomes for both home and school
- Supporting parents with the outcomes which they are working towards at home
- Using home/school diaries where appropriate
- Keeping in regular contact by making informal contact at the beginning and end of the school day.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality through parent focus groups, School Council and consultation groups with children.

We provide all parents whose children are identified as needing additional SEND support with the details of the Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) who can provide impartial information, advice and support to parents and carers of children with SEND.
https://sendiass-oxfordshire.org.uk/

Adapting the curriculum
We offer a broad and balanced curriculum for all children including those with SEND. Details are published in our SEND policy on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan.

All children in school are supported by adjustments which are made by teaching staff in order to ensure that children, particularly those with SEND, are provided with resources to help them in school. The rationale and outline behind this can be seen in the SEND policy.

Interventions are selected according to identified need and are regularly reviewed to ensure they have a positive impact on pupil outcomes. When allocating additional TA support to children, our focus is on outcomes, not hours.

Some of the additional intervention groups we offer to support children with their phonics are:

- Catch up RWInc sessions
- RWInc Tutoring
- Phonics group provision in Lower Key Stage 2
- Project Code X

Some of the additional intervention groups we offer to support children with their language and vocabulary development are:

- Early Talk Boost
- Talk Boost
- Spirals groups
- Speech and Language Learning in the Early Years
- Language for Thinking

Some of the additional intervention groups we offer to support children with their Literacy skills are:

- RWI Catch Up for Y5/6
- 1st Class @ Writing
- Project Code X
- Literacy Gold

Some of the additional intervention groups we offer to support children with their reading skills are:

- New Reading and Thinking
- Project Code X
- RWI Fresh Start

Some of the additional intervention groups we offer to support children with their Maths and number skills are:

- Numberstacks

- 5 minute Maths box activity groups
- Maths For Life

Some of the additional intervention groups we offer to support children with gross and fine motor skills are:
- Write from the Start
- Start Write, Stay Right

Some of the additional interventions we offer to support children with social, emotional and mental health needs are:
- Learning Mentor or HSLW targeted one to one sessions
- Space to play and talk sessions
- Learning Mentor support where children can self refer or be referred by their class teacher or parents
- Mental Health Support Team interventions (provided by an NHS MHST worker)
- Play Therapy
- Rhythm and Wellbeing sessions

Some of the additional intervention we offer to support children with communication and interaction needs are:
- 1:1 or small group speech and language therapy sessions with a specialist teaching assistant for speech and language therapy
- Lego Therapy for small groups of pupils to support their development of speaking and listening
- Colourful semantics sessions for pupils which they are taught outside the classroom and can be used in whole class sessions to support their spoken and written sentence construction.

Some of the additional support we offer to parents of pupils with SEND are:
- Home School Link Worker who offers sessions for parents on supporting their pupils at home to be successful in school and in improving attendance of SEND pupils
- Family Links sessions run by Brookside's Home School Link Worker alongside SHINE Family Learning
- All parents are invited to the speech and language sessions run by the NHS Speech and Language Therapist or EYFS Speech and Language Therapist
- Parents whose children have a diagnosis of ASD are invited to attend the Swift Programme alongside members of staff from Brookside School.
- Parent sessions led by the Mental Health Support Team from Oxford Health.
- Small group or 1:1 sessions led by the Mental Health Support Team worker (this is currently not at full capacity and therefore fairly limited)

Some of the additional support we offer to pupils and parents of pupils who we care for or were previously cared for are:
- Clear outlined Personal Education Plans for these children whilst they are children we care for
- Bespoke education plans, if needed, when these children become children who were previously cared for
- Support from Oxfordshire County Council Virtual School (or another Virtual School, if appropriate)

What expertise can we offer?
Our SENDCo has completed the National Award in Special Educational Needs at The Institute of Education, London (UCL) and is also our Deputy Headteacher. Mr Watt has received specialist training in autism, SEMH and supporting pupils with disabilities. He also has gained a Postgraduate Diploma in Advanced Educational Practice and the NPQH. Mr Watt regularly attends OXSIT Inclusion briefings and leads the Bicester Partnership group of SENDCos.

All staff have received awareness training in dyslexia, speech and language difficulties and autism. Staff have received training on toileting from the school health nurse and also training from the speech and language therapist on developmental language delay and colourful semantics. Staff have received training on the use of positive handling in school, in line with DfE expectations.

Some of our Teaching Assistants are trained to provide the Project X Code, Every Child a Writer, Talk Boost and 1st Class @ Number 1 and 2. All staff follow the guidance in Maximising the Impact of Teaching Assistant programme and many have received training on this by the author from University College London. All staff have received pedagogical training as part of this programme. Staff have received training in Colourful Semantics, Social Thinking, Lego Therapy and Supporting Pupils with Social, Emotional and Mental Health Needs. This year training

is scheduled on ADHD, precision teaching, planning and teaching adaptive lessons, emotional wellbeing, trauma informed practice, and anxiety among others.

Staff are able to identify their own training needs, as well as school leaders suggesting training. Staff are then able to attend this training. This is usually provided by OXST, the Virtual School or Oxfordshire County Council SEND team.

Staff attend training to provide additional support to those children we care for or previously cared for. This is provided by Oxfordshire Virtual school.

Most staff have completed specialist training in supporting young people with autism, Autism Education Trust Level One. This training gave staff an insight into the most recent research around Autism to help support students, staff and parents more effectively. The aim of this training is to consider how we approach children with Autism Spectrum Disorder and understand that their behaviour is a communication, how anxiety has a huge impact on their daily lives and how we can support them within school.

Teaching Assistants have also attended additional training in the development of spelling across the school, and Growth Mindset theory and how this can be used within day to day practice across the school.

All Teaching Assistants are trained to support the particular needs of the children with whom they work with.

Our SEND Governor attends annual training provided by Governor Services.

We also have access to a range of special support services including:

- Educational Psychology
- SENDISS, who support children with communication and language needs, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health for Schools Team (OCC/Oxford Health)
- School Health Nurse
- Health Visitors
- Speech and Language Therapy
- Play Therapist
- Occupational Therapy
- Home School Link Worker
- Early Help (OCC Childrens Services)
- Children's Services (Social Care)
- Oxfordshire School Inclusion Team (OXSIT)
- Virtual School support for children we care for or were previously cared for

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children is tracked throughout the school during assessment weeks three times a year. This progress is then discussed as part of Pupil Progress meetings with teaching staff and the Headteacher, Deputy Headteacher/SENDCo and team leaders. SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring quality of Pupil Profiles, observations of Intervention groups and Learning Walks specific to SEND.

In addition children with SEND are assessed at least twice a year by the SENCo or other qualified members of staff using standardised assessments such as Phonological Abilities Test, Neale Analysis of Reading Ability, Phonological Assessment Battery, Single Word Spelling Test or the Sandwell Early Numeracy Test. Dyslexia Gold is used to support pupils who have dyslexia or may benefit from further support with their writing.

Children who join Brookside in Reception take part in the Baseline assessment as well as Renfrew assessments and Welcom assessment. Children with a speech and language need are also assessed in their understanding of speech sounds.

Children with SEMH needs are assessed using the BOXALL profile online which is then tracked three times per year and resources suggested are built into their SEND Pupil Profile.

In addition for children with SEND we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Children who require additional support will be seen by a specialist, such as the Educational Psychologist, CAMHS or the Speech and Language Therapist.

The governing body receives reports three times a year at Pupil Support subcommittee meetings. As well as summarising the needs and numbers of children at SEND support level the report evaluates the success of the education that is provided for pupils with SEND.

How are children with SEND helped to access activities outside of the classroom?
All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents when planning trips so that everyone is clear about what will happen.

There is information about activities and event for disabled children and those with SEND in Oxfordshire in the Family Information Directory:
https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/disabilities.page?disabilitieschannel=0

Oxfordshire's accessibility strategy can be read at: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

What do we do to support the wellbeing of children with SEND?
All children have the opportunity to share their views through the School Council (KOBS) representatives, and are supported by our Learning Mentor, Mrs Coles (EYFS/KS1). Children are further supported by the Home School Link Worker, Mrs Swinburn, who supports pupils and their families, some of whom have SEND.

We listen to the views of children with SEND through the pupil comment section on the Pupil Profile that is filled in with the child or independently before a review meeting. The views, wishes and feelings of children with SEND are actively sought and taken into account when planning, delivering and reviewing provision. Children are supported to contribute to discussions in ways appropriate to their age and understanding.

Children with SEND can experience additional barriers to recognising, reporting or communicating concerns. The SENDCo and Designated Safeguarding Lead work closely together to ensure pupils with SEND are safeguarded effectively.

The school recognises the importance of good attendance for pupils with SEND and works closely with families to identify and remove barriers to attendance.

We take bullying very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSCHE programme we have an anti-bullying week with themed activities and assemblies.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at school. Where possible, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

We begin to prepare young people for transition into Year 7 by holding early Pupil Profile review meetings that a representative from the secondary school is invited to attend. Our Learning Mentor leads a transition programme for children with SEND who are moving to secondary school to ensure that they are appropriately prepared, independent and confident for their transition into Year 7.

We aim to develop independence, communication, self-advocacy and resilience so that pupils are well prepared for the next stage of education and later life.

Who to contact
If you have initial concerns about a child already attending our school, please contact their **class teacher** in the first instance. You can ring school on **01869 252482** to make an appointment.

You can contact our SENDCo **Mr Watt** either by phoning the school number 01869 252482 or emailing him at office.2202@brookside.oxon.sch.uk

All requests for information for outside agencies will be responded in full within 15 school days.

If you'd like to feedback, including compliments and complaints about SEND provision contact: **Mr Watt**. We aim to respond to any complaints within 5 working days.

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the **Family Information Directory:** https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer

Our school has contributed to the county's Local Offer through attendance at training workshops and through trialling of new guidance and systems.

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