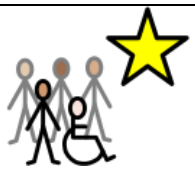
Brookside Primary School

SEND Information Report 2026 – 2027

Our School	**Our School Vision** At Brookside Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development. **<u>September 2026 Information</u>** Brookside currently has 279 children on role (September 2026) There are currently 50 children on SEND register with a range of needs from universal to specialist. (18%) 24 children have an EHCP (9%) which demonstrate a significant and complete need that requires support over and above in class provision (specialist need) 26 children require SEN Support (9%) and have an SEND Support Provision Plan which demonstrates what support they receive in addition to quality first teaching. Other pupils in school who have universal needs have their learning needs accommodated through quality first teaching and use of strategies in Oxfordshire County Council's Ordinarily Available Provision.
 **Meet our SENDCo**	The SENDCo is Mr J. Watt If you would like to contact Mr Watt, please call school on **01869 252 482** or email the school office.



Special Educational Needs

At Brookside Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. We believe in supporting the community in which we are based within the town of Bicester.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Brookside we work closely as a team and if staff have a concern about a child, they discuss concerns with parents and then discuss this with the SENDCo. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite parents in for a meeting, where we will share the targets the child is working on and the support they are receiving.

Some children will be monitored using the Oxfordshire County Council Ordinarily Available Provision and the Inclusive Support Series, this allows strategies to be put in place to allow children to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff should use the Oxfordshire County Council SEND descriptors to identify the areas which a child needs additional support with, this will help the teacher to identify the next steps for the child to support them with improving attainment and progress.



Most SEND support is funded through the school's delegated budget. Additional funding may be available for pupils with EHCPs where specified by the Local Authority.

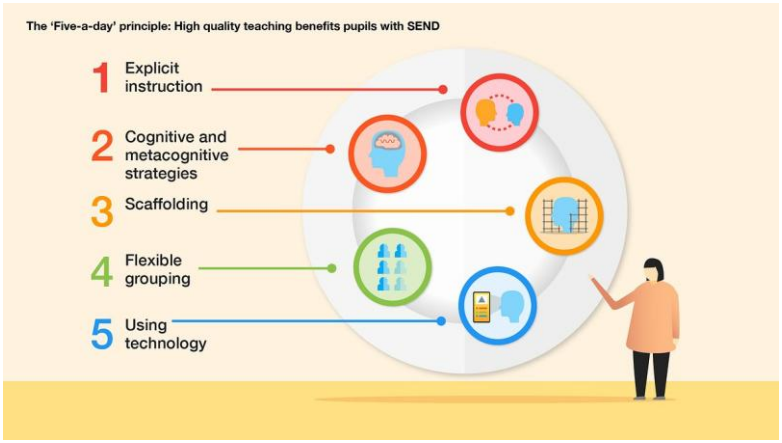


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

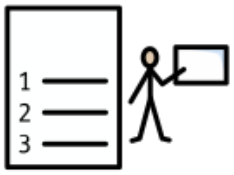
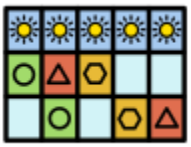
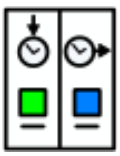
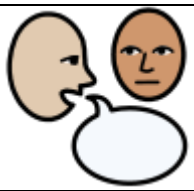
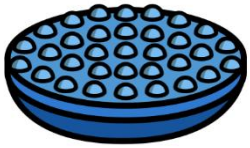
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Provision and Inclusive Support Series produced by the Local Authority to complement our teaching.

A small number of children with the most significant needs may access aspects of a personalised curriculum, supported by the provision specified within their EHCP. This is reviewed regularly with the aim of maximising engagement, progress and inclusion. These children are likely to be those where specialist provision is being considered or has

	been requested and this is a short term solution until specialist provision is provided by the Local Authority.
 **Curriculum adaptations**	 Visual timetables  Task boards  Peer mentoring  Assistive technology  Talk partners  Peer marking  Self-assessment  Word banks  Positive behaviour  Wobble cushion  Timers  Explicit instruction We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.
 **Parent Consultations**	At Brookside Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Parents are ultimately responsible for their child's education and spend more time with their child than they do at school, it is therefore important that parents take an active part in their child's education. Support with this will be provided by school and other agencies. We hold drop-in sessions three times a year and the SENDCo is available at parents' evenings to discuss any concerns. During these sessions we gather parent feedback on SEND provision at Brookside, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plans or require specialist support (over and above what is ordinarily available) we will invite you in for three meetings a year in the autumn, spring and summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the outcomes set, create new outcomes and discuss next steps. The parents will discuss what progress has been made outside of school. The pupil, teacher or parents can request that the SENDCo attends. A copy of this will be sent home after the meetings.

We recognise the importance of good attendance for pupils with SEND and work closely with families to identify and remove barriers to attendance where these arise.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings (when age appropriate) and help decide the support needed.	Feedback and Review progress/interventions.

Children with SEND may experience additional barriers to recognising, reporting or communicating concerns. The SENDCo and Designated Safeguarding Lead work closely together to ensure that all children with SEND are safeguarded effectively and that appropriate support is provided where concerns arise.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum three times per year.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the teacher and SENDCo.

Regularly using a tracking tool (Provision Map) to update outcomes and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



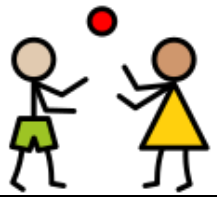
Staff Training

At Brookside, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SaLT), Educational Psychologist (EP), Occupational Therapy Service (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Rhythm and Wellbeing	Lego Therapy	Child Development	Bucket time
			
Autism (AET Level 1)	Makaton	Phonics (catch-up)	Playfulness, Acceptance, Curiosity and Empathy
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language



De escalation



Attachment



Reading for those who struggle



Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.

We ask previous settings to complete a comprehensive document about each child moving to Brookside to ensure a smooth transition. Documents about SEND are requested from the previous setting.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition social stories which include photos of the teacher, TA and classroom environment.

We hold two transition sessions during the summer term for children moving into KS1 and one transition session for all other children. This allows the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. This will be led by the class teacher and the teaching assistant. Some children will receive additional transition support from the Learning Mentor or Home School Link Worker.

Class teachers and teaching assistants meet with each other during the summer term to discuss the needs of the children and share their outcomes.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. All SEND documents are sent to the new secondary school within five school days following the transition.

We support pupils to develop independence, communication, self-advocacy, resilience and social skills to prepare them for the next stage of their education and later life.

	<u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will also speak to the previous school to ensure a smooth transition of information and documentation.
 **Outside Agencies**	We work with the following agencies to provide support for children with SEND: OCC SENDISS Communication and Interaction Team, Dr Tara Midgen (Educational Psychologist for Bicester), Oxfordshire County Council Education Psychology service, School Health Nurse Service (including health visitors), Speech and Language Therapy, Visual and Hearing impairment team (OCC), Behaviour Support (OCC), Occupational Therapist Health Visitors SENDCo Helpdesk (OCC) Special School Outreach (OCC) We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will share documentation with you.
 **Clubs and Trips**	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. Breakfast and after school club is provided at an additional cost. All children are encouraged to go on our trips such as residentials, day visits and sporting events. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house leaders, science council, Eco-Club etc. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 **Complaint Procedure**	Your first point of contact is your child's class teacher and/or Key Stage leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo / Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the

	governors through the school office. Richard Brown – Chair of Governors John Ellis – SEND Governor
 **Oxfordshire Local Offer**	The Oxfordshire Local Authority Local Offer can be found at https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer More support from parents can be obtained from SENDIASS via https://www.sendiass-oxfordshire.org.uk/
 **Feedback**	We welcome feedback from parents about Brookside School. Parents are provided with an opportunity to comment on their child's education in writing as part of the feedback following the issuing of the annual report to parents each July. Parents are welcome to discuss any feedback with school staff throughout the year.