



Learning for Life

Oxfordshire County Council

Brookside Primary School

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Headteacher: Mr N Cornell

SEND Information Report September 2021

This report sets out information about our provision for children with special educational needs and disabilities (SEND). This report is updated annually.

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

He holds the National Award in Special Educational Needs (Institute of Education, July 2015)

Our Governor with responsibility for SEND is: Michelle Campbell

Our SEND policy can be found [here](#) on the school website or a printed copy can be requested from the school office.

Our [Accessibility Plan](#) can be found on the school website.

Our [Equality Policy and plan](#) can be found on the school website. This outlines how the School meets the Equality Act 2010.

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

The school uses Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings." 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.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

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.

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.

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

- Catch up RWI sessions
- Phonic group provision in Lower Key Stage 2
- Project X Code

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:

- FFT Wave 3 Intervention
- 1st Class @ Writing
- Project X Code

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

- New Reading and Thinking
- Dyslexia Support Programme
- FFT Wave 3 Intervention
- Project X Code
- RWI Fresh Start

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

- 5 minute Maths box activity groups
- Numicon intervention group
- 1st Class @ Number 1
- 1st Class @ Number 2

Some of the additional intervention groups we offer to support children with gross and fine motor skills are:

- Pegs to Paper
- 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:

- Emotional Literacy Support Assistant (ELSA) targeted one to one sessions
- Play Therapy sessions
- Learning Mentor support where children can self refer or be referred by their class teacher

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
- A volunteer adult councillor for parents of pupils
- All parents are invited to the speech and language sessions run by the NHS Speech and Language Therapist or EYFS Speech and Language Therapist

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 and supporting pupils with disabilities. He also has gained a Postgraduate Diploma in Advanced Educational Practice. 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. Some of our Teaching Assistants are trained to provide the FFT Wave 3 programme, 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. All TA staff undertook specialist online CPD during the coronavirus closure of the school in order to further develop their practice.

Most staff have completed specialist training in supporting young people with autism. 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.

We have a teacher who is trained in Drawing and Talking Art therapy.

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
- SENSS, 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
- Occupational Therapy



- Home School Link Worker
- Early Intervention Hub
- Children's Social Care
- Northern House Outreach for Behaviour
- Oxfordshire School Inclusion Team (OXSiT)

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.

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 Mentors, Mrs Coles (EYFS/KS1) and Mrs Northover (KS2). Children are further supported by the Home School Link Worker who supports pupils and their families, some of who 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.



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 PSCH 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. Mrs Cockhill, 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.

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

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 impartial advice from **Oxfordshire's SENDIASS Service** contact:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

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/cms/public-site/special-educational-needs-and-disability-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.

September 2021

