



Perseverance Respect Honest Friendship

Inclusion and SEND Information Report

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Dear parents,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our [website](#).

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Pupils that have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often fall into this category. Pupils who have speech and language needs fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory impairment
Social, emotional and mental health	These may reflect a wide range of underlying difficulties. Pupils may have: • Mental health difficulties such as anxiety, depression • Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences or trauma These can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

SENDSory and/or physical	Pupils with a disability that hinders them from accessing the educational facilities generally provided in the mainstream class. Pupils may have: • A SENDsory impairment such as vision impairment, hearing impairment or multi-SENDsory impairment • A physical impairment, such as cerebral palsy, epilepsy These pupils may require ongoing additional support or equipment to allow them to access all opportunities available to their peers.
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2. Which staff will support my child, and what training have they had?

Inclusion lead

Our Inclusion Lead is Mr Shrimpling. He works closely with Mr Beith and our school SENDCo to oversee the strategic direction of inclusion at the school.

SENDCo

Our SENDCOs are Mrs Jones (Mon, Tue, Wed) and Mrs Fletcher (Wed am, Thur)

They can be contacted via the school office at – office@brooklands.trafford.sch.uk

SEND Teachers

Mrs Greenhalgh and Mrs Daly SEND Teachers – Support learning across the school

Learning Mentor

Miss Mannion, Learning Mentor - Works with children across school to support emotional wellbeing

Therapeutic Play Practitioner

Mrs Daly, Therapeutic Play Practitioner - Leads Play Therapy sessions for identified children to support emotional wellbeing

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

All our TAs are trained to support the needs of SEND pupils across the school. They are trained to deliver support for all four areas of need. Interventions include, IDL (Dyslexia support), ELSA, Lego Therapy, Reading Recovery, Little Blenders (Phonics), Little Wandle Catch Up (Phonics) and many more.

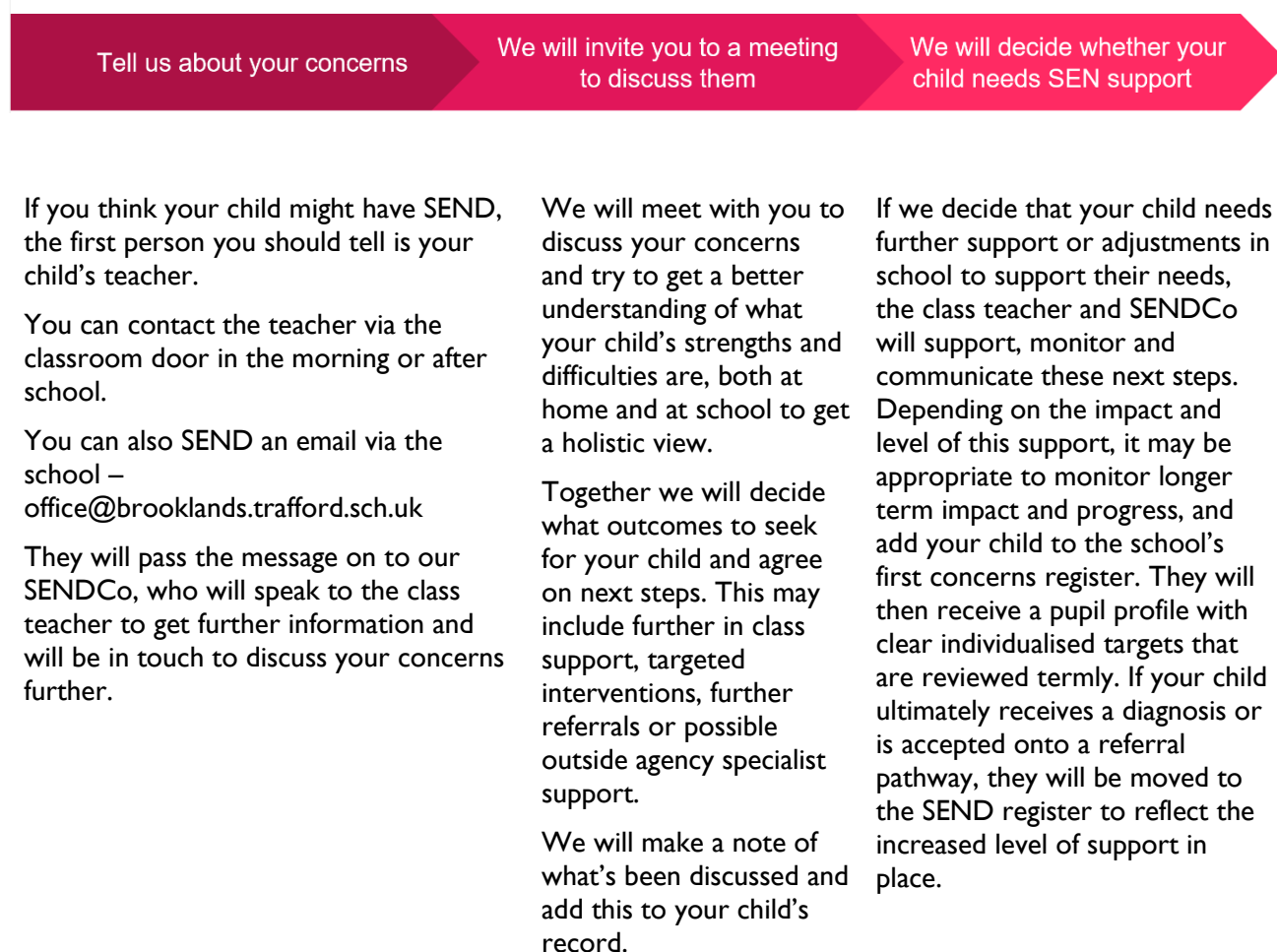
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

At Brooklands Primary School, we use a graduated approach to identify pupils who may have Special Educational Needs and Disabilities (SEND). Staff work closely with parents, pupils and external agencies to build a full picture of a child's strengths and any barriers to learning

Children may be identified as needing additional support through:

- Ongoing teacher assessment and classroom observations
- Monitoring of progress and attainment data
- Parent or carer concerns
- Pupil voice and wellbeing discussions
- Behaviour, emotional or social concerns
- Information from previous schools or settings
- Advice from external professionals such as Speech and Language Therapists, Educational Psychologists or health professionals

Class teachers regularly assess the progress of all pupils and identify children who:

- Are making significantly slower progress than their peers
- Are failing to close the attainment gap
- Are experiencing difficulties in communication, learning, emotional wellbeing or physical access
- Require additional adaptations or support to access learning effectively Initially, support is provided through high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP). This may include classroom adaptations, multiSENDSory teaching strategies, visual supports, small group work and assistive technology.

Where concerns persist, the class teacher will discuss the child with the SENDCo and parents. Further targeted support or specialist intervention may then be introduced. Some pupils may also be referred to outside agencies for additional advice and assessment

Brooklands follows the Assess – Plan – Do – Review cycle to ensure support is carefully monitored and adapted to meet each child's individual needs

5. How will the school measure my child's progress?

At Brooklands Primary School, we carefully monitor the progress and development of all pupils, including those with SEND, through the graduated approach of **Assess, Plan, Do, Review**.

Class teachers regularly assess and monitor all pupils to identify how well they are progressing academically, socially and emotionally. Progress is reviewed through:

- Ongoing teacher assessment and classroom observations
- Tracking attainment and progress using Insight
- Termly pupil progress meetings

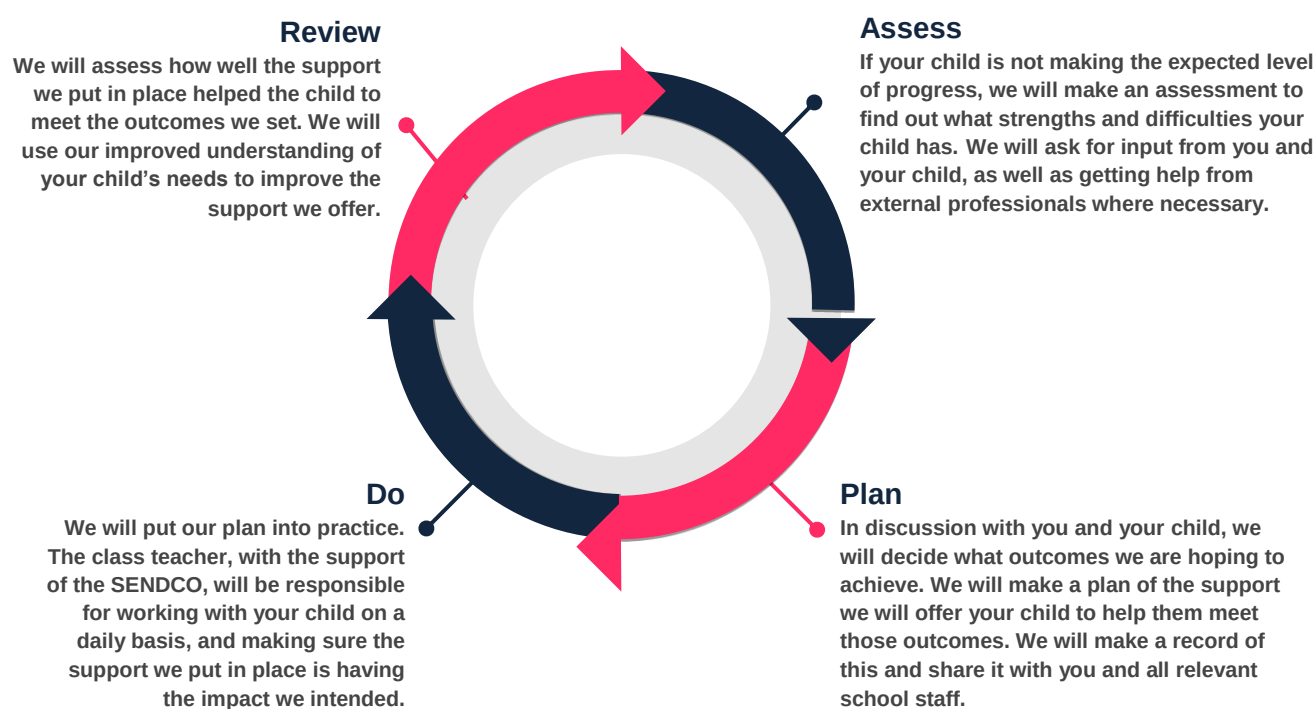
- Review of individual targets and outcomes on Pupil Profiles
- Monitoring the impact of interventions and targeted support
- SENDCo learning walks, classroom visits and discussions with staff
- Pupil voice and parent feedback
- Provision maps and SEND review meetings

For some pupils with SEND, progress may also be measured in smaller steps, as well as through qualitative evidence including pupil work, pupil voice and observations of emotional wellbeing, communication, independence and social development.

The impact of support is reviewed termly and provision is adapted where necessary to ensure pupils continue to make progress and receive the support that best meets their individual needs. Pupils with an Education, Health and Care Plan (EHCP) also receive an Annual Review in line with statutory guidance.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class/form teacher will meet you once a year to discuss progress as well as a further two opportunities during informal SEND drop-ins scheduled in Spring and Summer term. They will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

High-Quality Inclusive Teaching for Every Child

All pupils benefit from high-quality classroom teaching and support, known as *Ordinarily Available Inclusive Provision*. This means that teachers regularly adapt lessons so all children can access learning and make progress.

This may include:

- Clear routines and visual timetables
- Multi-sensory teaching approaches
- Breaking learning into smaller steps
- Extra modelling and scaffolding
- Flexible grouping and differentiated resources
- Pre-teaching and overlearning opportunities
- The use of Chromebooks, iPads and other technology
- Alternatives to written work, such as photos, voice notes or practical activities
- Adjustments to seating, workspace and classroom environments
- Emotional wellbeing support and regulation strategies within class

Early Identification and Support

Teachers carefully monitor the progress and wellbeing of all pupils. If a child is finding learning difficult or experiencing barriers to learning, staff work quickly with parents to identify the best support.

Support follows a graduated approach:

1. **Assess** – understanding the child's strengths and needs
2. **Plan** – identifying suitable support and targets
3. **Do** – putting strategies and interventions in place
4. **Review** – regularly reviewing progress and adapting support if needed

Targeted and Specialist Support

Some children may need additional targeted support alongside classroom teaching. This might include:

- Small group interventions
- Reading or phonics catch-up programmes
- Emotional wellbeing support
- Social skills work
- Support from the Learning Mentor or Therapeutic Play Practitioner

Where needed, school may also involve specialist outside agencies such as:

- Speech and Language Therapy
- Educational Psychology
- Trafford SEND Advisory Service
- Sensory Support Services
- School Nurse services

Working in Partnership with Parents

We believe strong partnerships with families are essential. Parents are involved throughout the process and are kept informed about their child's progress, support and next steps.

We offer:

- Regular communication with class teachers
- SENDCo drop-in sessions
- Review meetings
- Parent consultations and progress updates
- Advice, resources and signposting through the Inclusion section of our website

Supporting Wellbeing and Inclusion

We recognise that emotional wellbeing is just as important as academic progress. Our Inclusion Team works closely with children and families to provide pastoral support, promote positive wellbeing and ensure every child feels safe, valued and included.

9. How will the school evaluate whether the support in place is helping my child?

At Brooklands, we regularly review the support in place to make sure it is helping each child make progress academically, socially and emotionally.

Teachers, the SENDCo and Inclusion Team monitor progress through:

- Classroom observations and daily assessment
- Reviewing learning, wellbeing and engagement
- Pupil and parent voice
- Termly review meetings and Pupil Profiles

Support is reviewed using the **Assess – Plan – Do – Review** cycle. This helps staff decide whether support should continue, be adapted or increased to best meet a child's needs.

The school also evaluates SEND provision through:

- Pupil progress meetings
- Learning walks and classroom visits
- Monitoring interventions and provision maps
- Parent, pupil and staff feedback

- Governor monitoring and SEND reviews

Parents are involved throughout the process and are regularly updated on their child's progress and support.

10. How will the school resources be secured for my child?

Brooklands carefully plans and allocates resources to ensure children with SEND receive the support they need to access learning and make progress.

The school's SEND budget is used to provide:

- Additional adult support
- Targeted interventions and pastoral support
- Specialist teaching
- Staff training
- Resources and assistive technology such as Chromebooks, iPads and accessibility tools

The SENDCo and Inclusion Team work closely with class teachers to decide how support staff, equipment and provision are best deployed to meet pupils' needs.

Where children require more specialist support, school may involve outside agencies such as Educational Psychology, Speech and Language Therapy or Trafford SEND services.

For a small number of children with significant additional needs, the school may apply for an Education, Health and Care Plan (EHCP). If agreed by Trafford Local Authority, additional funding may be provided to support the provision outlined in the plan, which could include specialist equipment, resources or increased adult support.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Brooklands, we are committed to ensuring that all children are fully included in school life and can take part in learning, trips, clubs and extra-curricular activities alongside their peers.

Teachers adapt lessons and activities to meet children's individual needs through inclusive classroom practice, reasonable adjustments and the use of supportive resources or technology where appropriate.

The school provides:

- Adaptive teaching and flexible support within lessons
- Access to assistive technology and specialist resources
- Emotional wellbeing and pastoral support
- Inclusive PSHE teaching and regulation strategies

- Adjustments to the learning environment where needed

All school trips, residential visits and clubs are planned to be inclusive and accessible for pupils with SEND. Additional support or risk assessments may be put in place where necessary to ensure children can participate safely and successfully.

Brooklands also promotes inclusion through positive relationships, pupil voice and a whole-school culture where differences are valued and every child is encouraged to feel confident, safe and included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Children with SEND or disabilities are considered for admission on the same basis as all other children. Brooklands is committed to providing an inclusive environment where every child can access learning and school life successfully.

Before a child starts school, staff work closely with parents, previous settings and outside agencies to understand the child's needs and plan appropriate support or adjustments. This may include additional visits, transition support or personalised plans to help children settle into school confidently.

The school building and learning environment are designed to be accessible, including wheelchair access, lift access, adapted learning spaces and specialist resources where needed.

For children with an Education, Health and Care Plan (EHCP), the school works with Trafford Local Authority through the consultation process to ensure the child's needs can be appropriately supported.

13. How does the school support pupils with disabilities?

Brooklands is committed to ensuring that pupils with disabilities are fully included in all aspects of school life and can access learning, activities and the school environment successfully.

The school provides a range of reasonable adjustments and support, including:

- Accessible classrooms and wheelchair access
- Lift access to first-floor classrooms
- Adapted seating and learning spaces
- Visual supports and multi-sensory teaching approaches
- Assistive technology and specialist resources
- Adjustments for pupils with sensory, physical or medical needs

Where needed, the school works with specialist services, such as Trafford sensory Impairment Support Service and health professionals, to ensure appropriate support and equipment are in place.

Children with medical or physical needs may also have individual support plans to help staff understand the strategies, adjustments and care required to support them safely and effectively in school.

Brooklands also ensures that pupils with disabilities are included in trips, clubs and wider school activities through careful planning and additional support where appropriate.

14. How will the school support my child's mental health, and emotional and social development?

At Brooklands, we recognise that emotional wellbeing is an important part of a child's development and learning. We provide a caring, inclusive environment where children feel safe, valued and supported.

Support for emotional wellbeing may include:

- Positive relationships and consistent routines
- Inclusive PSHE teaching
- Zones of Regulation and classroom-based regulation strategies
- Pastoral support from class staff and the Inclusion Team
- Small group or 1:1 support from the Learning Mentor
- Therapeutic Play sessions for children requiring more specialist support

If concerns arise, staff work closely with parents and pupils to identify the best support. Children receiving targeted SEMH support may have a Wellbeing Profile outlining strategies, triggers and support in place.

The Inclusion Team regularly reviews children's emotional wellbeing and works alongside families and external agencies where appropriate to ensure children receive the support they need to thrive socially, emotionally and academically.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Brooklands, we understand that transitions can be an important time for children, particularly for those with SEND. We work closely with families, staff and other settings to ensure transitions are carefully planned and personalised to help children feel safe, confident and prepared.

Transition Between Year Groups

As children move between classes, staff share detailed information about each child's needs, strengths and successful strategies to ensure continuity of support. Additional transition support may include:

- Extra classroom visits
- Transition booklets or social stories
- Opportunities to meet new staff

- Gradual familiarisation with routines and environments

Transition Between Schools or Settings

For children joining Brooklands or moving to a new school, the SENDCo works closely with previous and receiving settings to share important information and plan appropriate support. This may include:

- Meetings with parents and professionals
- Visits to current settings
- Phased transitions where appropriate
- Sharing SEND records, provision maps and support plans

Transition from Year 6 to Year 7

Pupils with SEND are supported through enhanced transition arrangements to help prepare for secondary school. This may include:

- Additional visits to the new school
- Small group transition sessions
- Support focused on organisation, routines and emotional readiness
- Meetings between Brooklands staff and secondary colleagues
- Sharing detailed information about support strategies and pupil needs

The school works closely with children and families throughout all transitions to help ensure pupils feel supported, confident and ready for their next stage of education.

16. What support is in place for looked-after and previously looked-after children with SEND?

Brooklands recognises that looked-after and previously looked-after children with SEND may require additional support both academically and emotionally. Mrs Jones is the school's named SENDCo for Looked-After and Cared-For Children and works closely with families, staff and outside agencies to ensure children receive the support they need.

The school provides:

- Close monitoring of progress, wellbeing and attendance
- Personalised support through the Graduated Approach
- Pastoral and emotional wellbeing support from the Inclusion Team
- Regular communication with carers, social workers and professionals involved
- Individual support plans and targeted interventions where appropriate

Brooklands works to ensure that looked-after and previously looked-after children feel safe, included and supported to achieve their full potential both socially and academically.

17. What should I do if I have a complaint about my child's SEND support?

If you have any concerns about your child's SEND support, we encourage you to speak to your child's class teacher or the SENDCo in the first instance so that concerns can be discussed and resolved quickly.

If needed, concerns can then be discussed with the Deputy Headteacher or Headteacher.

Should a concern remain unresolved, parents can follow the school's Complaints Policy, which is available on the school website or from the school office.

Under the Equality Act 2010, parents also have the right to take complaints about disability discrimination or reasonable adjustments to the First-tier Tribunal (Special Educational Needs and Disabilities).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

Brooklands values strong partnerships with families and recognises the important role parents and carers play in supporting children with SEND. We aim to work closely with families and provide regular communication, guidance and support.

Support available for families includes:

- Regular communication with class teachers and the SENDCo
- Parent meetings and review discussions
- Termly SENDCo drop-in sessions
- Advice and signposting to external services and support agencies
- Access to resources and support information through the Inclusion section of the school website

The school can also help families access support from outside agencies, including health services, Trafford SEND services and the Trafford Local Offer, which provides information about support available across education, health and social care.

Brooklands is committed to ensuring parents feel listened to, informed and fully involved in decisions about their child's support and provision.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or SENDsory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

