



Special Educational Needs Information Report – September 2026

What type of Special Educational Needs and Disabilities does Brookmead School cater for?

At Brookmead School we are committed to providing high quality education for all pupils, including those with special educational needs and disabilities (SEND) which can be met at a mainstream school. Our goal is to provide a nurturing, engaging learning experience, at the heart of the community where all pupils can reach their full potential. Our school is committed to valuing every child equally and fostering their full inclusion within our community. We aim to eradicate prejudice and discrimination, as well as to eliminate any obstacles to learning that might hinder or exclude any student. Our staff diligently work to create a safe environment for all children, focusing on the holistic development of each individual while recognising and celebrating the diverse abilities that every child brings. This is achieved through consistency in the quality of teaching, the breadth and richness of our school curriculum together with the regular monitoring of pupil progress and early intervention to ensure pupils are not at risk of falling behind.

Our SEND policy can be found on our school website: <https://www.brookmeadschool.co.uk/>

How does Brookmead School identify pupils with SEND?

The statutory guidance for special educational needs and/or disabilities is the the SEND code of practice: 0 to 25 years (updated September 2024) which states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of Special Educational Needs:

Communication and interaction

Children with speech, language and communication needs. These may include but are not limited to Autistic Spectrum Disorders, speech, language and communication needs, social communication difficulties.

Cognition and learning

This incorporates the needs of children who are learning at a slower pace than their peers, even with appropriate scaffolding, and includes:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication

Social, emotional and mental health

Children may demonstrate a wide range of social and emotional difficulties. These may include but are not limited to Attention Deficit Hyperactivity Disorder, attachment needs, mental health difficulties etc.

Physical and sensory

This applies to children who require special educational provision because they have a disability, impairment or sensory need. These difficulties can be age related and may change over time. These may include but are not limited to:

- Vision impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) - could be vision and hearing;
- Sensory processing disorder (SPD);
- Physical disability (PD) - additional ongoing support and equipment access.

These four broad areas give an overview of the range of needs that are planned for by the school. At Brookmead School we are focused on supporting the needs of the whole child; this means that pupils' social and emotional wellbeing is considered alongside any identified special educational need a child may have.

Pupils are identified as needing extra support from information such as:

- Information from feeder preschools is passed on prior to transfer into our Foundation Stage classes
- Baseline assessment is carried out in the first term of joining our Foundation Stage classes.
- Teachers and Teaching and Learning Support Assistants (TLSAs) observe and assess children continually, using assessment for learning opportunities in all lessons. They are encouraged to identify any pupils who are finding it difficult to access the curriculum without support beyond the universal provision, not meeting targets or whose progress is slower than expected.
- Concerns raised by parents / carers
- Data is analysed by the senior leadership team to identify students who are not meeting their progress and achievement targets.
- The SENDCo may make separate observations of pupil's engagement in learning and will work alongside teaching staff to support with monitoring of progress.
- Brookmead School ensures that they are informed about any new children with SEND by communicating with their previous school(s).
- When applicable/appropriate external support is sought to identify specific learning needs e.g: Speech and Language Therapist, Occupational Therapist, Paediatrician, Educational Psychologist etc.

Pupils with medical needs

If a pupil has a medical need a detailed Health Care Plan will be compiled in consultation with parents/carers and relevant professionals. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

The school's Medical Conditions Policy can be found here: <https://www.brookmeadschool.co.uk/Policies/>

How does Brookmead School support the learning of pupils with SEND?

The graduated approach is used by Brookmead School to ensure that pupil's individual needs are identified and can be addressed effectively. The cycle of assess, plan, do, review is used to consistently monitor targets, provisions and progress made.

The SEND provision at Brookmead School is determined on an individual needs basis and does not necessitate a diagnosis. We strive to support and challenge every student at an appropriate level through high-quality teaching in the classroom. We employ a range of provisions and strategies to assist pupils with SEND, recognising the importance of aligning our approach with each child's unique requirements. Our techniques are designed to foster independence and include:

- Additional support and/or suitable adaptations to be made to learning material to provide a suitable level of challenge for each individual student. This might include breaking tasks down into smaller chunks, using larger print, providing alternative means of recording, using coloured overlays etc.
- Additional 1:1 or small group support
- Individualised support for pupils with specific learning needs.
- Class-based TLSAs to provide support and challenge for all pupils in class and to administer specific intervention programmes such as Speech and Language link, Fresh Start phonics and Spelling Frame.
- Access arrangements are made for SATs tests for pupils whose needs meet the criteria. Types of provision may include the use of a reader, rest breaks or additional time.
- The school works closely with specialist support services and outside agencies.

All pupils who are on the SEND register have a Learning Support Plan (LSP) which is written by the class teacher, with support from the SENDCo. This is reviewed termly in consultation with the pupil and parent / carer. The LSP is used to show how support is targeted and list additional provision(s) that have been put in place. Formal assessment data and information from teachers is used to assess the effectiveness of provisions and the progress of pupils with SEND. If a pupil is deemed to have significant needs over time the school may apply to the Local Education Authority for an Education, Health and Care Plan (EHCP).

How does Brookmead School assess pupils with SEND?

Most assessments are integrated into daily teaching, with teaching staff continuously evaluating students during each lesson by observing their behaviour, listening to their responses, and reviewing their work as part of our assessment for learning processes. In addition, specific assessment tasks are employed to monitor progress against defined knowledge and skills and learning objectives. Pupil progress reports are sent out at the end of each academic year and will inform parents/carers of their child's progress. In addition to this pupil progress conversations are held twice a year when parents/carers can meet with the class teacher. Meetings can also be arranged with the SENDCo.

We conduct termly summative assessments to track progress over time. The collected data is reviewed with the senior leadership team during Pupil Progress meetings, which informs future planning and provision. This data is also compared with local and national benchmarks for SEND to provide a comprehensive view of performance.

Students with EHCPs have their progress assessed each term and undergo an Annual Review to evaluate their performance against personal targets once a year. For children with LSPs, progress is assessed and reported to parents on a termly basis. If students are not meeting their targets, we investigate the reasons and may adjust the provision accordingly.

Assessments may also be conducted by external agencies, such as the Cognition & Learning Team or an Educational Psychologist, if deemed necessary by the school.

How does Brookmead School evaluate the effectiveness of its provision for pupils with SEND?

All interventions and provisions are closely monitored to ensure their effectiveness and impact on improving student achievement. We use several methods to achieve this, including:

- Reviewing and monitoring children's work.
- Conducting pupil voice sessions and learning walks each term with the SENDCo.
- Observing lessons and the delivery of interventions.
- Reviewing Learning Support Plans each term with the class teacher and SENDCo.
- Analysing data and tracking progress, with termly reports to the Governing Body that compare the progress of our students with SEND to national averages.
- The SENDCo meets with the SEND Governor for regular evaluative visits and learning walks.
- Maintaining consistent communication and feedback from parents.
- Engaging in outside audits by advisors and Ofsted.

How does Brookmead School adapt the curriculum and learning environment for pupils with SEND?

The school's inclusion policy ensures that all students have access to a diverse range of learning opportunities, both within and beyond the classroom, including extracurricular activities and residential trips. We are committed to including all children in these opportunities, and when needed, we allocate additional staff support for trips and school clubs.

All students engage fully with the National Curriculum, and we celebrate achievements and skills across all subject areas. To make the curriculum more accessible we utilise visual, tactile, and concrete resources as part of our adaptive teaching practices. Additionally, we support students through pre-learning activities and preparation for new topics.

We maintain high expectations for learning and progress for all students, providing appropriate support for those with SEND just as we do for every pupil. When a child has been identified as having barriers to learning or SEND, additional support and resources will be provided. In some cases, the class teacher may also make adaptations to the learning environment to help the student access the curriculum more effectively.

These strategies are designed to address the needs of most pupils with SEND. However, if students do not make the expected progress, they may require more targeted interventions.

Some pupils with SEND might need specialised support from external agencies and we encourage collaboration with staff from special schools and specialist support teachers to enhance our approach. With parental consent, a referral will be made to the most suitable agency. After a thorough assessment, specialists will provide recommendations that will be incorporated into a LSP.

The school's accessible facilities

The school is accessible for wheelchair users by means of portable ramps and there are toilets adapted for disabled users. A disabled parking bay is situated in the car park to provide easier access for pupils and parents / carers.

In order to make the school site more accessible for pupils who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher.

The school works closely with the Specialist Teaching Services to ensure that the school site is accessible and assists the learning of pupils with specific needs, e.g. reducing intrusive noise for a pupil with hearing difficulties, ensuring rooms can be darkened to assist the reading of interactive white boards for visual impairment; large format screens, voice-responsive technology, handrails.

Brookmead School Accessibility Plan can be found here:

<https://www.brookmeadschool.co.uk/Equalities/>

How does Brookmead School improve the emotional and social development of pupils with SEND?

We understand that for children to learn effectively, they must feel happy, safe, and secure. All staff members, including midday supervisors work diligently to build positive relationships with our pupils. This ensures that children have various trusted adults to talk to and that they have the time they need to express themselves.

In addition, we have implemented the following provisions:

- If needed, children will have a designated “nurture space” where they can go to regulate their emotions.
- Small group interventions led by TLSAs are designed to enhance social skills.
- Nurture interventions are offered for students with emotional needs, facilitated by the Nurture Lead or a designated TLSA under the supervision of the SENDCo.
- Where necessary, a designated ‘safe (and trusted) adult’ will provide individual check-ins with identified pupils throughout the week.
- We provide a variety of equipment at lunchtime, through our Outdoor Play and Learning (OPaL) provision, to encourage play and engagement. In addition to this we run a smaller version of this at Nurture Lunch club.
- Some children have weekly sessions with our Pets asTherapy dog, Alfie.
- Our school ethos emphasises that together we inspire, challenge and achieve. To do this we strive for independence whilst supporting and valuing each other.

For children who may become overstimulated and struggle with emotional regulation, a Positive Behaviour Plan may be developed. These personalised plans aim to ensure a consistent approach among staff when supporting a child experiencing emotional dysregulation. They are shared with all staff and are reviewed at least termly in collaboration with parents and carers.

How does Brookmead School support pupils when transitioning between phases?

From Pre-School into Foundation Stage

Prior to children joining the school discussions take place between the Foundation Stage Lead, SENDCo and the Head of each feeder preschool or nursery. Information is gathered from the staff and other relevant professional partnerships. Children who are joining Brookmead School Foundation Stage are invited into school for a taster session with their parent or carer and for a morning or afternoon session as part of Bucks ‘move up day’.

Movement to successive year groups

Children in every year group take part in Bucks ‘move up day’ in early July. This allows children to spend the day with their new class teacher and any additional adults, in their new learning environment. The day is planned to provide children with the opportunity to take part in getting to know you activities and at the end of the day they take home an information sheet, including a photo of their new teacher.

Some children on the SEND register benefit from additional transition support and may visit their new learning environment on several occasions, taking home photos etc that they can consult over the summer holidays. Teaching staff will also make a point of dropping in on the pupil and spending additional time getting to know them.

Year 6 to 7

Prior to leaving Brookmead information is collated from the class teacher / SENDCo as to the type of support pupils will need in secondary school. Visits to Brookmead are made by secondary school staff to meet pupils and liaise with the class teacher/SENDCo. In some instances it may be felt that the child would benefit from transition support which is arranged through the school or external agencies. The child and parent/carer would also be given the opportunity to visit the secondary school on more than one occasion prior to the induction day. The SENDCo from the appropriate secondary school is involved in the final EHCP review.

How does Brookmead School obtain new or specialist equipment and facilities?

If an individual requires specialist equipment or facilities, the SENDCo will communicate this to the headteacher. The school allocates a small annual budget for low-cost access items, such as writing slopes, wobble cushions, fidget concentration aids and specialised programs. Additionally, we seek expert advice when necessary to assist with the implementation of new specialist equipment.

How does Brookmead School train staff in relation to pupils with SEND?

We understand that training is vital for staff to effectively address a diverse range of needs. All staff members have access to training opportunities tailored to their own needs and those of the children they work with.

- The SENDCo participates in regular training and attends termly networking meetings to stay updated on current legislation and best practices related to SEND.
- The SENDCo holds weekly meetings with TLSAs, updating them on current practices and providing additional support and CPD.
- The SENDCo holds staff meetings at least termly for teaching staff, updating them on current practices and providing additional support and CPD.
- Teaching staff receive training on effective strategies for working with students who have specific needs, informed by current educational research, including insights from the Education Endowment Foundation.
- All staff, including midday supervisors, regularly complete Step On training. The SENDCo and Headteacher are both Step On trainers and train staff across multiple settings.
- Individual training for TLSAs and teachers is offered based on identified needs during their appraisals.
- Staff may also receive specialised training from external sources related to the specific needs of any child with SEND they support, such as working with children with visual impairments or speech and language needs.
- Both teaching and support staff are trained by medical and educational professionals to assist pupils with specific physical and developmental requirements.
- Staff have the opportunity to observe one another and share effective practice.
- All staff are trained on a variety of topics related to SEND, including autism.
- We offer an induction program for newly appointed teaching staff that includes an overview of policies.

How does Brookmead School obtain specialist expertise?

In some instances it is necessary to consult with outside agencies to receive their specialised, expert guidance to assist staff in meeting the needs of pupils with SEND and their families by using the following outside agencies:

- Specialist Teaching Service to support students with Autism, Visual Impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrics and School Nursing Service
- Social Care
- Family Support Service
- Occupational Therapy
- Speech and Language Therapy
- Education and Welfare Officers
- Pathways Pupil Referral Unit (PRU)
- Buckinghamshire SEN Team
- Young Carers
- ECPC team (Education of Children in Public Care)
- Traveller Liaison Officer

What can you do if you have concerns about the progress your child is making?

In the first instance please speak to your child's class teacher and discuss your concerns and any support that your child may benefit from. Communicate any family history/concerns to the school.

Arrange a meeting with the SENDCo (Kim Brooks) via the school office if you have further concerns or questions, following a discussion with your child's class teacher.

In addition to this you can explore the Local Offer. The Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see. You can find the Local Offer for Buckinghamshire Count Council at: <https://familyinfo.buckinghamshire.gov.uk/send/>

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.

What are the arrangements for handling complaints at Brookmead School?

If parents have any concerns about SEND provision, they should approach the school by contacting their child's class teacher in the first instance followed by the SENDCO and/or Phase Leader and finally the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

The school's complaints policy can be found in the [Policies](#) section on the main school website.

How do I make contact with the SENDCo at Brookmead School?

Please contact the SENDCo, Mrs Kim Brooks, via the school office:

Email: office@brookmead.bucks.sch.uk Tel: 01296 668543