

SEND INFORMATION REPORT

Brockmoor Primary School • Brierley Hill Primary School

POLICY OWNER	Executive Director: Lana Duffin
APPROVED BY	Governing Body
APPROVAL DATE	September 2026
REVIEW DATE	September 2027
REVIEW CYCLE	Anually

Aspiration and opportunity for every child

Our School

Our School Vision:

At BCF, we strive to provide an inclusive curriculum in line with the SEND Code of Practice (2015) and the Equalities Act (2010), where all children have the opportunity to reach their full potential and to develop as happy and successful individuals. We celebrate and value the diversity of our community and take into account every child's individual needs and experiences in order to prepare them for life beyond primary school.

Information

Brockmoor currently has 419 children on roll, 98 are registered as SEND.

There are currently 66 children on SEND register with a range of needs from universal to specialist and a registered as K. 29 children have an EHCP and are registered as E.

Brierley Hill currently has 217 pupils on roll

We have 38 pupils on the SEN register and 9 EHCP that are registered as E



Mrs L Duffin

The SENCO is responsible for:

Mrs A Pugh

- ❖ The day to day running of the SEND policy;
- ❖ Liaising with and advising all staff members including teaching and support staff;
- ❖ Maintaining the Special Needs Register and Provision Map;
- ❖ Co-ordinating the provision for children with Special Needs and writing a whole school provision map and intervention tracker via Insight;
- ❖ Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND;
- ❖ Contributing to in-service training for staff;
- ❖ Liaising with outside support services, agencies and voluntary bodies, including Inclusion Support, Speech and Language, Sensory Impairment, the Education Welfare Service, Social Services, CAMHS etc;
- ❖ Overseeing and assessing individual plans and producing costed provision maps;
- ❖ Maintaining close links with all parents of children with SEND;
- ❖ Co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP);
- ❖ Completing the paperwork for a new EHCP application;
- ❖ Monitoring teaching and learning of SEND pupils across school;
- ❖ To monitor the school's SEND provision and make any improvements as necessary;

Work closely with the Headteacher to ensure the allocation and effective use of the SEND Budget including the deployment of any 1:1 support (through recommendation from the Educational Psychologist, 1:1 support will be rotated to avoid the child forming an attachment and for continued professional development of staff.



Meet our SENDCOS

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Special Educational Needs

At BCF 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.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Identifying and Assessing Need

We work closely as a team and if staff have a concern about a child, they discuss this with their phase leaders and their year group team and discuss concerns with parents. 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 create a Team around the Child meeting and discuss holistically if a child needs support from external agencies and/or if they need to be placed on the SEND register and invite you, as parent/carer, in for a meeting, where we will share the targets, your child is working on and the support they are receiving. We will also discuss the plan moving forward and your role as a parent.

Some children will be monitored using the Dudley AAT- attainment assessment tracker, this allows the children who are working at below key stage standards to have small step targets set in the curriculum to allow them to achieve and begin to work independently.

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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.

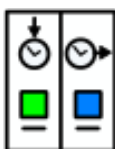
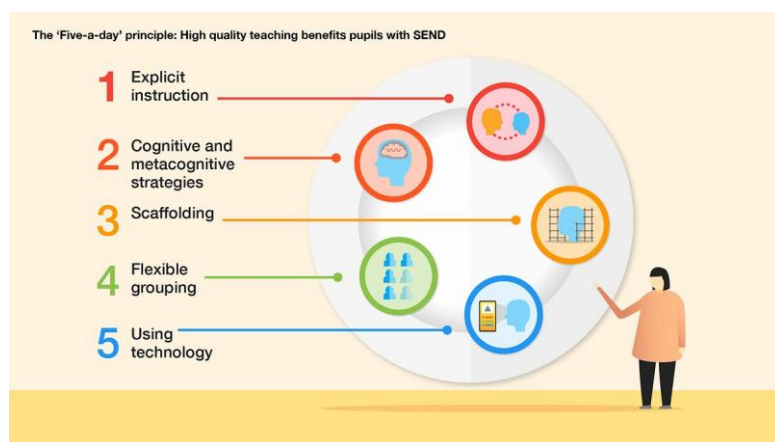
We are an inclusive, mainstream school. Wherever possible children are taught alongside their peers in flexible teaching groups.

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

We are introducing the use of the EEF guidance 'Five-a-day' to embed the key principles into our curriculum delivery and will be part of our quality first teaching approach.



Our approach to teaching children with SEND



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Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	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.

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Our CUSP curriculum is a through approach that can be
We use birth to 5 matters and the AAT to adapt and ensure a bespoke curriculum is being delivered if it is required.

As part of the curriculum adaption, we have our pathways groups that are working with a high level of support and a bespoke curriculum ensuring that our curriculum is a needs led provision.

The S.E.T.T is a communication approach environment and finds the right communication methods for each individual child. This will vary, often sign and visuals but includes speech and movement. This secures successful intensive interactions which will in turn allow connection and communication.

The HIVE is our ASD complex needs provision based at Brierley Hill Primary school site.



Parent Consultations

We work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We also hold a lot of information on our website which can be a link direct to training courses and support groups and offer opportunities to meet up with outside agencies and their sessions they offer.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



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 (if appropriate):

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Child Consultations



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

Review progress in pupil progress meetings with class teacher, phase leader and senior leaders and discussing next steps.

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

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

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 SENDCO/Assistant SENCO and Senior Leaders.

Regularly using a tracking tool (INSIGHT) to update targets and measure progress.

Regular reviews with external agencies.

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.

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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, our staff induction process covers policies and key information sharing.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be 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 (SLT), Educational Psychologist (EP), Learning Support Services (LSS) Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas, if there is a particular need of a child we will upskill staff, seek external training or look at external agencies and support that can be bought into school to be able to provide the support and skills that are required.

CPD at BCF is valued and when staff go on a course, they will have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Staff Training

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism	Makaton	Phonics (RML)	MAPA training

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Awareness (Through Autism Outreach)			
			
Specific Learning Difficulties	Complex Needs Awareness Support	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for pleasure	Sensory needs

These name a few but more CPD opportunities are on offer and BCCF subscribe to The National College for access to a range of quality sessions.

<https://nationalcollege.com/>

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Transition Support

Pre-school 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 SENCO if required, we also complete home visits.

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 sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing 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. These will be lead by the SENCO and/or a staff member that the pupil knows well.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

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 work with the following agencies to provide support for children with SEND:

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Outside Agencies

- | | |
|--|---|
| <ul style="list-style-type: none"> ❖ Autism Outreach ❖ Learning Support Service ❖ Educational Psychology Service ❖ Speech and Language Therapy Service ❖ Occupational Therapy Service ❖ Physiotherapy Service ❖ Barnados ❖ Dudley Family Hub ❖ Hearing Impaired Team ❖ Visual Impaired Team ❖ IEYS – Integrated Early Years Service | <ul style="list-style-type: none"> ❖ Physical Impairment, Medical Inclusion Service ❖ Education Support Service ❖ School Nurse ❖ CAMHS (Child and Adolescent Mental Health Service) ❖ Russells Hall Hospital and Birmingham Children's Hospital (Paediatricians) ❖ Children's Social Services |
|--|---|

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 call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school.

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 group leaders, technical team etc.

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No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably 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 phase leader. We would also encourage you to have a discussion with our SENCo or Assistant SENCos

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head or 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.

Tim Sunter– Chair of Governors
Jacqueline Blake– SEND Governor

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Dudley Local Offer



The Dudley Local Authority Local Offer can be found at:
<https://dudleyci.co.uk/send-local-offer>

SEND team	01384 814360
School Health Advisory Service	01384 813062
Dudley Family Hub	01384 813322
SEND Information Advice Support Service	07824543233 07900161363 07929777744

Other relevant contacts can be found here:

<https://dudleyci.co.uk/categories/dudley-mbc-services>



Feedback

We are always open to hear the positives and ways that we can support further.

Email info@brockmoor.dudley.sch.uk or info@brierley.dudley.sch.uk