



Brocklewood Primary School

SEND Information Report

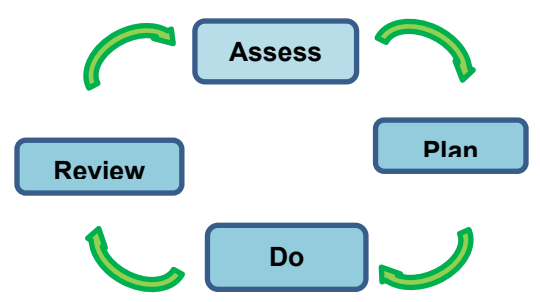
September 2026

Welcome to Brocklewood Primary School's SEND information report. We are a mainstream school which welcomes children with special educational needs and disabilities. We want all children at Brocklewood to feel equal and included in every aspect of school life. The views and feelings of every child are respected and valued by all adults and pupils. We have high expectations for all our children and make appropriate adaptations to meet their individual needs. We embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

What kinds of Special Educational Needs are provided for at Brocklewood Primary School?	The four main areas of need as outlined in The SEND Code of Practice 2015: • Communication and Interaction Needs • Cognition and Learning Needs • Social, Emotional and Mental Health Needs • Sensory and/or Physical Needs
How do we identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?	At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: <i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i> <i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i> <i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”</i> The class teacher monitors all children continually and assesses them half termly identifying any children who have not made the expected level of progress. Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.
Who is the Special Educational Needs Coordinator (SENCO) at Brocklewood?	Miss Lauren Holton is SENCO. You can contact her via: The school office on 0115 915 3272 Email: l.holton@brocklewood.nottingham.sch.uk Or message her through the class Dojo app.
How do we consult parents and carers of children with SEND and involve them in their child's education?	At Brocklewood, we value the importance of building positive relationships with parents and families within our school community. • Your child's class teacher, in the first instance, is available after school to talk to you about your child's progress or any concerns you may have and also to share information about what is working well at home and school. The SENCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting. • Miss Gina Bell and Mr Ashley Edwards are our Learning Mentors and attendance officers. They are available to speak to parents and carers in the morning on the playground, before school or during the morning session up until 11.30am. Miss Bell and Mr Edwards will support families who have low attendance and they will work alongside parents and carers to improve this. They also support children to access their learning and to have positive learning experiences in school. • Where a pupil is identified as needing SEND support, we will set individual targets and create an Individual Learning Plan. Parents/Carers are informed and they are part of the review process at parents' evenings. • Information from other professionals will be shared with you and you will receive a copy of the report.

	If your child has an Education and Health Care Plan (EHCP) you will be invited to an annual review.
How do we consult children with SEND and how do we involve them in their education?	All children including children with SEND are encouraged to share their views about their education, progress and individual targets. The children are involved in setting and reviewing their targets with their class teacher and support team. Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.
How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?	We aim to identify children with SEND as early as possible following a graduated response using the four part cycle of: <pre> graph TD Assess[Assess] --> Plan[Plan] Plan --> Do[Do] Do --> Review[Review] Review --> Assess </pre> Assess-We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments. Plan-The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress. Do-The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support. Review-The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and the SENCO to review the short-term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby class teachers and the SENCO are accessible at the end of the day. - Your child's progress will be continually monitored by his/her class teacher. - His/her progress will be reviewed formally and tracked by the SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made. - At the end of key stage 2, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. - Where necessary, children will have a Learning Support Plan based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. - The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

	• The SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place. • Regular book looks and lesson visits will be carried out by the SENCO, subject leaders and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.
How will we support children with SEND who join our school?	We recognise that transition can be difficult for some children with SEND so we take steps to ensure their transitions are as smooth as possible. • We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved. • We will arrange to meet you and your child in your home setting if appropriate. • We will invite you to come and visit Brocklewood Primary school with your child.
How will we support children with SEND as they move to a new year group?	We understand that changing classes, year groups and teachers can be daunting for some children with SEND. • We will create transition booklets containing photos of your child's new classroom, teacher and teaching assistants. • We will ensure your child has additional visits to their new class if necessary. • We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND. • Your child will spend transition week with their new class before the Summer holidays. • You will be able to meet the team around your child during transition week.
How will we support children with SEND when they transfer to secondary school?	When your child has been allocated a place at a secondary school, our SENCO will start to liaise with their SENCO. • We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child. • We will arrange extra visits to the secondary school if necessary. • We will arrange for outside agency support (The Autism Team and Learning Support Team) to be put in place if we feel that your child would benefit from this. • We will create transition booklets to support your child so they can become familiar with the new buildings, routines and timetables.
How do we help to support and prepare children for adulthood?	The Brocklewood Primary School vision is: Imagine with all your mind! Believe with all your heart! Achieve with all your might! At Brocklewood Primary School, it is our responsibility to provide an enriching and stimulating curriculum which will fire the imagination of every pupil. Furthermore, we will strive to nurture self-belief so that all pupils can achieve to their full potential and be successful adults in our society. Our values in school support and promote the British values as defined in the 2011 Prevent Strategy. The British values are: Democracy

	The rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs In school, these values are promoted throughout at all times and in all curriculum areas and form a key part of our expectations of children, parents and staff. We all try our best to follow the Brocklewood Way which is to be KRIS; Kind, Respectful, Inclusive and Safe. 
How do we teach children with SEND?	All children are part of a mainstream class and have access to high quality first teaching alongside their peers. If a learner is identified as having an SEND, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out based on the individual needs of the pupil and will follow the graduated response cycle:  <pre> graph TD Assess[Assess] --> Plan[Plan] Plan --> Do[Do] Do --> Review[Review] Review --> Assess </pre>
How do we adapt the curriculum and learning environment for children with SEND?	Children's needs are identified and reviewed regularly to enable us to meet their individual needs. At Brocklewood we "Imagine, Believe, Achieve". We are ambitious and encourage all of our children to fulfil their potential by dreaming big and having confidence in themselves. The curriculum at Brocklewood is designed to engage all learners and to promote learning together and preparing our children to be 21st Century citizens. The school environment, including classrooms, are continuously adapted to meet the varying needs of the children at Brocklewood. We have three nurture spaces where interventions take place and two sensory rooms. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has a quiet space or a reading area where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own. We have an Enhanced Provision at Brocklewood called 'The Sett', which is made up of two classes: the Kits and The Badgers. This provision is for pupils within Brocklewood who have been identified as having significant speech, language and communication difficulties. Many of these pupils are largely pre-verbal and some also have a diagnosis of Autism. There are a maximum of 12 spaces in The Sett and these pupils are supported by skilled staff to develop positive methods of communication and interaction.
What additional support for learning is	We have a large range of high-quality interventions delivered by experienced staff members. These include: • Switch on Reading and Writing

available in school for children with SEND?	• Phonics • Dyslexia support • Pre-teach for Maths, Reading and Writing • Attention and Listening • Speech & Language • Makaton signs & symbols • Music Interaction • Circle of friends • Special Play • Sessions with our school-based counsellor • Anger management • Sunshine Circles • Lego Therapy • Nurture groups • Sensory room sessions • Sunshine Circles • Theraplay • Friendship groups • Funfit • Proprioception • Dough Disco • Play Therapy • ELSA (Emotional Literacy support) • Thera-Build Lego • Attention Autism
How will staff across the school support my child?	The Class Teacher: Responsible for... • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary. • Writing individual targets and an Individual Learning Support Plan and sharing and reviewing these with parents once each term. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The SENCO: Miss Lauren Holton Responsible for... • Providing professional guidance to colleagues and works closely with staff, parents and other agencies. • Writing SEND Information Report which must be published on the setting website and updated annually. • Overseeing day to day operation of the school's SEND policy.

	• Co-ordinating provision for children with SEND. • Advising on a graduated approach to provide SEND Support. • Liaising with parents of pupils with SEND regularly. • Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, learning support team and paediatricians. • Managing the transition process all the way through to secondary. • Ensuring school keeps the records of pupils with SEND up to date. • Working with head teachers and school governors with regards to reasonable adjustments and access arrangements. The SEND Governor: Liz Bell Responsible for... • Making sure that the necessary support is given for any child with SEND who attends the school. • Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.
How are the staff in school supported to work with children with SEND and what training do they have?	Miss Lauren Holton has been the SENCO at Brocklewood since October 2023. As of September 2026, she is a qualified SENDCO. Miss Holton has taught for over 14 years at Brocklewood and has experience of teaching children from Nursery up to Year 6. Miss Holton attends all the Nottingham City and Transform Trust SENCO training events. All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for all staff throughout the year. We work closely with outside agencies to provide training and support to school staff. Our current training has included: • Wellbeing interventions • Specific literacy assessment for dyslexia • Makaton - using signs and symbols • Supporting pupils with social and communication difficulties – Autism – all SEND team • Thera-Build Lego Intervention • Funfit • Proprioception • RPI - Physical intervention • Basic First Aid • Attachment Training • ACES (Adverse Childhood Experiences) • Emotion Coaching • Differentiation training • Sunshine Circles • Speech Therapy • Routes to inclusion (R2i) • Provision Map writing • Developing expertise in behaviour • Scaffolding learning

	• Personalised Curriculums • Adaptations to lessons • Attention Autism • Bsquared Training • Therapeutic Classrooms
How will equipment and facilities to support children with SEN be secured?	The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed. HLN funding: Some children will be identified as requiring further specific additional support so the SENCOs will apply to Nottingham City Council for additional funding called Higher Level Needs funding (HLN). EHCP: Some children will have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually.
How are children with SEND able to engage in activities available with children in school who do not have SEND?	We believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on a risk assessment for that activity. All children are encouraged to participate in a range of school trips, activities and residential trips. An individual risk assessment is compiled by our Brocklewood Mentor - Mrs Carolanne Young - in conjunction with the team around the child. All staff must read and sign the risk assessments before activities take place. Our Primary Parliament use pupil voice to gather information about the views of all children in school.
What support will there be for my child's social and emotional development and overall well-being?	The emotional health and well-being of every child at Brocklewood is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer. • Sessions with our school-based counsellor who works in school for two days per week • Social awareness games and activities • Bubble Time (Children can complete a slip in their class to request 'time to talk' 1:1 with an adult.) • Well-being interventions • Nurture groups • ELSA (Emotional Literacy Support Assistant) sessions with our 3 trained ELSA members of staff • Lunch time and play time support • Pet assisted therapy sessions with our school dog Molly • Lego therapy, Sunshine Circles, Circle of friends, Drawing & talking and Theraplay sessions

	• Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework • Access to external agencies and professionals to follow their advice • All Teaching Assistants trained in how to support pupils' well-being • All staff trained in Attachment and ACES approaches to supporting children • Pastoral and Safeguarding team who work closely with the whole team around each child • Access to MHST (Mental Health Support Team) who work with individual children and families to provide support The school benefits from a Behaviour Policy with clear rewards and consequences and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.
How does school manage the administration of medicines?	Any pupils with additional medical needs are well catered for at Brocklewood Primary School. All medical requirements are requested from parents prior to admission and these are added to the child's information file on Scholapack. All medicines are labelled and kept in a locked cupboard that are accessible to appropriate members of staff. Written records are kept of all medicines administered to children. For those pupils needing medicine regularly, we complete an Individual Health Care Plan which is reviewed annually.
What are the admission arrangements for children with a disability?	Please refer to the Nottingham City admissions policy https://www.nottinghamcity.gov.uk/schooladmissions and Brocklewood Primary School's Admission Policy for the current academic year.
How accessible is the school for children with disabilities?	• The school is fully compliant with the Disability Discrimination Act (DDA) requirements. • The school is on a split-level with easy access, double doors, wall rails, handles and ramps and 2 lifts. • There are two disabled toilets, both with changing bed facilities and one with showering facilities. One also has a hoist. • We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO helps to manage the SEND budget, used to ensure that all pupils have access to the very best equipment. • After-school provision is accessible to all children, including those with SEND. • Extra-curricular activities are accessible for children with SEND. • The school has an outside learning area and Forest School area. • Disabled parking spaces are available in both school car parks. • The school has an up-to-date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.
Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?	Local Authority provision available: • Autism Team • Educational Psychology Service • INclude Team • Visual Impairment Team

	• Learning Support Team • Hearing Impairment Team • Speech and Language Therapy • Ask Us Nottinghamshire Health Provision available: • School nurse • Occupational Therapy • Physiotherapy • CAMHs (Child and adult mental health service) • School counselling sessions • Paediatrician support • MHST (Mental Health Support Team) Transform Trust Provision available: • SENCO network meetings • CPD opportunities for all staff • Support from Jo Jeffs (SEND Associate Head Teacher) We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate. Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website www.askusnotts.org.uk and helpline 0800 121 7772 for specialist information and advice.
How can I make a complaint about the SEND provision at school?	We always try to do our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Miss Holton (SENCO) or Mrs Oliver (Head Teacher). However, if a parent/carer continue to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors (Mrs Francesca Huskisson-Moore).
Who support services can I contact if I need help, advice or support for my child with SEND?	• Ask Us Nottinghamshire: www.askusnotts.org.uk or call them on 0800 121 7772 • The Nottingham City Council Local offer: https://www.asklion.co.uk/send-local-offer/nottingham-city/nottingham-city-send-local-offer • The Government guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers • The National Autistic Society: https://www.autism.org.uk/advice-and-guidance
Who can I contact in school and talk to if I	• The Class Teacher • Miss Lauren Holton (SENCO)

**have concerns about
my child?**

- Mrs Oliver (Head of School)
- Mrs Meli (Deputy Head Teacher)
- Mr Mason (Executive Head Teacher)
- Mrs A Brown, Ms Wright and Mrs Sandhu (Safeguarding and Pastoral Team)
- Mrs Young (Brocklewood Mentor)
- Miss Bell and Mr Edwards (Learning Mentor and Attendance Officers)

Review date September 2027