



BROOK INFANT SCHOOL  
AND NURSERY

## **Brook Infant School SEND Information Report**

*This should be read alongside our SEND Policy*

### **Arrangements to support children and young people with SEND (Special Educational Needs and Disability)**

We are a two-form mainstream infant school, with a private nursery attached, right in the heart of Maidenbower. At Brook Infant School, we learn with love and laughter. We create a sense of belonging within a fair and trusting community. We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement. We nurture life-long friendships and a passion for learning. We respect each other's rights in order to develop responsible global citizens. We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

#### **Admission of Disabled Children**

As a mainstream school all our admissions are managed by West Sussex. We strive to ensure that all children are welcome and treated with equity at our school, including ensuring adjustments are made to allow full access to the curriculum. We work with individual families as needed to do this. Please see the questions below to find out more about how we do this and question 9 for information on accessibility.

#### **Child Voice**

'I have the right to have a voice and be heard' - this is one of our 'Sparkly Rights' and we make every effort to ensure this happens. All children are encouraged to talk about their learning and share their views throughout the school day. Children with SEND are asked key questions about their learning before reviews so that their voice can be included. Child views are requested at the end of any targeted provision so that we can see how useful the children feel they have found the provision. Adults will read the questions and scribe for children who need it. We also use emotion face pictures and other resources such as 'Mapping the Landscape' to help capture their views.

#### **Parent/Carer Participation:**

Parent/carers participation is a core part of the framework for children and young people with SEND. Please see our SEND Policy for more information on their part in the graduated response. The questions that follow have been developed in co-production with parents from the pathfinder project in West Sussex.

### **Brook Infant School responses to parent/carers questions as part of our Local Offer.**

#### **1a. How does the school know if children need extra help?**

- Information communicated during transition from previous settings.
- Parent comments.
- Outside professional reports.
- School data tracking systems, including pupil progress meetings.
- Staff observations.

#### **1b. What should I do if I think my child may have SEND?**

- Speak to your child's class teacher to raise your concern, the easiest time to catch them to make an appointment is at the end of the day when they have finished seeing the children safely to their parents.
- Speak to the Inclusion Manager to discuss what to do next. You can make an appointment via the school office or email Mrs Sexton directly at [jsexton@brookinfant.school](mailto:jsexton@brookinfant.school)

## **2. How will school staff support my child?**

- High quality first teaching with differentiation is the first step in responding to SEND, this is a 'universal' approach for all learners.
- We aim to teach in a dyslexia friendly way that will ensure good teaching for all learners using multi-sensory teaching methods throughout the school.
- We use a 'graduated response' to support which starts with 'universal' support, we use 'targeted' (specific support above and beyond what happens universally) and 'specialist' (using advice from outside professionals) approaches where appropriate.
- We approach each child's individual needs as appropriate and have different forms of targeted support available including TA managed support programs and individual interventions.
- We seek specialist advice where appropriate and take on training as where needed to implement that advice.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc., and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

## **3. How will the curriculum be matched to my child's needs?**

- Each child is unique and we celebrate children's talents and interests. We know that we learn best is when we are interested and motivated.
- Children learn in the outside environment as well as indoors and we ensure we cater for the whole range of learning styles.
- We believe that children learn through practical hands-on experience, structured play and recording their ideas and work.
- We track each child's data over time to ensure progress.
- For children with SEND we use an 'assess, plan, do and review' process.
- With high level need we will personalise the curriculum as guided by outside professionals.

## **4a. How will both you and I know how my child is doing?**

- Formal and informal dialogue between parents and school.
- Using learner's views on their progress.
- Termly Individual Learning Plan (ILP) review meetings with parents of children on the SEND list.
- Parent/teacher consultations twice a year.
- Formal full written report sent home once a year.
- Termly analysis of data to track progress.
- Looking at individual progress during our Pupil Progress meetings in school.
- Checking monitoring records from interventions.
- Parents are welcome to make appointments to see the Class Teacher or Inclusion Manager at any time they have concerns or questions about their child's learning.

## **4b. How will you help me to support my child's learning?**

- Shared ILP meeting to set targets for children with SEND.
- Parent workshops.
- Parent consultation meetings.
- Facilitating meetings between parents/other agencies where applicable

## **5. What support will there be for my child's overall wellbeing?**

- We have a strong pastoral ethos in our setting where children are respected and treated as individuals; the school council also represent child viewpoints in the school.
- Class Teachers take the initial responsibility for the child's well-being and will deal with matters on a day-to-day basis.
- We run social skills groups as appropriate.
- We have a school Learning Mentor who is able to offer ELSA (Emotional Literacy Support Assistant) work and is able to work with a small number of children, there is a discrete criteria for access - please talk to your class teacher if you have concerns.
- Parents can make an appointment with their child's Class Teacher or the school Inclusion Manager at any time to discuss their child.
- We use a Therapeutic Approach to managing behaviour. Please see our school behaviour and relationship policy and our anti-bullying policy on our website: [Policies and Procedures](#)

- Child Protection training for all staff yearly.
- Currently our Child Protection Officers in school are Mrs Cox, Mrs Couch, Mrs Ungless, Miss Witham, Mrs Sexton, Mrs Gravell (Breakfast and After School Club), Mrs Bagley (Nursery) and Mrs Sutton.
- All staff are First Aid trained with several key staff having the higher-level training.
- Where needed we also produce Personal Care Plans and for individual children.
- The Premises Manager and Business Manager along with the Headteacher and our governors have responsibility for on-site safety.
- In addition, we will put additional risk assessments in place for any specific needs.
- Trips and visits always have their own risk assessments.

#### **6. What specialist services and expertise are available at or accessed by school?**

- We are not a specialist school; we are all strong infant practitioners and support all children as individuals.
- We currently employ a Learning Mentor each morning to support children with SEMH needs throughout the School and Nursery.
- We have our own Breakfast and After School Club on site.
- West Sussex mainstream primary schools have direct access for referrals to the following support services and work regularly with them.
  - Speech and Language Therapy (SALT): Inclusion Manager meets termly with link SALT who will provide children with identified speech and language difficulties with an intervention plan and activities for us to use.
  - Occupational Therapy Service (OT): There is a referral system schools can use with strict criteria for referrals.
  - Educational Psychology Service (EPS): Inclusion Manager meets yearly with link Educational Psychologist (EP) for an Annual Planning Review (APR), schools are also able to ring for telephone advice.
  - Autism and Social Communication Advisory Team (ASCT): Offer the opportunity to book termly Consultation and Review Meetings (CARMs) where we can discuss and seek advice for up to four children or request individual consultations as required.
  - Learning and Behaviour Advisory Team (LBAT): Offer the opportunity to book termly Consultation and Review Meetings (CARMs) where we can discuss and seek advice for up to four children or request individual consultations as required.
  - Alternative Provision College Outreach Team (APC): There is a referral system in place to seek advice.
  - Sensory Support Team (SST): referral system in place to request advice with pupils who have been diagnosed with Hearing or Visual Impairment.
  - Community Mental Health Liaison Practitioner (CMHLP): Telephone triage only.
  - Early Help/Enabling Families: Inclusion Manager meets termly with designated schools worker. Self-referrals are encouraged but we can discuss concerns with them.
  - School Nurse Service: Referral system in place.
  - Child Development Clinic (CDC): Schools can now refer to CDC if appropriate.
- These services have their own criteria for prioritising cases.
- Referrals for Physiotherapy Service and direct referrals to CAMHS can be made by parents through their General Practitioner (GP).

#### **7. What training have the staff supporting children and young people with SEND had or are having?**

- All our teachers have Qualified Teacher status.
- We ensure Early Career Teachers are part of a clear induction programme.
- We receive training from specialist services where applicable, including SST, ASCT, SALT, EPS, Alternative Provision Outreach Team.
- Training needs are highlighted and developed through our school development plan and our staff benefit from Continuing Professional Development.
- The whole school has recently been trained in Therapeutic Thinking, impacting on our approach to behaviour management.
- We use our best endeavours to access specific training for high-level, low incidence need where it is available.

## **8. How will my child be included in activities outside the classroom including school trips?**

- We are an inclusive school and make our best endeavours to use reasonable adjustments to include everyone in activities outside the classroom.
- We will prepare individual risk assessments in discussion with parents where appropriate to help with this and will use our knowledge of individual pupils to inform necessary adjustments.

## **9. How accessible is the school?**

- The school is all on one level and is fully wheelchair accessible with a disabled toilet. There is a disabled parking bay within the school grounds.
- Individual classes adapt their furniture to meet wheelchair access when necessary.
- For named pupils who have specialist involvement such as the Sensory Support Team, Occupational Therapists and Physiotherapist we will provide the specific support advised.
- We work with West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) to help with language access for families who speak English as an additional language.
- As a school, we use a basic level of Makaton signing with all children as part of our practice.

## **10. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?**

Pre-school to school transition:

- Visit children in their pre-school settings.
- Transition meetings with pre-school settings (and outside professionals if appropriate) to share relevant information.
- Parent information meetings.
- Stay and play visits.
- Home visits.

Mid-phase admissions:

- Transfer information with other school.
- Peer buddies to help the child settle.
- Meet with Class Teacher and Inclusion Manager if appropriate.

Infant to Junior, within locality -

Strong transition arrangements for all learners are a feature of the locality. Schools share teaching links and there are planned opportunities for learners to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools, there is an induction programme for pupils, meetings for parents and teaching staff handover sessions.

The locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include:

- Extra school visits.
- Transition books.
- Individualised transition plans.
- Additional staff training.
- Inclusion Manager collaboration.

Infant to Junior, to schools outside of the immediate locality:

- We contact the school the child is going to so that we are able to share information.
- Where possible we organise additional visits to the school.
- We share the new uniform and talk with interest about the changes taking place.
- We help with transition books where we can.

## **11. How are the school resources allocated and matched to children's SEND?**

- The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials. This includes money spent on training and materials for SEND as required and linked to the schools development plan.

- Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with Education, Health and Care Plans.
- Some of this money is used to employ an Inclusion Manager and provide additional TA support for children with SEND, as well as provide appropriate resources.
- All support and provision is part of the cycle of the assess, plan, do and review graduated approach.

#### **12. How is the decision made about what type and how much support my child will receive?**

- Provision made for a learner will be informed by consultation with parents, outside agencies and the child.
- It will be based on individual need within the context of the school overall.
- We have a graduated response to meet need.
- We work with an assess, plan, do and review system using time limited interventions.

#### **13. How are parents involved in the school? How can I be involved?**

- We believe in strong parental engagement to enhance learning, parents are always welcome to share their views and ideas with the school.
- Become a Friend of Brook Infant School and support our PTA's fundraising events.
- Become a volunteer parent helper in school, you will need a clear DBS check.
- Attend parent workshops and information meetings.
- Complete parent questionnaires to help us meet your child's needs as part of the whole school.
- Attend parent consultations and ILP review meetings.
- Discuss the learning with your child and share their ideas with the school.
- Comment in your child's reading diary when you read with your child daily and support them with any homework.
- Comment on your child's report at the end of the year.

#### **14. Who can I contact for further information or if I have a question or concern?**

- If you have specific concerns or questions catch your child's class teacher at the end of the day and make an appointment to meet with them.
- General enquiries can go to the school office.
- You can make an appointment to meet via the school office or can contact Mrs Sexton directly on [jsexton@brookinfant.school](mailto:jsexton@brookinfant.school)
- The Headteacher, Sarah Cox is on the gate most mornings to welcome the children. You can catch her there or make an appointment to see her through the school office.
- SEND Information, Advice and Support Service (SENDIAS) are available to give impartial help and advice at
  - **Website:** <https://westsussex.local-offer.org/services/7>
  - **Tel:** 03302 228 555
- You will find the wider West Sussex Local Offer and contact details of support services at <https://westsussex.local-offer.org/>.
- As a school, we take all parent concerns seriously. In the first instance, we hope they can usually be resolved by talking to the class teacher. If the class teacher cannot resolve the concern or a parent feels they cannot approach the class teacher, they can contact the Inclusion Manager or Headteacher as stated above. Concerns will be looked into thoroughly before a response is made. If a parent is not happy with the response from the Headteacher they can contact the school governors via the school office. Please see our [Complaints Policy](#)

**Please see our School and Nursery SEND Policy for any further information.**

**Last reviewed: November 2022**