



SEND INFORMATION REPORT 2025

What types of SEND do we provide for at Brimscombe?

Brimscombe School is a mainstream primary school which strives to provide the best learning opportunities for all children.

The school, including the governing body, recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge. Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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| | <p>Sensory and/or Physical Needs</p> <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> |
| <p>How do we identify and assess pupils with SEND?</p> | <p>At Brimscombe Primary School, children are identified as having SEND through a variety of ways including the following:</p> <ul style="list-style-type: none"> • Liaison with the previous school or pre-school setting • Following the Code of Practice and Gloucestershire Guidance Booklet for children with additional needs • Assessment and tracking information – is the child performing below age expected levels? • School based assessments and tests carried out initially by the class teacher • Further school based assessments carried out by the SENDCO where concerns are raised • Concerns raised by parents • Concern raised by school staff • Concern raised by pupil • Liaison with external agencies • Health diagnosis |
| <p>Who is our special educational needs co-ordinator (SENDCO) and how can she be contacted?</p> | <p>The SENDCO is Mrs Gail Bateman. She can be contacted via the main school office on (01453) 882474 or via email at senco@brimscombe.gloucs.sch.uk</p> |
| <p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?</p> | <p>The Special Educational Needs and Disabilities Co-ordinator (SENDCo)</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is receiving and involved in reviewing how they are doing. • Liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records kept of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Supporting children's social and mental health needs |

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| | <ul style="list-style-type: none"> Supporting parents of children and the child where there are early signs of social / emotional mental health issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning <p>Class/subject teacher (in collaboration with SENDCo) Responsible for:</p> <ul style="list-style-type: none"> Checking on the progress of your child and working with Teaching Assistants in identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary. Delivering quality first teaching, including personalising teaching and learning as needed Setting and monitoring targets and success criteria on your child's 'My Plan' Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Headteacher Responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, this includes the support for children with SEND. The Headteacher will give responsibility to the SENDCo and class teachers but is still accountable for ensuring that your child's needs are met. The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>SEND Governor Responsible for:</p> <ul style="list-style-type: none"> Making sure that the necessary support is given for any child with SEND who attends the school The review of SEND related policies |
| <p>What is our approach to teaching pupils with SEND?</p> | <p>a) <u>Class teacher input</u>, through targeted classroom teaching (Quality First Teaching). All children in school should be getting this as part of excellent classroom practice. Most children with SEND receive targeted support which is managed by the class teacher, in the context of an adapted, inclusive curriculum. It is the class teacher's knowledge of each child's skills and abilities and their appropriate match to the curriculum, which enables each child full access to it.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching builds on what your child already knows, can do and can understand. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. |

- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to access the learning
- That groupings are used flexibly e.g. ability, mixed, independent
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.

Specific group work and / or intervention programmes which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher or a teaching assistant (TA)

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as the Advisory Teaching Service (ATS)
- Health services such as occupational therapists, school nurse, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service

What could happen:

- You will be asked to give your consent for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways they are given support

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and may also set up a

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| | <p>meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself. |
| <p>How do we adapt the curriculum and learning environment?</p> | <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. |
| <p>How do we ensure disabled pupils aren't treated less favourably?</p> | <ul style="list-style-type: none"> • We always strive to make any adaptations as needed to the school environment to allow for pupils with a disability. This includes: • Disabled parking marked within the school car park • Environment assessed with the support of Advisory teaching Service for impact on those with a hearing impairment • Accessible toilet for use by staff and children • Our Accessibility Plan is available on the school website download.asp |
| <p>How do we consult parents of pupils with SEND and involve them in their child's education?</p> | <ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have (there is an 'Open-Door' policy) • In addition to the Parent Consultation meetings for all pupils, parents of SEND pupils will also have the opportunity to attend a minimum of three 'My Plan' SEND review meetings which follow the principles of a Structured Conversation. These are usually led by the class teacher. • Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND • As a school, we actively encourage and expect parents to support their child's learning and value the contribution parents can make to the outcomes of pupils • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Homework may be adjusted as needed to your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. |
| <p>How do we consult with pupils with SEND and involve them in their education?</p> | <ul style="list-style-type: none"> • All our children are encouraged to be active learners and are provided with effective feedback and support with their learning. • Pupil voice is encouraged and supported in a range of ways and always includes SEND pupils e.g. School Council, pupil conferencing, pupil questionnaires. |

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| | <ul style="list-style-type: none"> • Targets set for SEND pupils as part of their My Plan / My Plan + are reviewed with the pupils either in conversation with the pupil prior to the review meeting or through their attendance at the meeting (if age appropriate) |
| <p>How do we assess and review pupils' progress towards their outcomes?</p> | <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher and teaching objectives assessed using the school tracking system 'Insight'. • His/her progress is reviewed formally every term and a judgement made in relation to their overall attainment in reading, writing, maths and science. • Pupil progress meetings are held and progress and attainment of all pupils scrutinised • At the end of Key Stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. These are optional for end of Key Stage 1 (Year 2). • Children identified as requiring additional SEND support will have a My Plan or My Plan + which identifies both their needs and smaller targets which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed with parental involvement, every term at a SEND review and new targets set for the next term. • The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting. • When specific interventions for support are put in place, these are monitored closely by both the class teacher and SENDCO to check that a child is making good progress. Where this is less than expected, provision will be adapted or changed. • Regular book looks, lesson observations and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. |
| <p>How do we support pupils moving between different phases of education?</p> | <p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p><u>If your child is joining us from another school or pre-school:</u></p> <ul style="list-style-type: none"> • The SENDCO will visit pre-schools with the EYFS class teacher and where appropriate attend annual reviews for pre-school children. • If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them with information about their current placement and their new school • You will be given an opportunity to visit where appropriate to help to prepare your child for their move to the school. <p><u>If your child is moving from Brimscombe to another school:</u></p> <ul style="list-style-type: none"> • We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. • We will make sure that all your child's records are passed on as soon as possible. • Where possible the SENDCO will meet with the SENDCO of the receiving school <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All My Plans / My Plan +'s will be shared with the new teacher • If your child would be helped by a transition book to support them understand moving on then it will be made for them. • Your child may participate in a transition group or be able to visit the new class more frequently, to prepare them for the move <p><u>In Year 6 when preparing to transition to secondary school:</u></p> |

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| | <ul style="list-style-type: none"> • The SENDCO will liaise with the secondary school SENDCO to discuss the specific needs of your child. • Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. • The secondary SENDCO will be invited to attend any SEND reviews within the final few terms and in particular any EHCP Annual Reviews. Transition review meetings may also be held. |
| <p>How do we support pupils with SEND to improve their emotional and social development?</p> | <p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum (Jigsaw) to support this development. However, for those children who find aspects of this difficult we offer:</p> <ul style="list-style-type: none"> • Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This may include the use of specific programmes e.g. Socially Speaking, Volcano in my Tummy, Social Use of Language Programme (SULP) • All programmes are delivered by teaching assistants or the SENDCO • A range of extra-curricular groups, some open to all pupils, others by invitation only • Lunchtime and playtime support through planned activities • 1:1 lunchtime and playtime support for children to develop skills in play and social interaction, where appropriate. |
| <p>What expertise and training do our staff have to support pupils with SEND?</p> | <p>All teachers at Brimscombe are teachers of pupils with SEND. The SENDCO's role is to support class teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. • Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Advisory Teaching Service • TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. • Teaching assistants work under the guidance of class teachers. |
| <p>How will we secure specialist expertise and how do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p> | <p><u>Within school</u></p> <ul style="list-style-type: none"> • The SENDCO has achieved the NASENCo qualification (National Award for Special Educational Needs Coordination) and has over 30 years teaching experience • Quality First Teaching from class teachers that is monitored regularly by SLT • In house development ensures teaching assistants are trained to deliver a range of specific interventions effectively on a small group and 1:1 basis e.g. Numicon, Dancing Bears, Apples and Pears, Read Write Inc 1:1 Fast Track Tutoring, Socially Speaking, Fizzy • The SENDCO attends termly 'SENDCO Cluster Meetings' funded by the L.A. organised to support SENDCOs in their work in school, affording an opportunity to discuss special educational needs issues with colleagues from other schools and disseminate information regarding current practice to staff at Brimscombe |

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| | <ul style="list-style-type: none"> • The SENDCO organises training on a needs basis and in response where possible to training needs identified by staff • All teachers and TAs receive Level 1 autism training from the Advisory Teaching Service <p><u>Outside agencies / professionals</u></p> <p>There are times when it is essential for children to be assessed by or to work with an outside professional. Referrals are made by the school as needed, depending on the individual needs of the child. Some are centrally provided, others are directly paid for by the school. The different services we use, some on a regular basis include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Advisory Teaching Service (Communication and Interaction / Hearing Impairment / Visual Impairment / Physical Disability / Cognition and Learning / Social, Emotional and Mental Health Difficulties) • Speech and Language Therapy (SALT) • Local Authority EHCP Case Coordinator / Lead SEND Coordinator • Young Minds Matter • Virtual School (support for Looked After Children) • School Nursing Team • Occupational Therapy • CAMHS (Children and Adolescent Mental Health Service) • Paediatrician • Social Care • Early Help / Families First team • Play Therapist • Voluntary Sector organisations <p>Many of the above organisations will contribute to review meetings, including Team Around the Child (TAC) or Team Around the Family (TAF) meetings and will support in setting new targets for SEND pupils as needed, ensuring provision remains relevant.</p> |
| <p>How will we secure provision, resources and facilities to support pupils with SEND?</p> | <p>The school budget, received from Gloucestershire LA, includes money for supporting children with SEND.</p> <p>The Head Teacher, supported by the SENDCO, decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.</p> <p>The Headteacher and SENDCO discuss all the information they currently have about SEND in the school, including</p> <ul style="list-style-type: none"> • The children already getting support • The children needing extra support • The children identified as not making as much progress as would be expected through Quality First Teaching <p>Decisions are made and are under constant review to ensure the best provision is in place and resources purchased to meet the individual needs of SEND pupils.</p> |
| <p>How do we evaluate the effectiveness of our SEND provision?</p> | <ul style="list-style-type: none"> • Monitoring of My Plans / My Plan + and % of targets achieved or partly achieved 3 x yearly • Use of intervention monitoring logs to analyse success of provision and where relevant, pre and post intervention data • Reports from Insight Tracking relating to SEND pupils |

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| | <ul style="list-style-type: none"> • Monitoring by SENDCO and Headteacher – lesson observations, learning walks, book looks • Monitoring of NFER test data • Pupil Conferencing |
| <p>How do we handle complaints from parents of children with SEND about provision made at the school?</p> | <p>It is in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible. Pupils, staff and parents are expected to listen carefully and respectfully to each other.</p> <ul style="list-style-type: none"> • Where an issue arises, parents should, in the first instance, make an appointment to speak with their child’s class teacher and seek to resolve any concerns. The complainant needs to feel that they have been listened to and that points raised have been addressed. • If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCO. • Where it is felt an issue has still not been satisfactorily resolved, the Headteacher will investigate further. • If a parent still feels an issue has not been satisfactorily resolved, they must put their complaint in writing to the Chair of Governors and the Governing Body will deal with the matter through their agreed complaint resolution procedures • In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority |
| <p>What support services are available to parents?</p> | <p>SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available if needed and provides free, confidential and impartial advice to support parents to play an active and informed role in their child’s education. They can be contacted on 0800 158 3603, 01452 427566 or 01452 427567 or at SENDIASS Gloucestershire Special Education & Disability (sendiassglos.org.uk)</p> <p>Further information is available for families via the Family Information Service at Glofamilies Directory Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers</p> |
| <p>Where can the LA’s local offer be found? How have we contributed to it?</p> | <p>The SEND information included in this document is provided as part of the Local Authority’s Local Offer. The website for Gloucestershire’s Local Offer can be found at: Glofamilies Directory Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers</p> |