create
PARTNERSHIP TRUST

Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

BROOKFIELDS
PRIMARY SCHOOL

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Our Approach

At Brookfields, we are passionate about embracing the diversity of our school community and supporting our children to be kind and understanding people. Our aim is to include every child in all aspects of school-life so that they can reach their full potential.

In order to make academic progress, we first need to get to know our children well.

Becoming familiar with their unique personalities is what helps us understand their individual needs. Once we know our children, we can embrace and harness the many strengths they have to offer and identify any barriers to their learning.

Alongside Higher Quality Teaching, adjustments are made to ensure all children can access a broad and balanced curriculum. As detailed in the SEND Code of Practice we follow the graduated approach of Assess, Plan, Do, Review.

Areas of Need

We understand that each child's needs are unique. The next slide gives an overview of the four broad areas of need. It is important for us to remember that many children will present with challenges in more than one area, some will have difficulties in all areas and, typically, children's areas of need will fluctuate with their development over time.

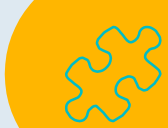
Four Broad Areas of Need

- Communication and Interaction
- Social, Emotional, and Mental Health Difficulties
- Cognition and Learning
- Sensory/Physical Needs

Communication and Interaction



- Show a difficulty in communicating with others
- Can range between speaking, listening, attention, and social interaction difficulties
- Show difficulty in either a single area of communication and interaction, or face difficulties in a range of areas
- Children on the autistic spectrum (AS) usually present difficulties with social interaction, language, communication, imagination, and interacting with others





Cognition and Learning

- Children learn at a different pace than their peers, even with appropriate differentiation
- Children have different levels of learning difficulty, including Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), and Profound and Multiple Learning Difficulties

Social, Emotional, and Mental Health Difficulties

- These difficulties can manifest in different ways (e.g. “Challenging Behaviour”)
- These behaviours can reflect underlying mental health difficulties, such as anxiety
- Children may have disorders such as Attention Deficit Disorder or Attachment Disorder
- Clear processes should be in place to support children in managing their feelings and behaviour

Sensory/Physical Needs

- A disability can prevent or hinder a child's access to the play and educational facilities provided
- These may be age-related, and can fluctuate over time
- Disabilities include visual impairment, hearing impairment, and specialist support may be required to support the child's learning

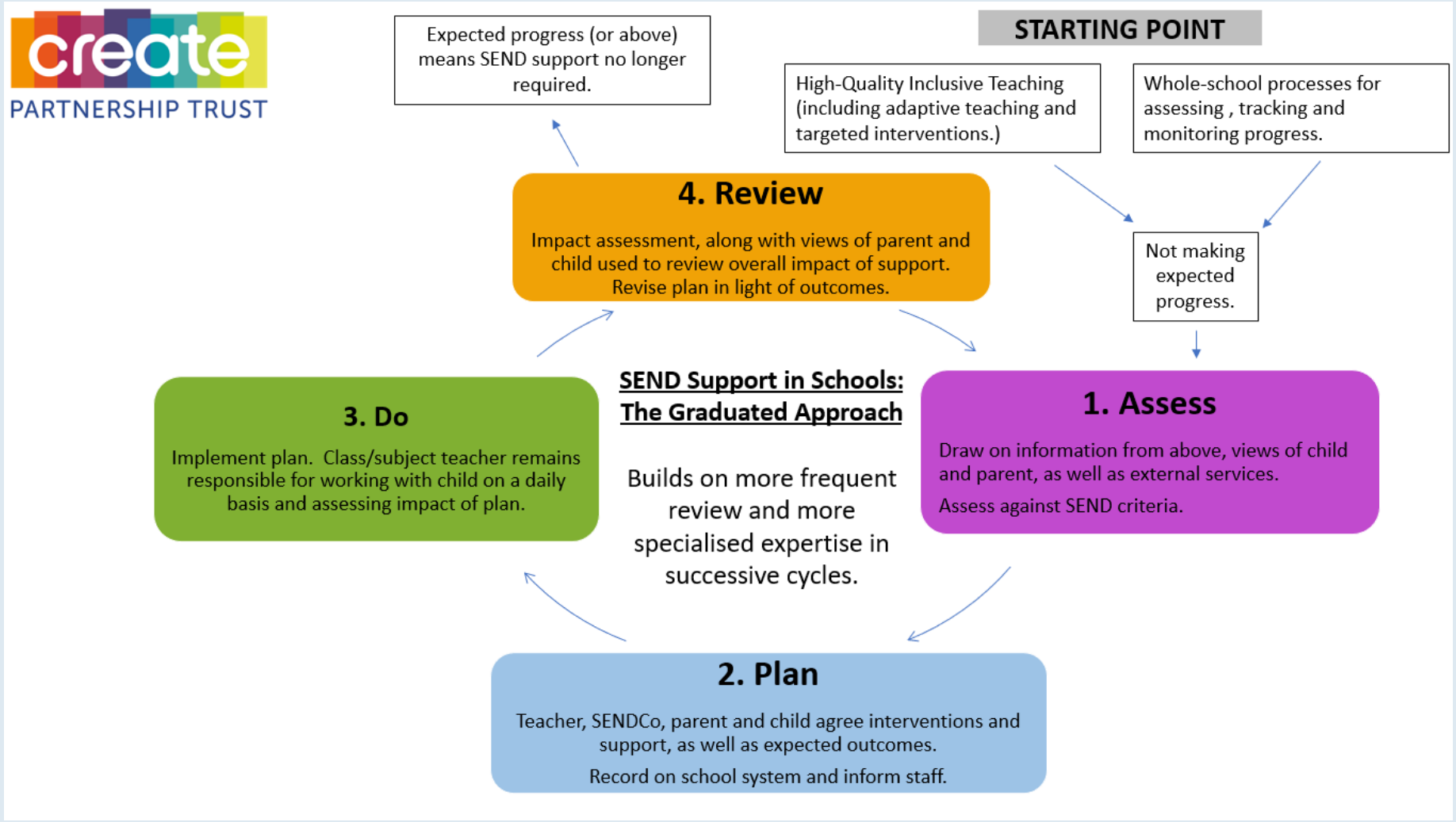
EVERY Teacher is a Teacher of SEND

– Special Educational Needs and Disability Code of Practice (2015)

At Brookfields, teachers provide high-quality, inclusive learning tailored to the needs of each class. If a child's needs reach beyond Higher Qua then we follow the assess, plan, do cycle detailed further on the next slide.

Using what we know about the child, we set specific, measurable, achievable, realistic and time-bound (SMART) targets that are communicated with parents and reviewed termly. Each term, we ask parents and children for their views on the progress so far and welcome family involvement in settings new targets.

The Graduated Approach: An Overview



The Graduated Approach in Practice

Parent and/or teacher raises a concern about a child and whether adaptations need to be made to the environment and/or learning

Additional provision, interventions and adaptations are made according to the needs of the child. The class teacher writes an Individual Learning Plan (ILP) with up to 4 targets to be reviewed termly with families.

Once reviewed, if the child has made good progress towards their targets and no longer needs additional adjustments they no longer need an ILP. Otherwise, new targets are put in place and the graduated approach continues.

After 2-3 terms, the SENDCo and class teacher will review the ILPs and conduct an internal observation/assessment. In consultation with the family, they may make a referral to:

- An Educational Psychologist
- The Communication and Autism Team (CAT)
- Pupil and School Support
- A Paediatrician
- A speech and language therapist.
- Other specialists

Implement recommendations made by external agencies and use them to inform ILP targets. Place child on SEND register.

SEND Register

Of the 387 pupils at Brookfields, 87 are on our SEND register, representing 22.5% of the school population. This is slightly above the national average of 20.8% of pupils identified as having SEND in England. We are proud of our inclusive approach and our commitment to identifying and supporting pupils with additional needs so that they can thrive both academically and socially.

Children will be added to the SEND register when they have a persistent need or diagnosis which requires support that is additional to/different from pupils of the same age. This includes but is not limited to:

- Children with an Education and Health Care Plan (EHCP)
- Children with a formal diagnosis
- Children who have been assessed by an external specialist and are receiving follow up support in the area/s of difficulty identified.
- Children who are presenting with a high level, persistent or complex need requiring immediate intervention.

A fully inclusive mainstream school

Admissions to Brookfields for pupils with SEND (inc. disabled pupils)

If a pupil has an Education Health Care Plan (EHCP), consultation regarding admission to our school will take place through SENAR. If our school is able to meet their needs, admission is agreed and Brookfields Primary School is named on the EHCP document. Brookfields Primary School welcomes applications from pupils with SEND and disabilities and will make reasonable adjustments where required to support access to education and school life.

Inclusion and Accessibility

Brookfields Primary School is committed to ensuring that all pupils can access and participate fully in every aspect of school life. Reasonable adjustments are made to teaching, learning, the school environment and wider school activities to remove barriers and support individual needs. We work closely with pupils, families and external professionals to ensure every child has the opportunity to thrive.

Medical Needs (please also see our Supporting Pupils with Medical Needs Policy)
Pupils with medical conditions are not automatically SEND. Individual Healthcare Plans (IHPs) will normally specify the type and level of support required to meet a pupil's medical needs. Where a pupil has both a medical condition and SEND, we work closely with parents and relevant health professionals to ensure support is appropriately coordinated.

EAL Pupils
EAL pupils are not automatically SEND. We monitor pupils who are newly arrived to the country, tracking progress in learning the English language and if we have concerns about their level of progress we may also assess for SEND. For those pupils who are newly arrived and acquiring English we track using and EAL Continuum and use these to inform what provision is needed. This is then put into place accordingly.

How are pupils with SEND enabled to engage in activities available to all pupils within the school?
All pupils have access to extra-curricular activities or services. Risk Assessments enable full access to educational visits and are checked by both the Education Visits Co-ordinator and SENDCo with adjustments or modifications being made in discussion with parent and pupil. Where appropriate, reasonable adjustments are made to ensure pupils with SEND receive the same school experience as their peers.

A fully inclusive mainstream school

Equipment

Reasonable adjustments are made in response to the individual needs of each child to support access to learning, communication, regulation, independence and participation in school life. The equipment and resources provided will vary according to need and may include:

- Fidget tools
- Writing slopes
- Pencil grips
- Access to word processing and assistive technology
- Now and Next boards/boxes
- Task boards and visual timetables
- Wobble cushions and stools
- Bean bags and alternative seating
- Regulation and sensory equipment
- Adapted classroom resources

Accessibility

- Most of our classrooms are on one level and have full wheelchair access.
- For children who need support away from the busy classroom environment, we have developed a sensory room, a KS2 Regulation Station and an Explorers Room. Each class has a calm space and individual work stations if needed.

A fully inclusive mainstream school

Access to Information

Brookfields Primary School is committed to ensuring that information is accessible for all pupils and families. We recognise that some children and parents may require information to be presented in different ways to support understanding, communication and engagement. Reasonable adjustments are made to ensure information is provided in formats that meet individual needs. This may include:

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- Visual timetables, symbols and visual supports.
- Widgit-supported resources.
- Adapted and scaffolded classroom materials.
- Larger-print resources where appropriate.
- Use of assistive technology to support access to learning.
- Alternative communication methods agreed with families and external professionals.
- Modified texts and resources tailored to individual learning needs.
- Information for parents provided in accessible formats, including translated or adapted materials where required..

SEND Policy

Our trust SEND policy sets out the vision, values and broader aims and arrangements for pupils with SEND.

Brookfields Primary School is committed to ensuring disabled pupils can fully access the curriculum, physical environment and information provided by the school. Further details can be found in the school's Accessibility Plan 2026-2029, available on the school website.

Create SEND Policy

Developing Independence

Maximising independence is hugely important for our SEND learners. We think carefully about the roles adults in school play in developing self-confidence and are mindful of the fine line between support and dependency. Our long-term aim is to enhance children's opportunities, and to give them self-satisfaction and conviction to fulfil their ambitions.

Training and Staff Development

In 2023, to support the number of children with communication and language needs, all staff undertook initial training in Makaton signing. Staff were upskilled further in this area in 2024.

All teaching and support staff received “Team Teach” training and “Making Sense of Autism” training accredited by the Autism Education Trust in November 2023.

Support staff are due to take part in training provided by the Communication and Autism Team and SALT team in the delivery of intensive interaction and Attention Autism,

Staff are trained in Emotion coaching.

Teachers and support staff are regularly consulted on their development needs through questionnaires and professional dialogue with the school leadership team. Alongside accredited training, we ensure staff receive regular in-house training.

Family and Pupil Voice - Family

Families know and understand their children best. Whilst we can provide parents with advice and support for their child, we also highly value the expertise and insight they offer us to build a supportive and positive relationship.

We aim to be flexible in developing communication at times that fit in with family-life and work commitments and have an “open-door” policy via email and telephone.

Family and Pupil Voice - Pupil

Children are at the heart of the decisions we make as a school. We recognise that developing and capturing pupil voice is an area we need and want to improve. We plan to establish this further through:

- Having SEND pupils represented on our school council.
- Conducting questionnaires with our SEND children to see how they feel about the support they receive.
- Including KS2 children in ILP and EHCP reviews.

The Local Offer

The current provision in education, health and social-care is available to SEND children and their families in the form of the Birmingham local offer. The aim is to make provision more responsive to local needs and aspirations by directly involving SEND children and their parents in its development and review.

Local Offer Birmingham | SEND Advice and Information.

Family Information Service Hub | Sandwell SEND Local Offer

Dudley Local Offer | Dudley Council

Here you will find:

- Childcare, including suitable provision for disabled children and those with SEN
- Sports, arts and other clubs available in Birmingham
- Transition guidance to support children between phases of education.
- Travel arrangements to and from schools.
- The process for resolving disagreements and/or meditation.
- Details of how parents and young people can request an assessment for an EHC Plan

Moving On



Transitions can be exciting for both children and families but can also trigger anxiety and uncertainty. Our aim is to prepare children for any challenges they may encounter, whether they are moving year groups, key stage or making the move to secondary school.

For moving between classes and key stage we prepare our SEND children by:

- Providing personalised transition booklets for new phases/class including photos of new staff, classrooms and common areas.
- Consulting with the child and their family about their views and suggested approaches.
- Visiting the new class and teacher prior to the actual move.
- Information sharing with the next teacher and any other staff working with the child.

For moving on to secondary school:

- Holding discussions with the child and their family about choices for secondary provision.
- Organising additional visits to the chosen secondary School with staff from Brookfields.
- Inviting the secondary SENCo to the year 6 EHCP review.
- Preparation transition booklet for secondary school, completed in consultation with the child, addressing any concerns or fears they may have.

Complaints

- We are proud of the support we give to our SEND children and their families. However, we are a reflective team and are always looking for ways to improve.
- If you have any queries, complaints or concerns about our SEND provision, please email Mariam Bibi-Aziz (SENDCo) at enquires@brookfields.create.org.uk
- You can also pop into the school office and arrange a time to speak with us.
- We are fully committed to listening to your thoughts and finding positive ways forward.