



SEND Information Report 2026

Special Educational Needs Information Report

Northbrook Primary Academy

DATE AGREED BY LOCAL ACADEMY COUNCIL:

Aims of our provision in regards to children with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Cognition and learning,
 2. Communication and interaction,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and children’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet child need, through well-targeted continuing professional development.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

What are special educational needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

- ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs (SEN) for which provision is made at the school

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of children at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the Head a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

A child has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to children of the same age. Northbrook Primary Academy advocates high quality teaching to be available for the whole class meaning that fewer children need specialist provision.

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND Information Report and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Northbrook Primary Academy has strong links with the feeder nurseries and as such is able to build on the information that is shared as well as assessing child's attainment on entry to identify any children making less than expected progress considering their age and personal circumstances. At the same time Northbrook Primary Academy will consider evidence that a child may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

The school uses the **graduated response** as outlined in the Code of Practice (2014)

The following groups of children are made up of children who may not have SEND but there may be an impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Child Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

All children with any identified additional needs such as those listed above, and medical needs, are placed on the Northbrook Primary Academy Cause for Concern and Monitoring List.

In addition, concerns can be raised by parents/carers, external agencies, teachers, the child's previous school or the child themselves:

- Regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the child indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please contact the school Learning Support Team to raise your concern:

- Email: senco@northbrookpa.org
- Telephone: 01772 421599

Parents may also contact the SENCO or the Head direct

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND and what specialist services are available at the school??

The Code of Practice (2014) puts a greater emphasis on improving outcomes for children, setting high aspirations and expectations rather than on hours of provision and/or support. Intervention will be coherently planned and have a tangible impact on the child's well-being and academic success.

The school will:

- Seek to understand the interests, strengths and motivations of children and use this as a basis for planning support around them.
- Support children so that they are included in social groups and develop friendships.
- Ensure that children with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:

1. Classroom observation by the Senior Leadership Team, the SENCO and Trust staff,
2. Ongoing assessment of progress made by children with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to child need,
4. Teacher meetings and CPD training with the SENCO to provide advice and guidance on meeting the needs of children with SEND,

5. Child and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

- Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All children have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Children's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in progress meetings that are undertaken between the subject teacher, the Class teacher and a member of the Senior Leadership team and if appropriate, the child themselves.
- Where required additional action will be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the child.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Once a child is identified as having special educational needs then Northbrook Primary Academy will take action to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child in making good progress and securing good outcomes.

This is known as a graduated approach and the four stages are:

- **Assess** – carry out a clear analysis of the children's needs
- **Plan** – decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- **Do** – the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- **Review** – evaluate the impact and quality of the support and interventions and listen to the views of the child and parents

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, Northbrook Primary Academy will consider involving specialists, including those secured by the school itself or from outside agencies such as Local Authority Support Services, Children's Social Care, Health such as School Nurse and

CAMHS. Parents will be involved in any decision to engage specialist support and will only be undertaken after parent permission has been obtained.

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Our Learning Support Team will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire children to be the very best learners they can be by working alongside them and their teachers.

How will children be involved in decisions regarding provision that can better meet their needs?

Northbrook Primary Academy conducts individual meetings with parents of all children, who have a Teaching and Learning Plan (TLP's), for children with additional needs/SEND.

- Generally, it is the child's class teacher who conducts the review meetings and records outcomes agreed with the parent, including targets and the effectiveness of the action taken so far to meet needs.
- TLP's are initially created by the SENCO supported by the class teacher and including the views of parents.

How will the curriculum be matched to each child's needs?

The school follows a graduated approach (detailed above).

All teaching staff follow Quality First Teaching strategies to aid meeting the needs of individual children to ensure progress for every child in the classroom.

- When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- When deemed necessary the SENCO will create a TLP to assist all staff working with that child in both structured and unstructured times. This TLP will be developed in co-production with parents, detailing explicit teaching strategies specific to that individual child's needs.
- Where children do not respond to adaptations and do not make adequate progress, the school will, where possible, provide additional or different interventions to those normally available to all children of the same age.
- In addition, if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help.

All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

- Achievement towards the identified outcomes will be shared with parents termly through the school's TLP reviews, the school's reporting system and Parents' Evenings, depending on the individual needs of the child.
- Contact will be made where necessary about significant events in school if appropriate.
- Parents are welcome to communicate with school either via the enquiries@northbrookpa.org email for general enquiries, or if specifically SEN queries please contact via the senco@northbrookpa.org Email.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01772 421599.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://northbrookpa.org> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The severity of need determines the frequency of involvement of parents and the number of meetings required to be held.

In addition:

- Parents are always welcome to make an appointment. Contact details below.
- The class teacher or SENCO may suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.
- Parents are actively encouraged to attend Parents Evenings which are either face to face. or virtual, school productions and also apply to be a school Local Academy Councillor.

How will the school evaluate the effectiveness of the SEN provision made for children?

School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):

- Learning is accessible for all children either by adapting timetables or rooming where appropriate.
- Arrangements are put in place to ensure accessibility and safety for all.
- Quality assurance of support and provision by the SENCO
- The progress of SEND children both academically and pastorally via the monitoring of behaviour and attendance.
- The use of the pastoral system and class teacher to monitor child wellbeing.
- Regular meetings with the SENCO

- At least yearly reviews of children with EHCP's and/or in receipt of top up funding.
- Staff usage of the Cause for Concern and Monitoring List

The effectiveness of SEN provision will be measured using both qualitative and quantitative data.

- Qualitative data will gather the views of parents and children on how successful the provision has been in enabling them to attain their outcomes.
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level prior learning level. This data will be shared with Local Academy Councillors and be judged by external moderators such as Ofsted.

What support will there be for children overall well-being?

Northbrook Primary Academy offers a wide variety of pastoral support for children. This includes:

- An evaluated Personal, Social, Health and Citizenship Education (PSHCE) curriculum (including relationships) that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Child and Parent voice mechanisms are in place
- School has a Reset Room staffed by our Pastoral team who are available throughout the day to support the child's wellbeing
- Small group evidence-led interventions to support child's well-being are delivered to targeted children and groups. The aim is to support improved interaction skills, emotional resilience and wellbeing.
- Children who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills

Children with medical needs (Statutory duty under the Children and Families Act)

- Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled on the advice of and in partnership with the school nurse and parents and if appropriate, the child themselves.
- Medical support is offered via the trained First Aiders in school. Staff who volunteer to administer and supervise medications, will complete formal training. School can make referrals for medical support to the School Nurse
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Children at school with medical conditions (DfE) 2014
- All medicines requiring special administration are held centrally and administered in line with safeguarding guidelines
- Support to manage behaviour, attendance and emotional health needs is offered by the pastoral team and where necessary with the support of professional external providers such as CAMHS and other external agencies.
- The Supporting Children with Medical Needs Policy can be found here - <https://northbrookpa.org/about-us/policies-procedures>

What training do the staff supporting children and young people with SEND undertake?

Training attended most recently (at three levels – awareness, enhanced and specialist depending upon differing roles in school):

Awareness training:

- How to support children with dyslexia and literacy difficulties
- How to support children on the autistic spectrum
- How to support children with behavioural difficulties
- How to support children with sensory needs (visual and hearing impaired)
- How to support children with speech, language and communication difficulties

Enhanced training:

- Attendance at the half termly ELSA meetings

Specialist training has been provided to the SENCO:

- The school has regular visits from SEN specialist teachers (including but not limited to ASD, ADHD, Hearing Impaired, Teacher for the Deaf) to support the success and progress of individual children.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted Children.
- The NHS Occupational Therapist/Physiotherapist visits when appropriate to assess plan and support for targeted children
- The LAC Councillor with specific responsibility for SEN will complete the appropriate Governor Training.

All staff (teaching and support staff)

- Safeguarding – including safeguarding children with SEND and additional needs.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Any child with an EHCP will be given careful consideration regarding specific needs and support put in place where appropriate.

How accessible is the school environment?

The environment is adapted where possible to the needs of children as required. This includes:

- Increased corridor width
- Disabled toilets and changing facility

The link to the school's Accessibility Plan can be found here - <https://northbrookpa.org/about-us/policies-procedures>

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective children's transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for children starting school in September
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine and an introduction to their child's class teacher.
- Data collation
- A team of staff from Northbrook Primary Academy will visit feeder nurseries.
- The SENCO is available to meet with all new parents of children who may have additional difficulties to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If children are transferring from another setting, the previous school records will be requested immediately and contact made with parents to identify and reduce any concerns.
- Additional transition sessions – considered on an individual needs basis

Transition to the next school:

- The transition programme in place for children provides a number of opportunities for children and parents to meet staff in the new school. These opportunities are further enhanced for children with SEND
- The annual review process for children with an EHCP begins the process where parents are supported to make decisions regarding possible future pathways. Local Authority SEND team, Educational Psychologist, Health or other outside agencies, where involved, are also requested to attend.
- Accompanied visits to other providers may be arranged if appropriate.
- For children transferring to local schools, the SENCO's of both schools will meet to discuss the needs of children with SEN in order to ensure a smooth transition.
- The records of children who leave the school mid-phase will be transferred as soon as school is notified that the child has enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

1. A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Child Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
3. For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
3. Out of class support (relationship building, social, emotional skill development),
4. Small group tuition to enable catch up
5. Specific support, advice and guidance is provided to parents and families to improve child's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
7. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
10. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

- The Child Premium funding provides additional funding for children who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCO or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

The school working in partnership with parents and external agencies will take account of views:

- For children with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO (with advice from specialist subject teachers) and parent regarding SEN Funding deployment where appropriate.
- For children with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, and in conjunction with the Local Authority SEND Team.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with SENCO, class teacher or Senior Leadership Team member,
- Discussions during parents' evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

SENCO – Email: senco@northbrookpa.org

Executive Headteacher – Mrs J Shorrocks

Email: head@northbrookpa.org

Phone: 01772 412599

Support services for parents of children with SEN include:

SENDIAS Team:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.

<https://lancssendias.org.uk/about-us/what-we-do-at-lancashire-send-ias/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Lancashire's Information on this free service is located here:

<http://www.globalmediation.co.uk/2014/07/special-educational-needs-mediation/>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Information on where the Local Authority's Local Offer can be found

A link to the Lancashire Local Offer is shown below:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>