Brunswick House
Primary School

SEND Information Report

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Dear Families,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:

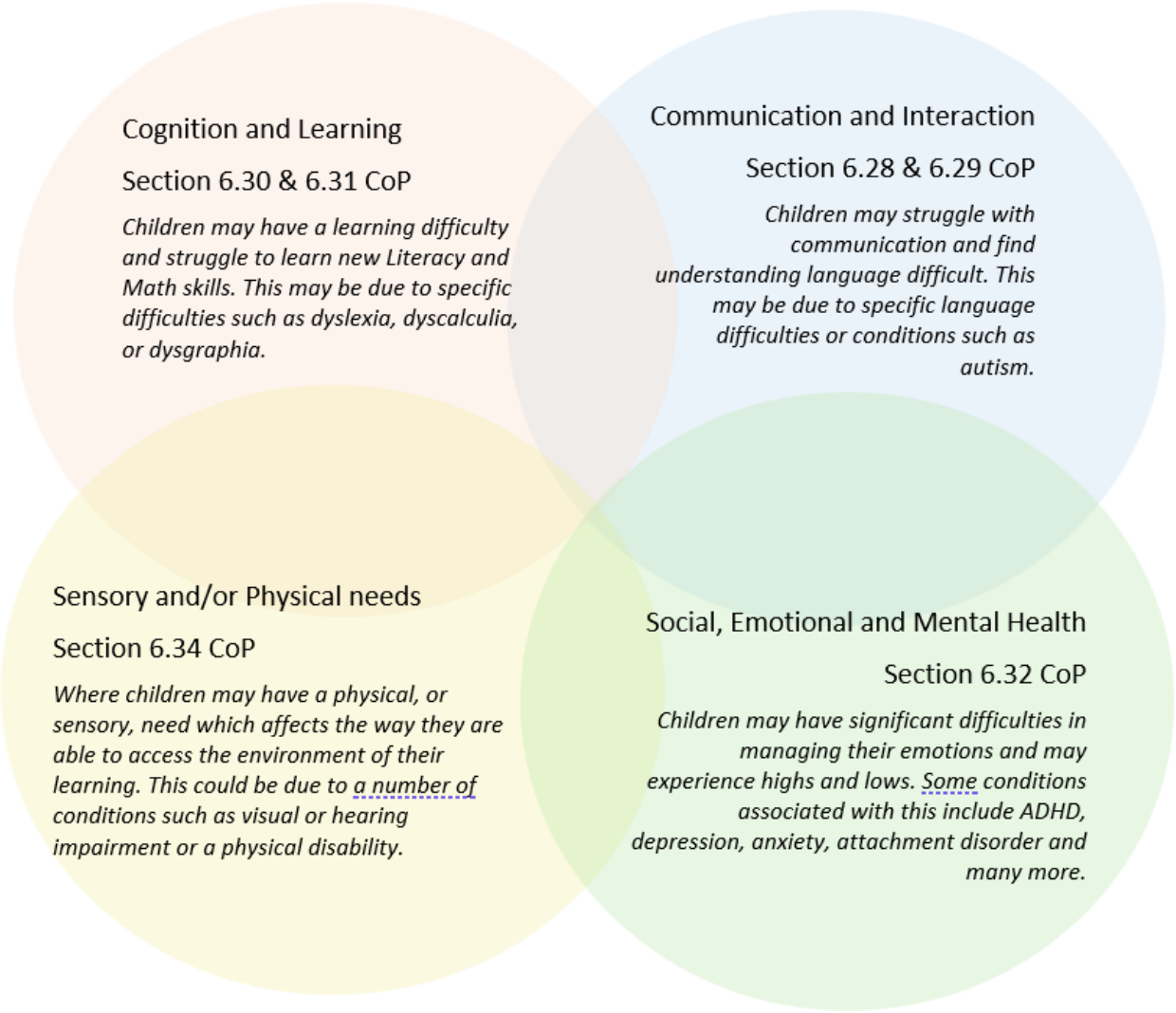
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://www.brunswick-house.kent.sch.uk/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does Brunswick House provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?

At Brunswick House Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO is our Deputy Headteacher for Inclusion

The named SENCO at Brunswick House is Mrs Pickard, she has been a SENCO for many years and comes with a high level of experience. She has completed a NPQSL with a SEND focus and achieved her NASENCO when working in London. She has completed her Level 5 Specialist Teacher training.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO and a number of external agencies to meet the needs of pupils who have SEND.

Staff are trained in Zones of Regulation, Restorative Conversations and all subjects have bespoke Inclusion ‘menus’ to ensure all staff offer support and intervention to meet all needs.

Teaching assistants (TAs/HLTAs)

We have a team of teaching assistants and higher-level teaching assistants (HLTAs) who are all trained to support pupils in their personal targets.

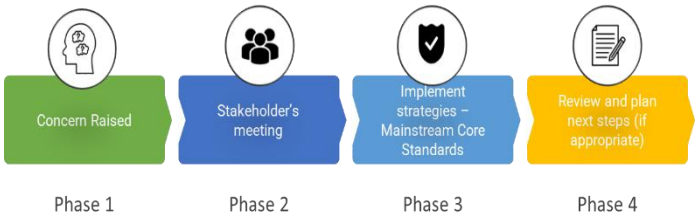
Our teaching assistants are trained to deliver interventions such as: sensory circuits, zones of regulation support, talk time, speech and language interventions, social skills, pre-teach, intensive interaction, bucket time, phonics, 1:1 reading to name just a few.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Paediatricians
- NELFT practitioners
- Occupational therapists
- Play therapy funded by the community of schools
- Safeguarding services
- School Liaison Officer
- School nurse team (including talk time, toileting support, behaviour support, sleep support)
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapist – both NHS and private (Andrew Green)

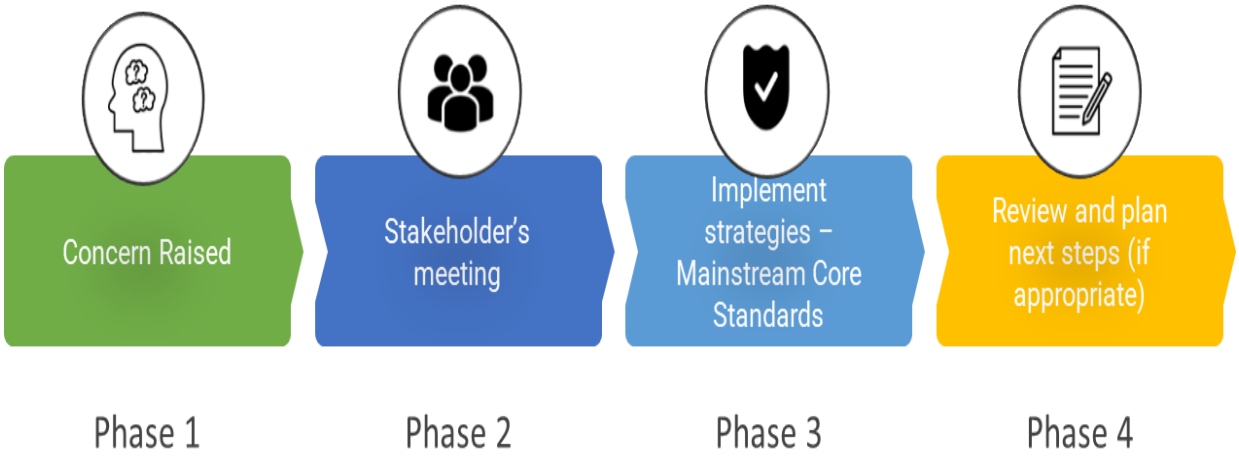
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Mrs Pickard our Deputy for Inclusion operates an open door policy. She can be contacted on: inclusion@brunswick-house.kent.sch.uk and she also offers formal SEND parents evenings twice a year alongside the teachers.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. Mrs Pickard conducts SEND drop ins to observe and provides feedback to parents.
Phase 3	We will implement the agreed strategies, carry out relevant referrals and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model. Additional agencies may also be involved.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school. Your child's class teacher and/or Mrs Pickard may reach out to you to discuss their observations.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include speech and language, emotional regulation, wellbeing and involvement, focus and attention, toileting, phonics, reading, writing or maths.

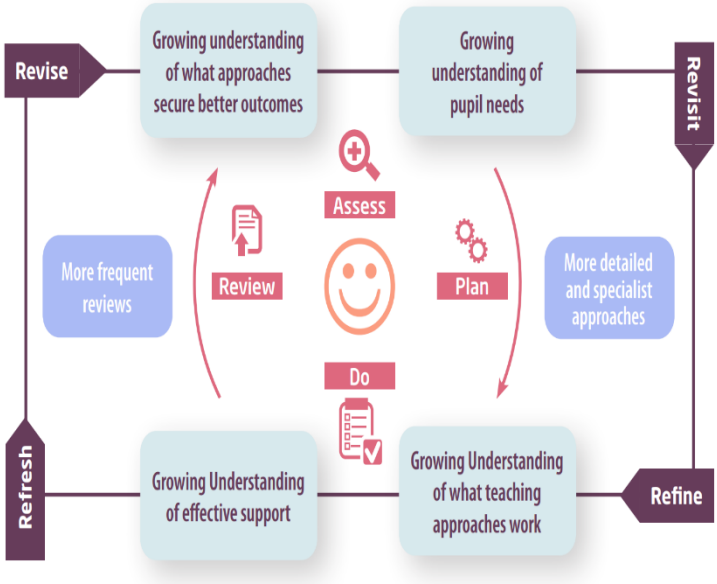
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been addressed.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO (Mrs Pickard), and she will contact you to arrange a meeting to discuss their observations, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. At Brunswick House all children that have a barrier to learning or require support/intervention have a pupil passport. This outlines observations, agency advice and the support in place for that child. These are edited regularly and reviewed formally three times a year.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will carry out a range of assessments and observations to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this (on a pupil passport) and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher and TAs, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. They will discuss this formally at PPMs (Pupil Progress Meetings).
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues. Additional agency support may also be requested.

6. How will I be involved in decisions made about my child's education?

We will provide termly updates in the form of school reports on your child's progress. We also share their pupil passports with you.

Passports are reviewed three times a year and are shared with parents at parents evening. We ensure that we:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO also offers formal parents evenings for more bespoke SEND advice and support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the Deputy for Inclusion (Mrs Pickard) on inclusion@brunswick-house.kent.sch.uk or 01622 752102 or speak with your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Tell us what helps them to learn and what they find challenging (pupil passports showing their voice)
- Prepare a video for EHCP annual review meetings
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

We may also provide the following interventions:

Pre-teach, zones of regulation, sensory circuits, phonics support, 1:1 reading support, speech and language, maths support, 1:1 sports coaching, talk time with FLO/SENCO as well as bespoke support linked to agency recommendations/reports.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term (pupil passport)
- Reviewing the impact of interventions each term (logged on an interventions tracker)
- Monitoring by the SENCO
- Using pupil passports and the interventions tracker to track and monitor progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Pupil voice and surveys

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in-class support
- Further training for our staff
- External specialist expertise
- A higher level of adult support and intervention

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. The school SENCO may also present children at community of schools meetings for support, advice or to request funding support.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Brunswick House we strive to provide inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Bushcraft and Danbury.

All pupils are encouraged to take part in sports day, school trips, school visitors and anything that is planned for the pupils at Brunswick House.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Brunswick House we prioritise Inclusion. We meet all families that are new to our school whether through in year family meetings, nursery visits and Golden Ticket family visits for new EYFS families. This enables us to ensure the correct support is in place for pupils who join our school.

- We make arrangements for the admission of prospective pupils with a disability and prospective pupils with SEND through making any reasonable adjustments necessary
- We follow KCC admission guidance to ensure EHC plans that name the school will be admitted before any other places are allocated
- Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

At Brunswick House we support all pupils, irrespective of their disabilities. Please see our Accessibility Plan on the school website for more information:

https://www.brunswick-house.kent.sch.uk/attachments/download.asp?file=3746&type=pdf

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We have child friendly safeguarding and anti-bulling posters around the school
- We are a Nurture school – we have Zones of regulation and restorative conversations embedded
- All classes have worry boxes or bubble time
- Pupils with SEND are encouraged to be part of the school council
- We have calm zones in all classrooms as well as a sensory garden and outdoor classroom area
- Pupils with SEND are also encouraged to be part of Oasis lunchtime club to promote teamwork/building friendships
- We have a sports coach who offers 1:1 sports time for identified pupils with SEMH needs
- We provide extra pastoral support for listening to the views of pupils with SEND (talk time with TAs, SENCO and FLO)
- We have three members of staff trained on 'Draw and Talk' who work with identified children
- We have a play therapist once a week to support pupils, this is funded by the community of schools
- We have a 'zero tolerance' approach to bullying

15. What support is in place for looked-after and previously looked-after children with SEND?

Our SENCO/Deputy for Inclusion and Deputy Head/Lead DSL will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Brunswick House we work hard to ensure transition is well planned for at all stages.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Carry out 'Meet the teacher' where children can come with their parents to see their new classroom and teacher
- Provide transition booklets (including photos of staff, classroom and any important changes)
- Hand up and discuss pupil passports with new teacher including the interventions that took place and the impact they had
- Share any resources that have been in place (ear defenders, coloured overlays etc.)

Between schools

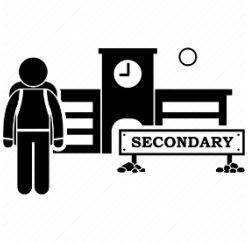
When your child starts at Brunswick House the SENCO and EYFS leader will complete a nursery visit to meet your child in the setting they are attending. You will also be invited to a 'golden ticket visit' to see the class and teacher when it is quiet. A stay and play session will also take place.

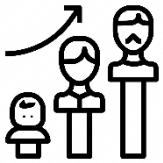
When your child is moving on from our school, we will share all relevant information with their next setting.

The SENCOs of our neighbouring secondary schools will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Addressing any gaps in knowledge





We work with the pupil to help them achieve their ambitions.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. When a child starts their journey at Brunswick the staff are there for the whole family, not just the child.

To see what support is available to you locally, have a look at KCC's local offer. KCC publishes information about the local offer on their website: https://www.kent.gov.uk/education-and-children/special-educational-needs

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- IASK - support families of children and young people (0 to 25 years) with special educational needs or disabilities.

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent

- Kent PACT

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/kent-pact

Local charities that offer information and support to families of pupils with SEND:

https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Our school complaints policy can be found on our school website: https://www.brunswick-house.kent.sch.uk/attachments/download.asp?file=4006

Concerns about SEND provision in our school should be made to the Inclusion Leader/SENCO in the first instance (inclusion@brunswick-house.kent.sch.uk) They will then be referred to the school's complaints policy where required.

If you are not satisfied with the SENCO's response, you can escalate the complaint to the Headteacher or Chair of Governors.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.kent.gov.uk/__data/assets/pdf_file/0015/6144/KPPS-Special-Educational-Needs-and-Disabilities-Tribunal-SEND.pdf

https://www.iask.org.uk/

19. Supporting documents

- Equality Information and Objectives Policy
- Child protection and safeguarding policy
- Behaviour Policy
- Accessibility Plan
- Attendance and punctuality policy
- SEND policy
- SEN & Disabilities Code Of Practice 2015
- Mainstream Core Standards
- Inclusion Strategy (December 2026)

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Golden Ticket Visit –** a personalised visit where a family meet the teacher and TA in the classroom/playground when it is quiet. Supporting the child to feel relaxed and enabling parents and teachers to ask any questions
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Nurture School –** we are a school that follows the six principles of nurture. All training is embedded as a whole school
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEMH –** Social Emotion and Mental Health needs
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND

- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages