

Brierley Forest Primary and Nursery School



Special Educational Needs (SEN) Information Report 2025-26

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Ready, Safe, Respect

Learn and Grow Together

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Dear parents and carers,

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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.brierleyforestprimary.co.uk/policies/> or you can ask a member of Admin Team to make a copy of the policy for you.

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.

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1. What types of SEN does the school provide for?

Our school provides for children with the following needs:

Area of Need	Condition
Communication & Interaction	Autism Spectrum Disorder (ASD)
	Speech and Language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All children are supported by their class teacher and the teaching assistant who works across the phase; if you are not sure who this is, have a look on our Year Group pages – <https://www.brierleyforestprimary.co.uk/year-group-pages/>

Staff receive Continuous Professional Development throughout the year which will focus on the training necessary for them to be effective in their role. This may be something bespoke to your child (ie. diabetes, postural care) or something more generic that will support a number of children across school (ie. autism/PDA). This by no means makes them an expert, and we very much rely on your input to enable us to get the provision right for your child.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Smedley – she has worked alongside established SENCOs at Brierley Forest for 18 years and is completing her National Professional Qualification for Special Educational Needs Co-ordination. Miss Griffith, who has over 25 years of experience in teaching and 15 years dedicated to SEND provision as a SENCO and Head Teacher, supports her. Miss Griffith achieved her National Award in Special Educational Needs Co-ordination in 2009 and has gone on to receive further CPD in line with her role.

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Assistant SENCO

Our assistant SENCO is Mrs Durkin.

She has 19 years' experience in this role and have also worked as a teaching assistant in a number of specialist schools during her career.

Alongside her teaching assistant qualification, Mrs Durkin has undertaken CPD on a variety of areas including Makaton, Picture Exchange Communication System, RPI, managing behaviour etc.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teachers have received CPD and updates in RPI, ASD, Attention Autism, use of Learning Plans, diabetic management, Epi-pen usage and manual handling (including using a wheelchair) in the last year.

Teaching assistants (TAs)

We have a team of 10 TAs who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions.

BFPNS Intervention List				
Cognition and Learning	Precision Teaching	RWI 1:1 Phonics	Dyslexia – Stile Tiles	Pre and post teaching groups
Communication and Interaction	1:1 Speech and Language sessions (supported by NHS SALT)	Speech and Language Group sessions	Attention Autism	Colourful Semantics
Social, Emotional Mental Health	Queen Bees	Lego Therapy	Drawing and Talking	Emotion Potion
Physical and Sensory	Physiotherapy	Fun Fit	Sensory Circuit	Fine Motor Group

External agencies and experts

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 SEN and to support their families. These include:

- Speech and language therapists

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- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

If you think your child might have SEN, the first person you should tell is your child's teacher. You can arrange a meeting with the class teacher either through Class Dojo or by emailing the school office.

You can also contact the SENCO directly on bforestsenco@bforest.notts.sch.uk

Our school uses an agreed approach called Routes2inclusion which supports and guides class teachers and parents through the process of identifying emerging need and how best to adapt provision to suit an individual pupil.

The first stage of the process is that the class teacher 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 which are detailed in a summary action plan. These next steps are evaluated in an agreed timeframe.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

We may need to seek support from external agencies; we will ask you to sign a form to give permission should this be the case.

4. How will the school know if my child needs SEN support?

All our class teachers and teaching assistants are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will provide scaffolding to fill the gap. For some children, we will offer nurture sessions to enable them to manage their emotions or we may use one of the interventions we have available in school to fill the gap in learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

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The SENCO/SENCO Assistant will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

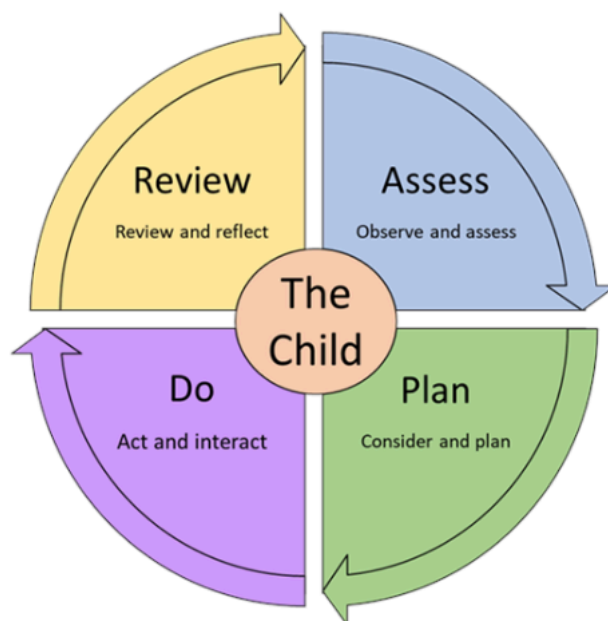
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome.

If your child does need SEN support, their name will be added to the school's SEN register. The class teacher, SENCO and teaching assistant will decide whether your child requires a learning plan. This will be shared with you for your input and then reviewed every term.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve – these will be set out on the learning plan.

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Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

As with all children, school will provide you with an annual report as well as the opportunity to meet the class teacher and have a look at your child's work in the autumn and spring terms. Following each review and update of the learning plan, this will be shared with you and your input taken into account. This may be done via email or an in person meeting – which ever method suits the staff and parents best at that time.

The review of your child's learning plan will include;

- 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

In some cases, the SENCO may also attend these meetings to provide extra 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 SEN 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either through Class Dojo or via email.

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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 level of competence. We recognise that no two children 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:

- Complete pupil voice activities, such as card sorting tasks to give us an insight into their perceived strengths and barriers, likes and dislikes etc.
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

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 make appropriate adaptations to the learning and how we teach to suit the way the pupil works best. There is no '1 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.

These adaptations include:

- Autism friendly teaching and learning strategies – chunking learning, using symbols to support understanding of language
- Teaching and learning strategies that promote engagement of learners with ADHD
- Increased opportunities for experiential learning experiences to support understanding of abstract concepts
- Small group, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources (ie writing slope, pencil grips) and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- We may also use one of the interventions: Lego therapy, precision teaching, RWI 1:1, SALT, Emotion Potion

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- We may provide a privacy screen, which provides the child with their own work space and reduces distractions.

These interventions are part of our contribution to Nottinghamshire'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
- Reviewing the impact of interventions after 6 – 8 weeks or 12 weeks for ELSA
- Using pupil questionnaires
- Monitoring by the SENCO
- Analysis of data outcomes over time
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through AFN or HLN funding.

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

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 – we will undertake a separate risk assessment should your child's needs be high or pose a potential risk to safety (their own and others). This will be shared with you so that together we can overcome any obstacles.

All pupils are encouraged to take part in all aspects of school; we do recognise that not all children are comfortable doing so in the traditional way, so we adapt to suit the child ie helping to organise the races on sports day rather than take part in a race.

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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.

If you have concerns about an activity/trip/visit that your child is scheduled to take part in, please discuss this with the class teacher in the first instance.

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

All children are welcome at our school; on allocation of a place, our Admin Assistant will contact parents and previous school/setting to gain as much relevant information as possible in order for us to put in place any adjustments that will support the successful transition for the child.

If a child has our school as a named placement on an EHCP, we would hope that we have already been part of the process that has led to this; where we haven't we would follow the above process and secure appropriate funding to allow us to put the right provision in place from the start.

13. How does the school support pupils with disabilities?

Our Accessibility plan can be found on our school website under the policies tab and on the SEND page.

Where a child has a disability, we use information from parents and previous school/setting to ensure that we have put the correct provision in place for the child. This is regularly reviewed (following the learning plan process as outlined earlier) and includes any advice from specialists that may be involved.

We are open and honest with the children at school and encourage all children to accept each other regardless of any protected characteristic. Where a child feels confident to talk to peers about their disability, we encourage and support them to do this. Where needed, staff will amend the curriculum to ensure that the class has bespoke learning about a specific disability.

Thorough risk assessments are carried out and regularly reviewed to ensure the child's safety and to enable them to take part in the activities, trips and visits that school offers. In complex cases, a child may require their own risk assessment to outline any comprehensive adaptations that are required.

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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs where they are on offer to the child's year group to promote teamwork/building friendships

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- We provide extra pastoral support for listening to the views of pupils with SEN through our nurture provision and teaching assistants using 'meet and greet'.
- We run SEMH interventions in our nurture setting for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. See our Anti-bullying policy on the school website, under policies.

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

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 SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide a number of opportunities for the child to spend time in their new classroom
- Where appropriate create a scrap book to help parents prepare children during a holiday period.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visits to the receiving school
- Sending the child with any resources that have been useful and will enable a smooth transition ie PECS books/bags.

16. What support is in place for Children Looked-After and Children Looked-After Previously with SEN?

Mrs Wallis (Designated teacher) will work with Mrs Smedley (SENCO), to make sure that all teachers understand how a looked-after or previously looked-after

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pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much 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 SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Should this not provide a satisfactory answer, parents are encouraged to speak to the Phase Leader and/or a Senior Leader. Finally this should be taken up with the Head Teacher. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

For further information and guidance please see

<https://askusnotts.org.uk/uploads/leaflets/Nottingham%20City/Nottingham%20City%20-%20What%20if%20I%20do%20not%20agree%20with%20decisions.pdf>

18. 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.

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To see what support is available to you locally, have a look at Nottinghamshire's offer. Nottinghamshire publishes information about the local offer on their website:

<https://www.nottinghamshire.gov.uk/media/1621/send-local-offer.pdf>

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

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/east-midlands-0/nottinghamshire>

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

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. 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

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- **Graduated approach** – an approach to providing SEN 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 SEN in the local area
- **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
- **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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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