



Brookland Junior School – SEN Information Report

Date reviewed: May 2025

Background about school:

At Brookland Junior School we believe in participation for all. We create an inclusive culture in our school and we thrive on being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor and develop teaching and learning in our school, working closely with parents and specialist agencies to enable each child to achieve their potential.

What kind of SEND do we provide for?

- **Cognition and Learning** difficulties such as children with a specific learning difficulty in reading, writing, spelling and maths
- **Communication and Interaction** difficulties such as children living with Autism and Speech, language and communication difficulties
- **Social, emotional and mental health** difficulties such as ADHD (Attention, Deficit, Hyperactivity disorder) anxiety and social difficulties
- **Sensory and/or physical** such as children with a Physical Disability, Hearing and Visual Impairment

How do we identify and assess children with SEND?

- Use Observations by Class Teacher, teaching assistants and SEN and Inclusion Leader and information from parents,
- Informal assessments in class: looking at completed work and end of topic assessments
- Standardised assessments
- Advice from external professional such as Educational Psychologist, Speech and Language Therapist Occupational Health Therapist and Physiotherapist
- Each term the school has Year group Pupil Progress Meetings with the Head Teacher, Deputy Head, Assistant Head, SEN and Inclusion Leader and class teachers.
- The school will track the children's progress each term using our School tracking system
- Use of a graduated approach in the form of the wave model
 - *Wave 1* – effective inclusion of all children in high-quality teaching in lessons
 - *Wave 2* – small group work for children to catch up with their peers
 - *Wave 3* – specific, targeted work for children who are requiring further and additional support this may request assessment from external professional outside of the school for some children



What are Support Plans?

A Support Plan is a document created by parents and school working together to decide; what is the child's main area of need, what outcomes we would like the child to achieve over the term, agree strategies and support we will put in place. The outcomes relate to the child's identified area of special educational need. The strategies and support are agreed and who will implement them.

How we use Support Plans?

Autumn term:

- Support Plans are created and shared with parents at meeting
- Support plans are shared with child and all teaching staff that support in the class

Spring term:

- Autumn term Support Plan is reviewed by home, school and child
- Spring Support Plan is created and shared with home, school and child

Summer term:

- Spring term Support Plan reviewed by home, school and child
- Next steps shared with new class teachers

What arrangements are there for consulting and involving parents/carers?

- Support plans – discussion centred around a child's needs and outcomes school and home are working towards.
- Annual Reviews of EHCPs – reviewing the progress of our children and setting outcomes for the next year.
- Parent consultations twice a year.
- Meetings with the SEN and Inclusion Leader.
- Class dojo – teachers and parents can send a private message to each other.
- School website – contains key information, news and home learning.
- Arbor/ email – parents are kept informed with up to date news, surveys, consultation documents, special events.
- Newsletter – sent home each week via Arbor/ email showing children's work, reports on special activities or events happening during the week.
- Parents/carers are always very welcome to contact us regarding any aspect of their child's education and progress. We also operate an open door policy where parents/carers are welcome to phone, email or come in to school.

What are the arrangements for consulting children with SEND?

- Support plans – each child has the opportunity to be involved in deciding on what they would like to work on, reviewing Support Plan outcomes and setting new ones.
- Annual Reviews and end of year report – each child can comment on how the year has gone, what has worked and what they want to see changed.

Who are the best people to talk to about my child's difficulties?

Step 1 – Teaching staff – Class Teacher and the Teaching Assistant who supports them

Step 2 – SEN and Inclusion Leader



How do we support a child with a medical condition?

- Pupils who have a medical condition will have a 'Health Care Plan.' These are written and monitored by the school nurse and shared with the Welfare Team, SEN and Inclusion Leader.
- Individual healthcare plan becomes part of EHCP if the child has one
- Teaching assistant or other member of staff receives specialist training where necessary
- Giving medicines at school will be discussed with each parent
- School nurse will be involved when necessary

What are the arrangements for assessing and reviewing children's progress?

4 stage cycle:

Assess

- This stage involves gathering information about the child's needs, strengths, and difficulties through various methods like observations, informal assessments, and consultation with parents, carers, and school staff.

Plan

- Based on the assessment, a plan is developed that outlines specific goals, strategies, and resources needed to support the child's learning and development.

Do

- The plan is implemented, and the child receives the support and interventions outlined in the plan.

Review

- We review the child's progress through; work completed, pupil progress meetings, formal/informal assessment, feedback from staff, parents and pupil

How are the teachers and teaching assistants supported to ensure SEND pupils made the best possible progress?

- Regular meeting with SEN and Inclusion Leader and other specialist staff
- Staff training
- Pupil Progress Meetings
- Advice from outside professionals
- Staff coaching

What adaptations are made to the curriculum and the learning environment for children with SEND?

- Autism friendly classroom – reduce the sensory overload by keeping the classroom clear, display boards uncluttered and simple, calm environment, visual timetable, using clear and explicit instructions.
- Planning adapted to individual needs of children with SEND
- Create an effective space for learning
- Create resources which use the 5 senses
- Use sensory circuits, visual timetables, in- task checklists
- Quiet/calm areas used for low sensory/arousal breaks
- Set up individual workstations for focused work
- Assistive Technology

How is Brookland Junior School accessible to children with SEND?

- For wheelchair users there are ramps and level routes to all areas of the school
- Disabled toilets available
- Modification for children with visual impairment
- Enlarged keyboards
- Enlarged texts
- Braille books in the library
- Assistive technology such as monitors connected to the smart boards



What are the different types of support available for children with SEND?

- Teaching Assistant support in the classroom either small groups or 1:1
- High quality teaching
- Learning mentors and School Counsellors – who meet with the children regular to support emotional well-being
- Use of technology as an alternative way to record work eg laptop and IPAD
- Teacher or Teaching Assistant led interventions
 - Literacy such as phonics groups, pre-teaching big write, pre-teacher guided reading and vocabulary groups
 - Maths such as number bonds, times tables, rapid catch up Math and fluency
 - Social skills support
 - Zones of Regulation used to give children the strategy to know what to do when feeling dysregulated
 - EAL groups to support children with English as an additional language

Which outside professional work with our children?

- Speech and Language therapist
- Occupational Therapist Team
- Physiotherapist Team
- Visual Impairment Team
- Hearing Impairment Team
- Autism Advisory teacher
- Educational Psychologist Team
- School Counsellors
- CAMHS (Child and Adolescent Mental Health Service)

What are the arrangements for supporting children through transition from Infant to Juniors?

- Meetings with Infant and Junior school staff to discuss needs of the children
- SEN and Inclusion Leader/SEN Team attend Year 2 Annual Reviews of EHCPs
- Year 2 Induction morning in the Juniors with their new teacher in July before transferring
- Additional visits by SEND children to familiarise themselves with the Junior School and its staff
- Transition booklet
- Brookland Junior School welcome video

How do we support children's social and emotional well-being ?

- Circle time activities
- PSHE lessons
- Social skills groups
- Our school uses Zones of Regulation this programme teaches children about different emotions and gives them the strategies to know what to do when they feel that emotion
- The Wellbeing Lead Mr Greenhouse works closely with children and families with well-being needs
- Referrals to CAMHS for high level support
- The school has counsellors that see children weekly
- Mentoring sessions with a trusted adult

What are the arrangements for supporting children moving from Juniors to Secondary?

In the summer term staff and children to meet representative from the secondary school

- For children with EHCPs, the SEN and Inclusion Leader from the secondary school will attend the Annual Review
- A transition programme
- Transition booklet for children with EHCP about their new school
- Additional visits to the secondary school will take place where appropriate.



What support does the school have for the parents/carers of pupils of SEND?

- Signposting parents to Barnet Local offer – contains details of what support/ resources are normally available to parents and children
- SEN email list – signposting parents to training and workshops offered by the borough
- Autism email list – items of interest sent to parents of children with autism
- Support plan meetings
- Parents consultations
- Meetings with the SEN and Inclusion Leader
- Referral to external professional
- SENDIASS – Special Educational Needs and Disability, Information, Advice, Support Services, which offer information, advice and support for parents and carers of children and young people with SEND

How do we safeguard SEND pupils?

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability and these should never be ignored or dismissed as indicators of abuse without further exploration
- Pupils with SEND are statically more at risk of abuse
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When managing a safeguarding issue relating to a pupil with SEND, the DSL (Designated Safeguarding Lead) will liaise with the school's SEN and Inclusion Leader, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively

What are the arrangements for handling complaints from parents/carers of children with SEND?

- Parent/carers to discuss the matter with the class teacher and/or SEN and Inclusion Leader/or curriculum support teachers
- Consult the Head Teacher
- Follow school complaints procedure
- Consult the Governor responsible for SEND
- The matter to be referred to the Local Authority/Disagreement Resolution/Tribunal



The school Accessibility plan aims to?

1. **Increase the access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
2. **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school events; the information should be made available in various preferred formats within a reasonable timeframe.

We will make all reasonable adjustments to ensure that disabled pupils (or prospective pupils) are not placed at a substantial disadvantage when compared to those who are not disabled. No disabled pupil would be subject to inconvenience, indignity or discomfort or lose educational opportunities when compared to those who are not disabled.

We provide for disabled children through our policies and practices. P.E lessons are adjusted and staff trained to cater for disabled children, so they are able to participate. When making educational visits outside school, provision is made to ensure that facilities exist for physically disabled pupils. Appropriate staff are trained to administer medicine to pupils.

We give careful thought and consideration to every challenge that comes our way and make strenuous efforts to include disabled pupils fully in the life of the school, before determining that something is not possible.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs



What are the contact details of support services for the parents of pupils with Special Educational Needs ?

Barnet SENDIASS provides parents and carers of children and young people aged 0-25 with special educational needs (SEN) or a disability with free, confidential and impartial information, advice and support.

tel: 02083597637

SENDIASS@barnet.gov.uk



Where can I find information about the Barnet local offer?

The following link provides information about the Local offer provided by Barnet.

This website helps children and young people with Special Educational Needs and/or Disabilities and their families find the information and support they are looking for, from across the Barnet local area.

<https://www.barnetlocaloffer.org.uk/>



The SEN Team consists of:

The SEN and Inclusion Leader Danielle Lucas who can be contacted by calling 0208 346 6937 or via email senco@brooklandjnr.barnetmail.net

Level 2, 3 and 4 Teaching assistants

Our Teaching assistants support in the classroom and run interventions.

The SEN team work closely with the Well-Being Lead and Senior Leadership Team.

Other important contacts:

Well-being Lead Mr Greenhouse
wellbeing@brooklandjnr.barnetmail.net

Welfare Officer Tina Lake
welfare@brooklandjnr.barnetmail.net

School Office
office@brooklandjnr.barnetmail.net