

Brookland Infant and Nursery School SEND Information Report - September 2026

'Be Kind, Grow Together, Learn Forever'



The Assistant Headteacher (Inclusion) at the school is Clare Stephens who works on a full time basis and can be contacted by calling 020 8346 6824 or email senco@brooklandinf.barnet.sch.uk



At Brookland Infant and Nursery school we support children who require additional help with:

- **Communication and Language needs :** autism, selective mutism, speech language and communication needs (SLCN), attention and listening difficulties
- **Cognition and Learning:** moderate learning difficulties (MLD), specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia, dyspraxia
- **Social, emotional and mental health:** ADHD, attachment disorder, emotional difficulties, anxiety, mental health difficulties
- **Physical and sensory:** hearing impairment, visual impairment, sensory processing difficulties, physical disability including cerebral palsy and arthritis, medical needs including asthma, allergies and epilepsy

How are children with SEND identified and how are their needs assessed?

It is important that children's needs are identified early so that appropriate interventions can be put in place which will help to improve the long-term outcomes for your child. As part of our overall approach to monitoring the progress and development of all children, assessments are carried out on a regular basis by class staff in the first instance. If a child is not making the expected progress or their attainment is significantly lower than national expectations the teacher will fill out a concern form and meet with the Inclusion Leader to plan for any additional support which may be needed. The class teacher will inform parents at the earliest opportunity to share concerns and gain parents' views so that we can work together to ensure the best outcomes for your child. Where appropriate, advice from outside agencies will be sought. If required, your child may have an individual learning plan as part of the *assess, plan, do review (APDR)* process. An annual review will be held for children with EHC plans at which progress against the outcomes will be reviewed by school staff, parents, outside agencies, if appropriate, and your child.

Where can I find information about the school's policies for the identification and assessment of children with SEND?

Brookland Infant and Nursery and Junior School SEND and Inclusion Policy provides information about the schools' policies for the identification and assessment of pupils with special educational needs. The policy can be found on the school's website and a hard copy can be given if required.

How are families consulted regarding their child with SEND and how are they involved in their education?

Communication with parents can be both formal and informal at the start or end of the day- 'open door' policy or if necessary, through making an appointment, home/school communication books, phone calls, letters, newsletters and planned meetings.

- Pupil progress meetings are held termly which are attended by the class teacher, headteacher, deputy head and SENCO
- The class teacher will be able to discuss your child's progress or any concerns or worries you may have
- The SENCO is available to meet with parents separately to discuss what is working well at home and strategies you may already be using or to share strategies that are working well at school
- All information from outside professionals will be shared with parents
- Monthly 'SEND and Wellbeing' sessions are held where parents are able to meet with each other and the Inclusion Leader to informally discuss school issues, how to support children, share ideas and outside professionals may also be invited

How are children with SEND consulted and how are they involved in their education?

We are keen to develop the child's voice and seek their views on all areas of their learning. In Key Stage One, children have the opportunity to reflect on their work and how they were able to complete the lesson. In Foundation Stage, the children have special books in which they are able to look at photos and pieces of work and talk about their learning. The Foundation stage curriculum is child led and their interests are built in to the planning where appropriate.

Child voice meetings and the school council provide the opportunity for the children to express their views on all aspects of school life.

If your child has an EHCP their views with regard to their learning will be sought prior to the annual review. This may take the format of a video clip, photos or written by the child. If appropriate they may also be invited to attend the first 5 minutes where they can share their views in person.

Children who have an individual learning plan will be asked to contribute their views and what they feel they need support with and how staff can support them best on a termly basis.

Some children may have an individual pupil passport which summarises their key needs and how they best communicate. Where appropriate your child will participate in compiling their own individual passport.

Which outside professionals work with the school?

We work with a range of outside professionals depending on the need of the child. These can include:

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| • Speech and Language Therapist | . Educational psychologist |
| • Inclusion Advisory Team (IAT) | . Wellbeing and mental health team |
| • Autism advisory service | . Occupational therapist |
| • BEAM (Barnet's early autism model) | . Physiotherapist |
| • CAMHS (Children and Adolescent Mental Health Service) | . Early Help Team |
| • Barnet Integrated Clinical Services (BICS) | . Play therapist |
| • Grief counsellor | . Hearing/Vision support |
| • School nurse | . Paediatrician |
| • Hearing support | |

What are the school's policies for making provision for children with SEND whether or not children have EHC plans including:

How does the school evaluate the effectiveness of its provision for children with SEND?

The effectiveness of the provision for those with SEND is evaluated in a variety of ways including annual reviews for children with an EHCP, termly individual learning plan meetings, teacher observations, learning walks, termly pupil progress meetings, target setting and regular reviews of attainment and progress data for children on specific interventions, regular monitoring of the planning for the provision for those with SEND and regular meetings with staff carrying out the interventions for those with SEND.

What are the school's arrangements for assessing and reviewing the progress of children with SEND?

Monitoring progress is an integral part of teaching and leadership within Brookland Infant and Nursery School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the 'Assess, Plan, Do, Review' model (APDR) and ensure that parents/carers and children are involved in each step. The assessment and review of progress of pupils with SEND is carried out in a number of ways including:

Annual reviews, individual learning plan meetings, teacher observations, learning walks, pupil progress meetings, target setting, annual planning meeting with school educational psychologist, termly review meeting with school speech and language therapist and regular meetings with other professionals who work with specific children in school.

What is the school's approach to teaching children with SEND?

We believe it is the right of all children to have access to quality learning experiences in a safe, secure and supportive environment. We recognise that children learn in different ways and understand that it is our responsibility to provide a multi-sensory approach to learning in order to meet the differing learning styles favoured by the children. The curriculum and provision are adapted to meet the needs of the children with appropriate resources available to meet individual requirements. Children are encouraged to be fully involved in their learning and to be proud of their progress and achievements. They are also encouraged to respect and celebrate the achievements of others. Adaptations will be made to the physical environment of the school in order to ensure access to the curriculum for all with varying needs.

What support is available for improving the emotional and social development of children with SEND?

- Staff have a good understanding of each child's social and emotional needs
- PSCH curriculum
- Use of zones of regulation to support learning and understanding of emotions and feelings and provides strategies to know what to do when managing strong emotions
- Children are able to identify a 'trusted' adult
- Use of The Hive (Sensory Room) for children who are dysregulated
- Use of The Pod (calm distraction free zone)
- Lunchtime club for those children who find the playground too noisy or busy
- Circle time activities
- Pupil voice via the School Council
- Referral to CAMHS/BICS
- Behaviour management policy with clear rules and consequences
- Young carers are identified and able to attend weekly club (known as Jenny's club)
- Member of staff has received training as a mental health first aider in school
- Play/art therapy based at school

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

We respect and value all children and ensure that children with SEND have full access to all learning opportunities. All children are included in every part of the school curriculum including swimming, trips, assemblies and work closely with parents on behalf of the children. To achieve this, we have the following in place:

- Staff training
- Planning adapted to meet individual needs
- All resources and equipment used is accessible to all children
- Quiet areas
- Individual learning stations
- Individual visual timetables/communication boards
- Sensory/movement breaks
- Access to sensory room (The Hive)
- Access to calm distraction free zone (The Pod)
- Assistive technology including use of adapted keyboards
- Reduced distraction spaces
- Adapted resources – if specialist equipment is needed this will be acquired by the SENCO in liaison with external agencies e.g. enlarged print in books,
- Access to enhanced provision (The Ark Group) for up to 4 children who are working significantly below their peers and not able to access an age appropriate curriculum

How will equipment and facilities be adapted for children with special educational needs?

All school's facilities and equipment are available to all children whether they have SEND or otherwise. We ensure all children can access the equipment and make adaptations as necessary. For example, spring loaded scissors, pencils which write with little force needed, individual learning stations, adapted keyboards, low arousal areas in the school, caring cutlery and the school is also wheelchair accessible.

What additional support for learning is available to children with SEND?

This is planned on an individual basis, depending on the needs of the child but may include one or more of the following:

- Lego group
- Bucket time – to develop attention skills and turn taking
- Phonics groups
- Language and communication interventions
- Fine and gross motor skills
- Sensory circuits
- Catch up reading
- Children with an EHCP – the school implements additional support as outlined in the provision section

How does the school enable children with SEND to engage in activities of the school (including physical activities) together with other children?

We believe that with the appropriate adaptations all children can learn, play and achieve together. All children partake in activities such as assemblies, sports days and celebrations at an appropriate level. We work alongside parents to plan for adaptations to either the environment or approach to an activity to ensure that each child can participate as much as possible.

What are the school's arrangements for supporting children with special educational needs in transferring between phases of education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting Nursery or Reception members of the Foundation Stage and Inclusion Leader meet children and their families in their home and/or current provision as well as a brief visit to school when possible.

If your child is joining our school or moving to another school:

We will contact the school/nursery SENCO to share or gain information on any special arrangements or support that is already being made for your child. We ensure that all records about your child are passed on as soon as possible. We will arrange a transition meeting to which you would be invited along with any key staff/outside agencies e.g. BEAM.

Moving to new class at start of year:

- Class teachers will meet before the start of the new year to share information about all children. All individual learning plans/EHCPs are shared with the new class teacher/TA
- For some children they will receive a transition booklet/countdown to support their understanding of the change prior to starting in the new class
- All children will have an opportunity to meet their new class teacher/TA. However, children with SEND may have additional visits/time in their new class or with new class teacher/TA
- Any specific resources will also be passed on

Transition to Brookland Junior School:

- Staff from both schools meet to discuss the needs of the children
- Member of the Junior school Inclusion Team will attend Year 2 annual reviews of EHCPs held in the Summer Term
- Year 2 children attend Induction morning in their new classroom with new teacher in July
- Transition booklet for children who benefit from additional support with transition
- Additional visits by SEND children to help them to familiarise themselves with the school/key adults
- Key external agencies such as speech and language therapist, Barnet Autism Team Advisory teacher work closely with both schools so therefore will know the children moving to the Junior School
- Pupil passport shared with Junior School
- All documentation including reports from professionals, individual learning plans are passed on to the Junior School Inclusion Leader
- For those children with an EHCP, parents are informed of the separate admission process for applying for a school place at Brookland Junior School

Where can I find information on where the local authority's local offer is published?

The following link provides information about the local offer provided by Barnet and it has also been published on the school's website.

www.barnetlocaloffer.org.uk



How does the school make provision for disabled children/families?

Admission arrangements:

The school follows recommendations for admissions as set out by the London Borough of Barnet. The school manages admissions for Nursery only. All other admissions for children starting in Reception through to Year 2 are managed by the London Borough of Barnet Admissions Department. Please see our website for contact details. If your child already has an EHCP prior to starting at Brookland Infant and Nursery School then the admission process is managed by SEN Admin and the individual case worker.

Prospective parents are welcome and encouraged to contact the Headteacher/Inclusion Leader prior to applying for a place to discuss their child's individual needs and visit the school. The school offers a tour for all prospective parents in the Autumn term.

The school accessibility plan aims to:

- **Increase the access to the curriculum for pupils with a disability** adapting the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other 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.
- **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.
- **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities, examples might include handouts, timetables, books 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 other children. No disabled pupil would be subject to inconvenience, indignity or discomfort or lose educational opportunities when compared to other children.

We provide for disabled children through our policies and practices. PE lessons are adjusted and staff trained to cater for disabled children so they are able to participate. When making educational visits outside of school grounds, provision is made to ensure that facilities exist for disabled children. 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 children fully in the life of the school. When necessary, advice will be taken from outside agencies including the Barnet Physical Disabilities/Complex Medical Needs (PD/CMNTeam) or other specialist agencies working with the individual child.

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

How do we support children with a medical condition and the administration of medicines?

Children who have a medical condition will have an individual 'Health Care Plan' which is written in consultation with parents and health professionals where appropriate. It will be shared with relevant staff including: class teacher, welfare and school nurse if appropriate.

Staff receive specialist training when needed. All TAs are first aid trained.

It is parents' responsibility to ensure that any medications kept in school such as epipen and inhalers are in date.

What are the contact details of support services for the parents of pupils with special educational needs?

Barnet SENDIASS offers free, confidential, impartial information, guidance, advice and support for parents/carers of children with special and additional educational needs via telephone or face to face meetings.

Their contact details are:

Address: SENDIASS, 2 Bristol Avenue, NW9 4EW

TEL: 020 8359 7637

Email: SendIASS@barnet.gov.uk



The Expertise and training of staff to support children with SEND

- The Inclusion Leader (SENCO) is fully qualified and accredited with the National SENDCO Award and Post Graduate Certificate in 'Inclusion and supporting vulnerable learners'
- The Inclusion Leader regularly attends all local SEND conferences
- Where required staff receive specialist training in Moving and Handling in order to support mobility of identified pupils
- The Inclusion Leader oversees training of all staff to enable them to improve teaching and learning of children including those with SEND. This includes whole school and targeted professional development for individual teachers and support staff on aspects including autistic spectrum disorder (ASD), speech and language programmes, developing fine motor skills, specific learning difficulties.
- Training in the last 12 months has included – supporting children with ADHD, ASD and emotional regulation, using sensory circuits to support children
- Additional specialist training will be actioned to meet the individual needs

Who should I contact if I have any concerns with regards to my child's development?

Every teacher has the responsibility for children with SEND in their class. Therefore, in the first instance you should speak to your child's class teacher. The Inclusion Leader is the person responsible in ensuring this support meets the needs of the children and provides support for teachers and parents when required.

You may wish to contact the following via the school office: office@brooklandinf.barnetmail.net

- Clare Stephens—Inclusion Leader
- Brenda McCafferty—Headteacher
- Laura Pincus —Chair of Governors
- Karen Gubbay— SEND Governor

How does the Governing Body involve other bodies in meeting the needs of children with SEND?

The Governing Body have designated SEND to a Governor who oversees the support the school can offer, linked to Barnet's Local Offer.

The school has three designated safeguarding officers and one governor is also part of our Designated Team for Child protection.

School nurses work closely with the school and we are able to call them for advice linked to health matters.

What are the arrangements made by the Governing Body relating to the treatment of complaints from parents or pupils with special educational needs concerning the provision made at school?

Complaints are always dealt with seriously as it is our aim to work in partnership with parents. If in the unfortunate event a complaint needs to be made:

1. Discuss matter with the class teacher
2. Discuss with Inclusion Leader
3. Discuss with Headteacher
4. Follow schools complaints procedures (this can be found on the school website)
5. Consult SEND Governor
6. Refer to Local Authority/Disagreement Resolution/Tribunal through SEN Caseworker if you have one, if not contact SEN Admin