

# **Brockhampton Primary School Special Educational Needs & Disability Information Report**

**SENCO: Mrs E. Taylor**

Autumn 2025

Next review Autumn 2026



## **Our school's approach to supporting pupils with SEND**

Brockhampton Primary School is committed to supporting the needs of all our pupils including children with educational needs and disabilities. Brockhampton Primary School is an inclusive school and offers a range of provision to support children with an individual need, following thorough assessment by internal or external agencies in order that they can achieve and thrive. The support offered is structured around the individual need of the child and designed to promote pupils becoming independent and resilient learners. It does not detail every skill, resource and technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.



### **Aims and Implementation**

The school aims to:

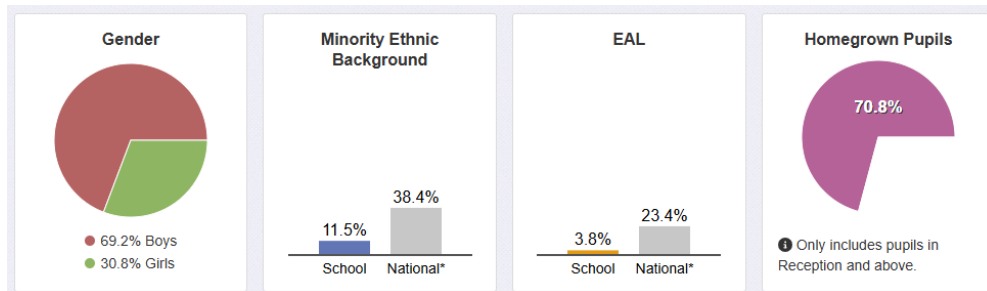
- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the Local Authority and professional agencies within the following principles:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support.

## SEND Pupils at Brockhampton and Nationally

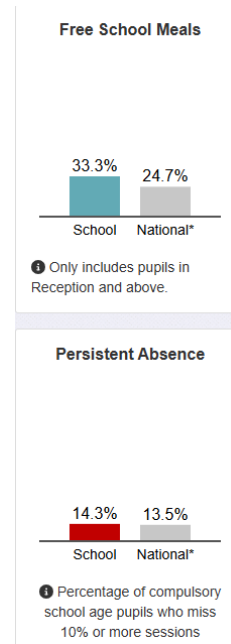
The figures below are taken from our internal identification of pupils and nationally from September 2025.



### Pupils with SEND











School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.



The most common type of need for pupils with SEN support nationally is speech, communication and language needs. The table below indicates the needs of the current SEND pupils at Brockhampton:

### SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	9 	34.6%
SEN support but no specialist assessment of type of need	8 	30.8%
Social, Emotional and Mental Health	5 	19.2%
Specific Learning Difficulty	3 	11.5%
Autistic Spectrum Disorder	1 	3.8%
Moderate Learning Difficulty	1 	3.8%
Other Difficulty/Disability	1 	3.8%
Profound and Multiple Learning Difficulty	1 	3.8%

## Catering for Different Kinds of SEND

In line with the SEND Code of Practice (2015), our school recognises the four broad areas of need and ensures that provision is tailored to meet the diverse needs of our pupils. We work closely with families, external agencies, and the Herefordshire SEND Local Offer to provide appropriate support.

### Cognition and Learning

This includes difficulties in learning at a slower pace than peers, even with appropriate differentiation. Needs may include:

- Specific learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia)
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties

We provide quality-first teaching, targeted interventions, adapted resources, and support from specialist services where required.

### Communication and Interaction

This area covers difficulties with speech, language, and communication, as well as social communication. Needs may include:

- Speech, language and communication needs (SLCN)
- Autism spectrum condition (ASC)

Support may involve speech and language therapy programmes, visual supports, structured routines, and staff trained in supporting communication.

### **Social, Emotional and Mental Health (SEMH)**

Pupils may experience difficulties in managing emotions, social interactions, or mental health. Needs may include:

- Attention deficit hyperactivity disorder (ADHD)
- Attachment difficulties
- Anxiety and depression
- Other behavioural, emotional or social needs

We provide pastoral support, thrive-based interventions, access to counselling or mentoring externally, and positive behaviour approaches, alongside collaboration with specialist services such as CAMHS.

### **Sensory and/or Physical Needs**

This includes children with disabilities which prevent or hinder them from accessing educational facilities. Needs may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

We work with specialist teachers, occupational therapists, and physiotherapists, and we adapt the physical environment, provide assistive technology, and make reasonable adjustments in line with statutory guidance.

### **Key Staff and expertise**

Individuals and agencies that provide support for pupils at Brockhampton are funded from the school budget.

Internal support includes:

- SENCO – a member of the school Leadership Team that has responsibility for monitoring, evaluating and implementing strategies/provision that ensures our SEND service is of high quality.
- Teaching Assistants who lead intervention groups for SEND specific children (including Speech and Language Therapy, Fine Motor Skills,

Phonics, Sentence Structure, Maths, English)

- Thrive Practitioners – they support children who are experiencing social, emotional or behavioural difficulties. In addition to this, they use the programme to support pupils who may be experiencing trauma of some kind.
- Class Teacher release time to work with targeted children and offer reactive teaching support.

If strategies for level 1 or 2 children are not demonstrating a positive impact on the child's educational or pastoral outcomes the SENCO will speak with parents/carers to gain permission to involve external professionals (when necessary) or agencies that can provide a bespoke and expert service.

Examples of the services that we work with are:

<b>Inclusion Team (EHCP applications)</b>
<b>Child and Adolescent Mental Health Service (CAMHS)</b>
<b>Visual Impairment Service</b>
<b>Educational Psychologists (EPs)</b>
<b>Hearing Impairment Service</b>
<b>Speech and Language Team (SALT)</b>
<b>On Side Melo (SEMH)</b>
<b>Learning Support Team (LST)</b>
<b>Autism Spectrum Condition (ASC/D)</b>
<b>Physiotherapist</b>
<b>Occupational Therapist (OT)</b>
<b>Paediatricians (Child development centre)</b>
<b>School Nurse</b>
<b>Family Support Worker</b>
<b>Attendance Herefordshire Officer</b>

The professionals evaluate the pupil's needs and provide the school with strategies or services that are likely to have a positive impact on the child's progress. They tend to work with pupils on an individual basis and feed back to staff verbally and in written reports that are shared with parents/carers.

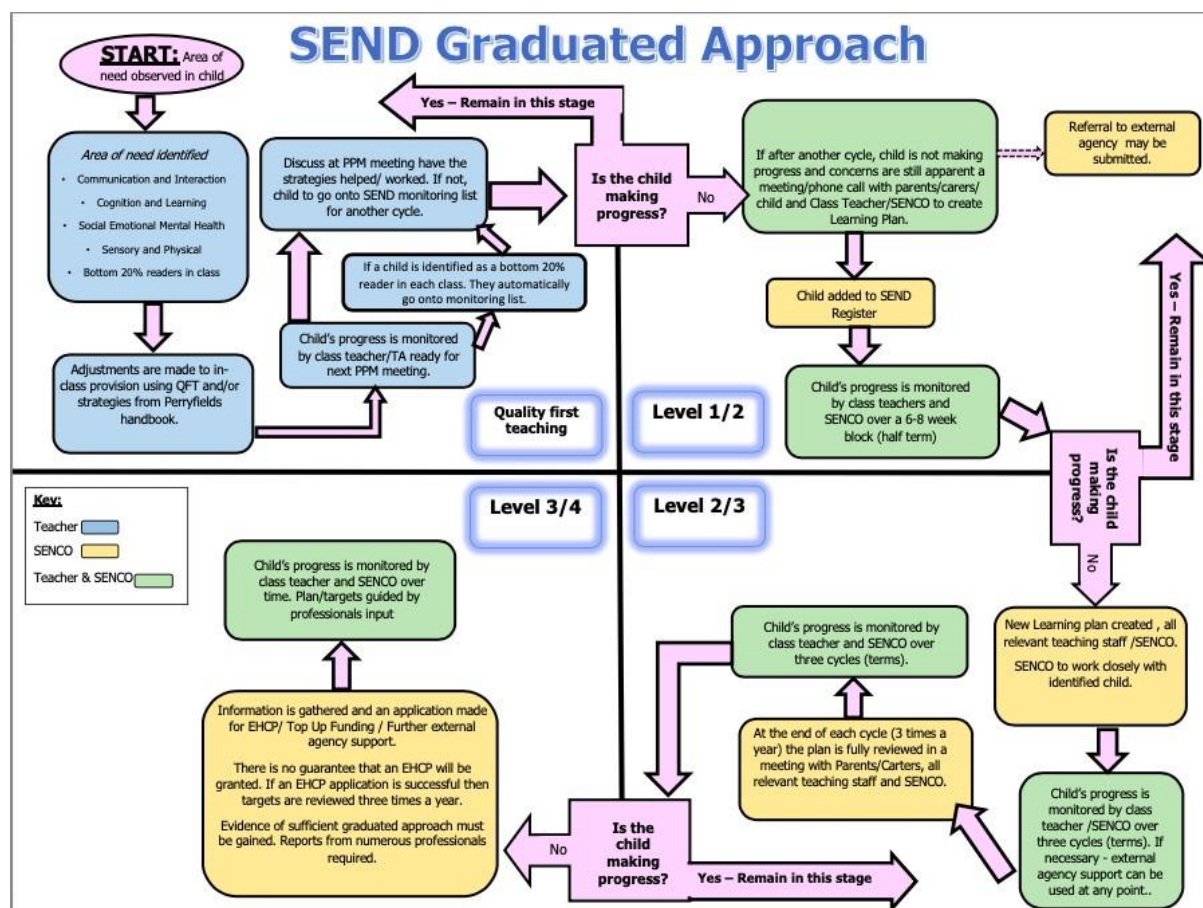
We also work with and alongside Social Services, Family Support, Parent Partnership and Community Police.

## **Identifying and assessing pupils with SEND**

The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team and class teacher at Pupil Progress Meetings. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. For pupils starting at school, we gather information from any previous settings and conduct our own internal assessment to establish their personal needs. In addition to this we encourage parents and/or pupils to meet with the class teacher if they have any worries. Furthermore, all lowest 20% of readers in each class go onto the SEND Monitoring list. Children on the monitoring list will be lightly tracked and form conversations at Pupil Progress Meetings.

## Our Approach at Brockhampton

We follow a graduated approach to SEND which starts with quality first teaching and whole school practice in effective assessment, tracking and monitoring. See below for our Brockhampton Graduated Approach:



In accordance with the SEN Code of Practice and Herefordshire SEND Services Local Offer there are four different levels of support:

**Level 1** - quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

**Level 2** - specific, additional and time-limited interventions (normally on a 6 weekly assess and review cycle) provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.



**Level 3** - targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential; this is often 1:1 external specialist support and teaching.

**Level 4** - The educational health and care plan (EHCP) is for children and young people who have significant special educational needs (SENs) and/or disabilities. Your child's needs will be assessed by education, health and social care professionals to see if you should have a EHC plan. Extra support, beyond that of which a school may normally provide will be used to enable the child to achieve.

At Brockhampton Primary School we encourage effective home-school partnership. If we have any concerns about your child's progress our Special Educational Needs Leader (SENCO) will contact you. If you have concerns about your child's progress you should initially speak to your child's class teacher.

For pupils who are at Level 2 or above we develop Learning Plans and Pupil Passports alongside parents/carers and the pupils themselves. These include specific targets for improvement that will ensure your child makes progress when they are met. Termly meetings with parents/carers review the child's progress towards these targets and if appropriate set new ones.

## Teaching Approach

Our provision includes:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need. This may involve extra support being given to the pupil in the form of an adult or concrete/visual resources. We aim to support all SEND pupils to achieve in line with their peers by providing them with tools in the classroom that will help them.
- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Class Teacher release time to support children in the class with 'booster' sessions.

Specific examples of programmes/work carried out by staff with SEND pupils includes:

- Termly evaluation of the needs of all children who require SEND support
- Using quality first teaching strategies in the classroom
- Thrive
- Phonics/Read Write Inc Programme
- Speech, Language and Communication Interventions
- Colourful Semantics – sentence structure
- 1:1 Support in the classroom
- Fine Motor Skills
- Spelling
- Smart Moves – Gross Motor Skills

Provision is carefully planned. Targets for SEND provision are embedded into the School Improvement Plan and training is carefully planned in. Individual staff are sent on relevant training and then cascade this to everyone else in school so that best practice is consistent.

Five members of staff are trained Thrive Practitioners and facilitate programmes of work to meet the social and emotional needs of all children.

We have staff who are supported by the Herefordshire Council to effectively deliver Speech, Language and Communication work with small groups and individuals throughout the school giving targeted help and support where the children need it.

The SENCO regularly and carefully reviews the quality of teaching and how children with SEND are catered for. They do this by conducting learning walks, scrutinising books, talking with children/staff, progress data analysis, lesson observations and via discussion in termly pupil progress meetings. All information is used to form an annual action plan that is centred on school improvement. This is done alongside the rest of the leadership team.

The SENCO conducts an annual audit of provision in school and presents a report to the Governing Body (GB). This includes data and suggestions from the annual SEND parental questionnaire, in which we ask what is working well and what could be improved. The named Member of the GB will also conduct Governor Visits so they have an understanding of SEND at Brockhampton and can challenge and support leaders on the impact of strategies on SEND pupil outcomes.

## **Adaptations to the curriculum and learning environment**

The teachers at Brockhampton have the highest possible expectations for all pupils in their class, including those with SEND. All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.

Specific strategies (which may be suggested by the SENCO and/or external agency advisory staff) are in place to support your child to learn. These can be personalised such as for example visual timetables, 'now/next' boards, sloping boards or making the classroom environment 'friendly' and conducive to learning for all SEND pupils.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap(s) in their understanding/learning and needs some extra support to help them make the best possible progress.

Our Curriculum is ambitious and designed to engage and enable all pupils to learn. Our main Intent for all pupils is as follows:

- Meet our children's academic needs for future learning and employment
- Achieve high standards in Reading, Writing and Maths
- Develop long term memory so children can recall, retain, transfer and use learning in a range of contexts
- Meet our children's pastoral needs for future learning and employment
- Promote independence
- Be physically and mentally healthy
- Have a sense of contribution to the community
- Be accessible for all.

All SEND pupils will have the opportunity to achieve well despite their individual needs. The Accessibility Plan outlines some of the strategies and resources that we may use to help them with this.



## Progressing towards outcomes

We have a number of methods in which we measure the impact of what we do with SEND pupils. These include:

- Learning Plan Reviews – there is clear indication of pupils achieving personalised and individual targets and progressing onto the next stage of their development
- Insight Assessment Tracker – online tracking system
- THRIVE Assessments – a clear system whereby our pupils demonstrate progress towards defined targets. There are a number of cases where the pupils have made accelerated progress and are no longer in need of weekly support
- EHCP Targets – our EHCP pupils regularly meet targets set within their plans and move on to the next stage of development
- Half termly Intervention Programme Reviews – show that the overwhelming majority of pupils demonstrate progress within their programme of work
- Pupil Voice – we work alongside pupils to gather their opinions on how well they are doing in the more subjective targets such as independence, resilience, attitude to school, British Values and aspirations. SEND pupils often speak positively about these aspects of school
- Some pupils over time, particularly those identified at Level 1 or 2, do not require any additional support due to them making progress.

## Evaluating Effectiveness

We regularly monitor and review the impact of provision for pupils with SEND to ensure that support is effective and leads to good outcomes. In line with the SEND Code of Practice (2015), we use the graduated approach (Assess, Plan, Do, Review) to evaluate provision.

Our approach includes:

- **Tracking progress:** Academic progress, social development, and wellbeing are tracked using both school assessment systems and individual targets set in SEND support plans or Education, Health and Care Plans (EHCPs).
- **Review meetings:** Termly reviews with teachers, parents, and pupils are held to evaluate progress and adjust provision where necessary.
- **Pupil voice:** Pupils are encouraged to reflect on what support helps them most, so their views feed into evaluating effectiveness.
- **Staff feedback:** Teachers and support staff monitor how strategies and interventions are working in the classroom and provide feedback to the SENCo.
- **Use of evidence-based interventions:** We review outcomes of interventions to ensure they are making measurable differences, adapting or replacing them if needed.
- **Governance oversight:** The SENCo reports regularly to the senior leadership team and governors on the effectiveness of SEND provision, ensuring accountability and ongoing improvement.

This cycle of monitoring ensures that support for pupils with SEND is continually refined so that it meets individual needs and promotes the best possible progress.

## Key Staff and expertise

Over the past two years staff have had the following SEND training:

- Perryfields Outreach Training – understanding the needs of all learners
- RWI Phonics / Reading training
- Thrive
- Clinical Psychology training in SEMH
- Positive about Down Syndrome
- Use of technology to aid learning in the classroom
- Diabetes Awareness Training

SENDCO – Mrs E Taylor

Early Years Lead – Mrs N Mansell

Maths Lead – Miss R Hodgkiss

English Lead – Mrs L Jones

Thrive Lead – Mrs A Saint

Forest School Lead – Mrs J Heard

## **Consulting with Pupils and Parents**

### **Parents**

We believe that effective partnership with parents and carers is essential in supporting pupils with SEND. We work in line with the SEND Code of Practice (2015), which emphasises that parents know their children best. Our approach includes:

- Regular, open communication with parents through meetings, phone calls, and email.
- Termly review meetings to discuss progress, set outcomes, and agree on next steps.
- Involving parents in the Assess, Plan, Do, Review cycle for their child's support.
- Providing clear information about the Herefordshire SEND Local Offer and signposting to additional services when appropriate.
- Seeking parent views through questionnaires, informal feedback, and formal reviews (such as EHCP annual reviews).

This ensures that parents are fully involved in decisions about their child's education and that support is developed collaboratively.

### **Pupils**

The voice of the pupil is central to our SEND provision. In line with the Code of Practice, we involve pupils in decisions that affect their learning and wellbeing. We do this by:

- Encouraging pupils to share their views, aspirations, and concerns during reviews and planning meetings.
- Using a range of methods appropriate to the pupil's age and level of understanding, such as questionnaires, visual supports, or one-to-one discussions.
- Involving pupils in setting their own learning targets and celebrating their achievements.
- Ensuring that adjustments and interventions are shaped by what works best for

### **Involving key stakeholders**

The school prides itself on developing close links with parents and carers. We conduct termly individual reviews as well as an overall in depth annual one at the end of the academic year. Parental feedback and opinions are included in all formal documents and used to inform the strategies, interventions and/or resources that we provide for SEND pupils.

Parents have access to support services and activities via the school website.

### **Transition Support**

The key transfers are as follows:

- Pre- School provider to school
- Primary school to secondary school
- Relocation to another primary school

We recognise the value of a smooth transition for all SEND pupils and when appropriate use a toolkit to communicate with the new provider. The Toolkit provides information on:

Details of SEND
Pupil's Key Challenges
Support Provided – Intervention Programmes
Details of Effective and Ineffective Support
Significant Life Events
Pupil Interests and/or Talents
Pupil Worries
Parent/Carer Input
Recommendations

Within school, smooth year to year transitions are ensured through:

- Open strong relationships with all staff and all children and regular collaborative sessions throughout the year.
- Formal “handover meetings” between the current and next teacher where the needs of every child are discussed.
  
- Extra visits to new classrooms and to meet new teachers are planned into the curriculum.

Children are aware of key members of staff who they can talk through any concerns or worries. If it is deemed necessary key members of staff are temporarily used to support transition. Also, transition action plans are tailored to a child's individual needs following consultation with key stakeholders.

We have good links with the local secondary school and we plan in opportunities for collaborative working. Consequently, a clear and well thought out transition process is in place for children going to Secondary School. When children transfer to other schools, all information is sent on to the receiving school and if deemed necessary and is possible staff will visit the new school with the child to help them with the transition.

Parents and carers are encouraged to access this resource to find information about services, support, and guidance across education, health, and social care in Herefordshire.

## **Inclusivity in Activities**

Our school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal opportunities to participate fully in the life of the school. We work to remove barriers so that pupils with SEND can enjoy the same experiences as their peers, both in and out of the classroom.

- We make reasonable adjustments to teaching, resources and the learning environment so that all pupils can access lessons, clubs, trips and wider enrichment activities.
- Staff plan carefully to ensure that activities are inclusive, and additional adult support is provided when needed.
- Risk assessments are carried out for visits and events, and individual needs are considered so that adaptations can be made.
- Where specialist equipment or resources are required, we will work with families and external agencies to provide them.
- Our extra-curricular clubs are open to all pupils, and leaders are supported to make appropriate adaptations so that every child can take part.
- We foster an ethos of inclusion across the school, encouraging peer support, friendship, and collaboration between pupils with and without SEND.

This approach helps ensure that all pupils are able to participate meaningfully in school life, developing their independence, confidence, and social skills alongside their peers.



## **Supporting Emotional and Social Development**

We recognise that emotional wellbeing and social development are key to pupils' overall progress and achievement. Our school is committed to providing a safe, supportive, and inclusive environment in which pupils with SEND can thrive.

**Pastoral Support:** We provide additional pastoral support for pupils with SEND through access to trusted adults, small-group or one-to-one interventions, and thrive-based approaches. Staff are trained to listen to and respond to the views of pupils, ensuring they feel valued and supported.

**Pupil Voice:** Pupils with SEND are encouraged to share their feelings and experiences through regular check-ins, review meetings, and informal discussions. We adapt our methods to meet their communication needs so that every child's voice is heard.

**Promoting Social Skills:** We run targeted interventions and group activities to build confidence, resilience, and positive relationships. Inclusive opportunities are provided through whole-school events, extracurricular clubs, and peer support systems, such as Thrive friends.



Collaboration with Families and Agencies: Where appropriate, we work closely with parents, carers, and external agencies to put in place additional emotional and social support, such as counselling or mentoring.

Through these measures, we aim to ensure that pupils with SEND feel safe, included, and confident in their ability to succeed as part of our school community.

## **Local Offer**

All local authorities are required to publish information about the services they provide for children and young people with SEND and how these can be accessed. This is known as the **Local Offer**.

Our school contributes to the Herefordshire Local Offer by providing clear information about the support available for pupils with SEND within our setting. We share details of our provision, processes, and policies through this SEN Information Report, which sits alongside the Local Offer.

The **Herefordshire Local Offer** can be found online at:

 [Local offer special educational needs and disabilities – Herefordshire Council](#)

## Handling Complaints

We aim to work in close partnership with parents and carers to resolve concerns at the earliest opportunity. However, if a parent of a pupil with SEND has a complaint about the provision or support in place, the following process will apply:

- Parents are encouraged to first discuss concerns with the class teacher or SENCo, who will seek to resolve issues informally.
- If the matter is not resolved, it will be escalated to a member of the senior leadership team or the Headteacher in line with our school's **Complaints Policy**.
- A formal complaint can be made following the procedures set out in the school's Complaints Policy, available on the school website or on request from the office.
- If parents remain dissatisfied after following the school's procedures, they may contact the Governing Body.
- Further support and impartial advice is available through the **Herefordshire SEND Information, Advice and Support Service (SENDIASS)**.

This clear process ensures that any concerns about SEND provision are listened to, investigated promptly, and addressed fairly.

## Contacts

### SENCO

Mrs Emily Taylor	<a href="mailto:etaylor@brockhampton.school.org">etaylor@brockhampton.school.org</a>	01885 483238
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### Member of the Governing Body responsible for SEND

Mrs Jo Preston	<a href="mailto:jpreston@blackpeartrust.org">jpreston@blackpeartrust.org</a>
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### Headteacher

Mr Darren Davies	<a href="mailto:head@brockhampton.school.org">head@brockhampton.school.org</a>
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### Additional Support

Any queries or questions relating to CLA and PP children can also be made to the above members of staff or member of the Governing Body.

If parents/carers have any concerns about their child then we encourage you to make an appointment to see the class teacher in the first instance. If your problem is unresolved then the SENCO will meet with you. Any complaints can be made in accordance with the Complaints Policy that can be seen on the school website or a hard copy requested from the off

