



**Brookland Infants and Nursery  
school**

**SEN Information Report**

Updated August 2023

# SEN support at Brookland

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# Types of Special Educational Needs

The SEN Code of Practice 2015, explains that a child is identified as having a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, Or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

At Brookland Infants and Nursery School we support children with a range of mild and moderate special educational needs.

These include those identified within the SEN Code of Practice (2015)

- Communication and Interaction

This includes pupils with Speech, Language and Communication needs (SCLN) and children with autism spectrum disorder (ASD)

- Cognition and Learning

This includes pupils with general learning difficulties and Specific Learning Difficulties (SpLD) – differences or difficulties with one or more areas of learning.

- Social, Emotional and Mental Health needs

These are educational needs whereby pupil's have severe difficulties in managing their emotions and/ or behaviour as well as diagnosed conditions such as attention deficit hyperactivity disorder (ADHD) Medical needs

- Sensory and/ or Physical needs

This includes pupils who have a disability which prevents or hinders their ability to use educational facilities or pupils with a visual or hearing impairment.

# Identification of Special Educational Needs

- ✓ Initial identification comes in the classroom by the class teacher.
- ✓ Strategies are put into place to support children's learning or social and emotional needs which may include:
  - Differentiation of work and resources
  - Providing reinforcement of previous learning
  - Allowing further opportunities to develop basic concepts and new vocabulary
  - Providing additional small group work, or in some occasions individual support
- ✓ Concerns are discussed with the SENCO (Special Educational Needs Co-Ordinator), [Miss Kathryn Mitchell](#) and guidance is given.
- ✓ If parents have concerns about their child they should, in the first instance, contact the [class teacher](#) who will liaise with the SENCO or any other appropriate member of staff.
- ✓ Pupil progress meetings are held half termly with the Senior Leadership Team and class teachers where specific pupils can be discussed.



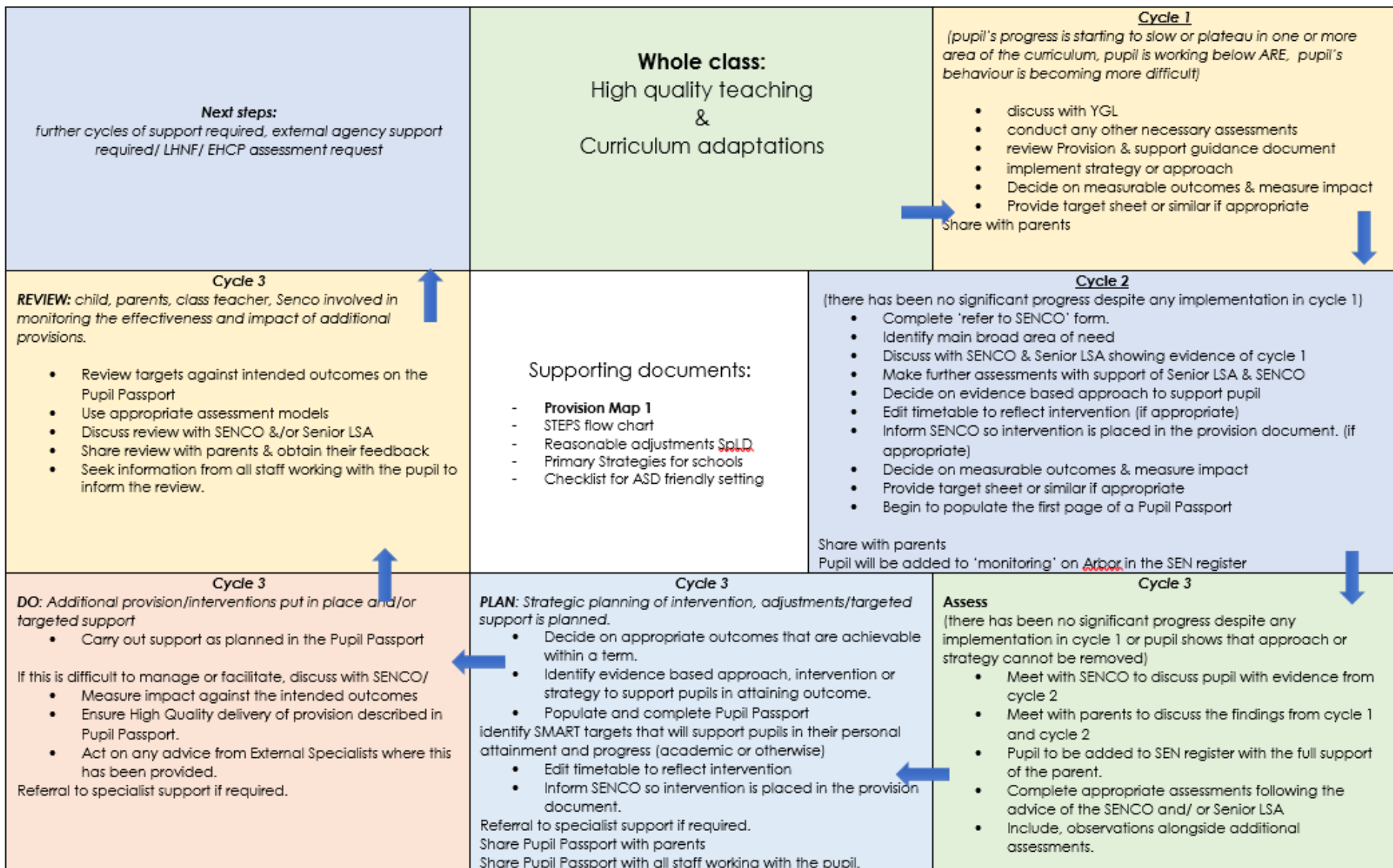
# Individual Support and Provision



At Brookland Infant and Nursery School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. In order to meet the needs of all pupils, the allocation of provision follows a graduated approach. A child may move between the levels of support depending on their individual need.

- ✓ Class teachers are responsible for day to day planning and teaching. These plans will be adapted to meet the needs of individual and groups of children
- ✓ Planning is regularly monitored and checked by the SENCO and Senior Leadership Team.
- ✓ Children having difficulty in lessons will be given additional support through group or individual interventions or provision which address misconceptions and reteach elements identified as difficult.
- ✓ When the school feels that class teaching is not meeting individual needs, the class teacher, with support from the SENCO and in consultation with the parents and pupil, will write an Individual Provision Plan called a '[Pupil Passport](#)' and begin the [Assess Plan Do Review cycle](#).
- ✓ Pupils receiving this additional level of support, will be placed on our additional needs register in consultation with the parents.
- ✓ All children identified on the SEN register will have their own [Assess Plan Do Review cycle](#) which will continue with them until they move to a different setting or their needs are being met within the classroom.
- ✓ External agencies are contacted when the school feel they need additional support to meet the needs of children. Parents will be consulted and permission requested before this occurs.
- ✓ These processes are outlined in our [SEN provision flow chart](#)





# Adaptations to curriculum and environments

At Brookland Infant and Nursery School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school and access a broad and balanced curriculum. This Provision Map below outlines the provision put in place to support the variety of needs within our school. For pupils on our additional needs register, the provision in place will be stipulated within their [Pupil Passport](#).

Brookland Infants and Nursery Provision and support guidance		
All children High Quality Teaching	Some Children (In receipt of SEN Support, diagnosis but can be supported with reasonable adjustment)	Few Children (in receipt or applied for LHNF EHCP, Specific diagnosis)
<ul style="list-style-type: none"> <li>Differentiated curriculum</li> <li>Clear WALT and shared success criteria</li> <li>WOW events planned to capture enthusiasm.</li> <li>Formative and summative assessment opportunities throughout the year that feed into PPM</li> <li>Provision and curriculum timetables for each class</li> <li>Additional small group work</li> <li>Talk partners</li> <li>Pre-teaching</li> <li>Movement breaks</li> <li>Use of actions, symbols, movements to support memory when teaching new concepts</li> <li>Music, songs and rhythmic chanting</li> <li>Planning and activities consider a range of learning styles</li> <li>Self and peer assessment</li> </ul> <p><b>Reading, Writing, Speaking &amp; listening</b></p> <ul style="list-style-type: none"> <li>Talk for writing</li> <li>Story maps</li> <li>Talk partners</li> <li>Multi-sensory approach</li> <li>Home learning</li> <li>Target sheets</li> <li>Additional reading</li> <li>ELS intervention (year 1)</li> <li>Wellcomm intervention (reception)</li> <li>Nelli intervention (reception)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Teaching for Mastery approach</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Passports (simple)</li> <li>Training from external professionals – this could include EP, SpLD, Advisory Teachers, SALT</li> <li>Advice on practice from Square 1</li> <li>Training courses for specific need or approach</li> </ul>	<ul style="list-style-type: none"> <li>Plan and facilitate the provision outlined within the EHCP if pupil has one</li> <li>Pupil Passport (complex)</li> <li>Advisory Teacher advice</li> <li>Middleton Outreach support</li> <li>Programme of support provided by external provider (SALT)</li> </ul>
	Speech, Language & Communication Needs Autism	
	<p>See 'Checklist for an autism friendly setting' document.</p> <ul style="list-style-type: none"> <li>SAL targets in Pupil Passport</li> <li>Wellcomm intervention</li> <li>Initial and ending sounds assessment &amp; programme of support provided by school staff</li> <li>Additional opportunities to develop SAL through CHIL provided by school staff.</li> <li>Colourful Semantics SAL intervention provided by school staff.</li> <li>Colourful semantics visual aids used to support communication by CT &amp; TAs</li> <li>Increased use of visual aids</li> <li>Individualised word banks</li> <li>Repeating back instructions</li> <li>Instruction/ task card</li> <li>Turn taking games intervention</li> <li>Bucket time (attention autism)</li> <li>SALT referral</li> <li>EYFS SEND team referral</li> <li>Communication &amp; autism team referral</li> <li>Now and Next</li> <li>TEACCH approach</li> <li>Motivators</li> </ul>	<ul style="list-style-type: none"> <li>Plan and facilitate the provision outlined within the EHCP if pupil has one</li> <li>SAL targets in Pupil Passport</li> <li>Communication skills described in Pupil Passport</li> <li>Programme of support &amp; outcomes provided by SALT</li> <li>Colourful semantics visual aids used to support communication by CT &amp; TAs</li> <li>Makaton intervention</li> <li>Instruction/ task card</li> <li>Turn taking games intervention</li> <li>Bucket time (attention autism)</li> <li>Letter for GP if required.</li> <li>1:1 support to support &amp; facilitate communication</li> </ul> <p>SALT support EP support Outreach Advisory Teacher for PD Medical team</p>



# Adaptations to curriculum and environments

<ul style="list-style-type: none"><li>• Incorporation of concrete, pictorial &amp; abstract</li><li>• Interactive approaches where appropriate</li><li>• Home learning</li><li>• Target sheets</li></ul> <p><b>PSED</b></p> <ul style="list-style-type: none"><li>• Following behaviour policy</li><li>• STEPS flow chart</li><li>• Positive approaches to behaviour</li><li>• Visual representations of achievements (ticks)</li><li>• Roles and responsibilities</li><li>• Working in a mix of teams/ as groups/ individuals</li><li>• Opportunities to build relationships with adults and peers</li><li>• School council</li><li>• Pupil of the day</li><li>• Pupil of the week</li><li>• Learning/ Value super heroes</li><li>• Target sheets</li></ul> <p><b>Other areas of learning</b></p> <ul style="list-style-type: none"><li>• Opportunities to learn through CHIL</li><li>• Finger strong activities</li><li>• Target sheets</li></ul> <p><b>Classroom management</b></p> <ul style="list-style-type: none"><li>• Timetables organised to ensure coverage</li><li>• Visual time table</li><li>• Classroom displays are used as working walls and reflect current learning</li><li>• Support aids are available on the tables</li><li>• Equipment is labelled with words and pictures where appropriate</li></ul> <p><b>Transition</b></p> <ul style="list-style-type: none"><li>• Transition meetings with teachers</li><li>• Pre-visits/ transition days (class swap)</li><li>• Teachers visit new class in their current setting/ classroom</li><li>• Additional transitions where needed</li></ul>	<ul style="list-style-type: none"><li>• Short tasks</li><li>• Visual timers</li><li>• Concept cartoons</li><li>• Social stories</li></ul>	
<b>Cognition and learning</b>		
	<p>See 'Reasonable adjustments for pupils with <u>SpLD</u>' document.</p> <ul style="list-style-type: none"><li>• <u>SpLD</u> phonological awareness assessment and intervention</li><li>• Additional curricular interventions &amp; groups</li></ul> <p>ELS, phonics, writing, maths, booster groups</p> <ul style="list-style-type: none"><li>• Write From The Start (fine motor)</li><li>• <u>SpLD</u> maths assessment and intervention</li><li>• EYFS SEND team referral</li><li>• Educational Psychologist referral</li><li>• Blank Language</li><li>• Short tasks</li><li>• Visual timers</li></ul>	<ul style="list-style-type: none"><li>• Plan and facilitate the provision outlined within the EHCP if pupil has one</li><li>• <u>SpLD</u> external support</li><li>• Educational psychologist advice</li><li>• Bucket time (attention autism)</li><li>• Letter for GP if required.</li><li>• 1:1 support to support to access curriculum areas</li><li>• M Scales assessments</li><li>• IEALD</li></ul> <p><u>SpLD</u> advisory teacher EP support Outreach support Advisory Teacher</p>
<b>Social Emotional and mental health</b>		
	<p>See 'ADHD adjustments' document.</p> <ul style="list-style-type: none"><li>• Turn taking games intervention</li><li>• Bucket time (attention autism)</li><li>• Nurture club</li><li>• Lego therapy</li><li>• Fidgets</li><li>• Weighted vest</li><li>• Weighted blanket</li><li>• Task cards</li><li>• Work stations</li><li>• Motivators</li><li>• Short tasks</li><li>• Visual timers</li><li>• Concept cartoons</li><li>• Social stories</li><li>• Wobble cushions/ chairs</li><li>• Elastic around chair legs</li></ul>	<ul style="list-style-type: none"><li>• Plan and facilitate the provision outlined within the EHCP if pupil has one</li><li>• Emotional wellbeing Team referral (Denise Filer)</li><li>• School Nurse support</li><li>• Opportunities to build attachments</li><li>• Behaviour plan</li><li>• Rivers Esc support</li><li>• 1:1 support to support SEMH &amp; build attachments</li><li>• IEALD</li></ul> <p>OT support EP support Outreach Advisory Teacher fo <u>PD</u> Medical team Rivers ESC <u>Phoenix</u> <u>CAHMS</u></p>



# Adaptations to curriculum and environments

		Emotional and wellbeing team Family First Assessment
	<b>Physical and sensory</b>	
	<ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• Break from visually demanding tasks.</li> <li>• Sensory diet</li> <li>• Wobble cushions/ chairs</li> <li>• Elastic around chair legs</li> <li>• Weighted vest</li> <li>• Weighted blankets</li> <li>• Bucket time (attention autism)</li> <li>• Pencil grips</li> <li>• Writing slants</li> <li>• Enlarged resources</li> <li>• Coloured overlays</li> <li>• Darker graphite pencils</li> <li>• Placement of peg &amp; classroom resources</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and facilitate the provision outlined within the EHCP if pupil has one</li> <li>• Sensory circuit built into timetables</li> <li>• Weighted vest</li> <li>• Weighted blankets</li> <li>• Wobble cushions/ chairs</li> <li>• Elastic around chair legs</li> <li>• Specific sensory equipment</li> <li>• Specialised equipment recommended by external professionals</li> </ul> <p>Specialist advisory teacher (VI/ HI team) EP support OT support Outreach Medical team Physiotherapist</p>
<p><b>Parent engagement</b> Parents evenings Open evenings Meet the teacher events</p> <p><b>Teacher</b> Pupil progress meetings YG meetings Planning meetings Transition meetings</p>	<p><b>Parent engagement</b> Parents evenings Open evenings Meet the teacher events Additional parent meetings to share Pupil Passports Pupil Passport review meetings</p> <p><b>Teacher</b> Pupil progress meetings YG meetings Planning meetings Transition meetings Meeting with SENCO</p>	<p><b>Parent engagement</b> Parents evenings Open evenings Meet the teacher events Additional parent meetings to share Pupil Passports Pupil Passport review meetings Feedback from specialist services EHCP review meetings</p> <p><b>Teacher</b> Pupil progress meetings YG meetings Planning meetings Transition meetings Meeting with SENCO Additional specialised assessments</p>

# Assess, Plan, Do, Review

Click each section for more information



# Assess

The class teacher, working with the SENCO, will carry out assessments of the pupil depending on the main presenting need and create a clear analysis of the needs of the pupil which will begin to form the [Pupil Passport](#).

- ✓ Assessments will draw upon the teacher's assessment and experience of the pupil.
- ✓ Additional specialised assessments will be carried out if the SENCO and class teacher feel it is important to further unpick particular areas of need. These may include but are not limited to:
  - Wellcomm Speech and Language
  - Articulation of sounds Speech and Language
  - Reading and writing of HFW
  - Auditory memory
  - Phonological awareness

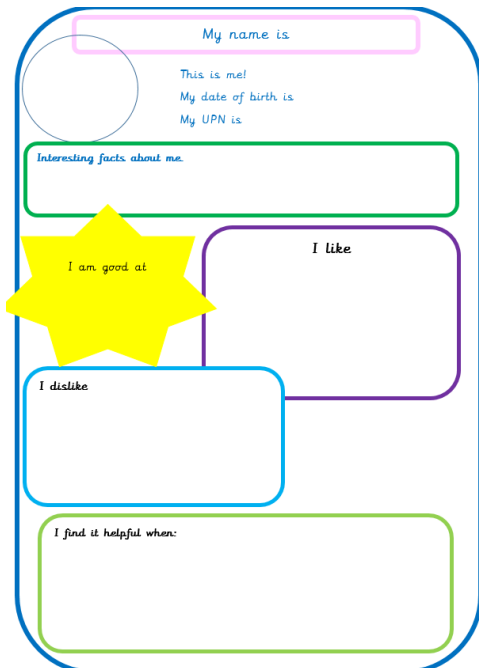


# Plan

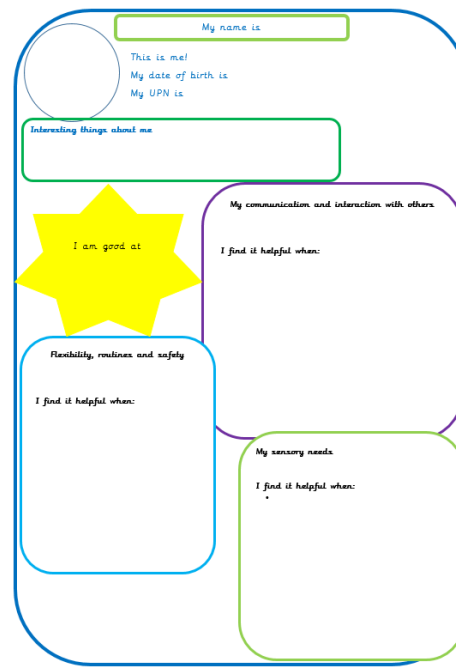
Where it is decided to provide a pupil with SEN support, the parents will be formally notified and a meeting arranged between the SENCO, class teacher, parents and pupil to discuss the support to be put in place as well as the expected impact on progress and development. There will also be a planned date for review.

With consideration to their level of need and the identified targets for the pupil, information will be written into an Individual Provision Plan which we call a 'Pupil Passport'.

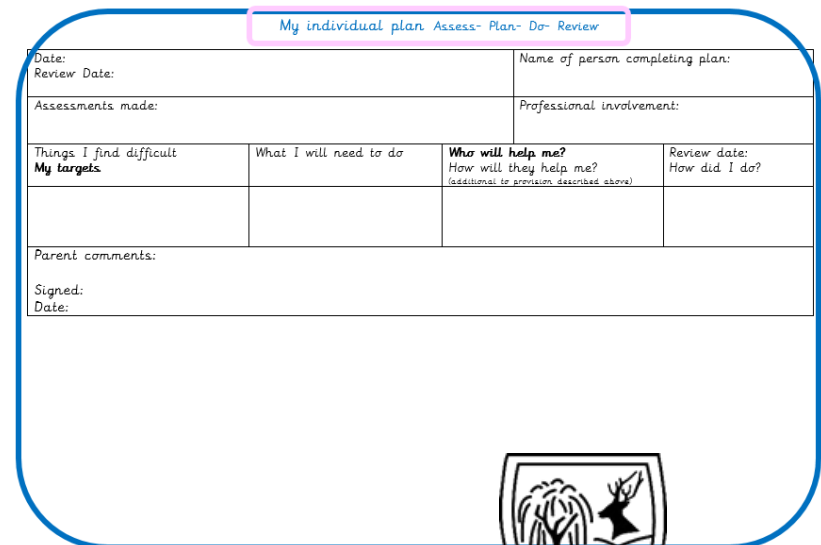
The class teacher will work closely with the teaching assistant (TA) and learning support assistant (LSA) to plan the impact of support and how it is linked to classroom teaching.



A template for a Pupil Passport. It features a central yellow star with the text "I am good at". To the left of the star is a box labeled "I dislike". To the right is a box labeled "I like". Below the star is a box labeled "I find it helpful when:". Above the star is a box labeled "Interesting facts about me:". At the top, there is a box for "My name is" and a circle for "This is me!". Below the circle are fields for "My date of birth is" and "My UPN is".



A template for a Pupil Passport. It features a central yellow star with the text "I am good at". To the left of the star is a box labeled "I find it helpful when:". To the right is a box labeled "My communication and interaction with others". Below the star is a box labeled "Flexibility, routines and safety". Above the star is a box labeled "Interesting things about me:". At the top, there is a box for "My name is" and a circle for "This is me!". Below the circle are fields for "My date of birth is" and "My UPN is".



A template for a Pupil Passport. It features a central yellow star with the text "I am good at". To the left of the star is a box labeled "I find it helpful when:". To the right is a box labeled "My sensory needs". Below the star is a box labeled "Flexibility, routines and safety". Above the star is a box labeled "Interesting things about me:". At the top, there is a box for "My name is" and a circle for "This is me!". Below the circle are fields for "My date of birth is" and "My UPN is".



# Do

- ✓ The class teacher will stipulate how the support will be delivered within the pupil passport. This will detail the frequency and who will deliver the support.

- ✓ Where possible, the support will be delivered within the classroom. However, where it is deemed best for it to be delivered separate to the classroom, this will be facilitated.

My individual plan Assess- Plan- Do- Review

Date: Review Date:		Name of person completing plan:	
Assessments made:		Professional involvement:	
Things I find difficult <b>My targets</b>	What I will need to do	<b>Who will help me?</b> How will they help me? (Additional to provision described above)	Review date: How did I do?
Parent comments:			
Signed:			
Date:			

- ✓ Where the provision is part of classroom practice this will be shown on the front cover of the pupil passport under 'I find it helpful when...'

This may include support such as, but not limited to:

- use of a Now and Next board to aid transition
- Use of 3 word instructions
- ✓ The SENCO will continuously discuss the provision with teachers and carry out observations to ensure the provision is being delivered appropriately and effectively.
- ✓ Where necessary, training will be delivered to members of staff delivering interventions.

My name is

This is me!

My date of birth is

My UFN is

Interesting facts about me

I am good at

I decide

I like

I find it helpful when:

My name is

This is me!

My date of birth is

My UFN is

Interesting things about me

I am good at

I find it helpful when:

My communication and interaction with others

I find it helpful when:

My sensory needs

I find it helpful when:



# Review



- ✓ The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed in line with the date agreed in the initial meeting (usually at the end of each term). Class teachers will initially review these and share their reviews with the parents. The SENCO will also offer termly review meetings with the parents to discuss the Pupil Passports. It is also an opportunity to discuss anything else the parents would like to.
- ✓ Parents will be given clear information about the impact of the provision, enabling them to be involved in planning next steps.
- ✓ During the meeting, the impact and quality of the provision will be evaluated along side the views of the pupil and their parents.
- ✓ After the review is complete, new targets and provision will be put in place and the Pupil Passport updated.

My individual plan Assess- Plan- Do- Review			
Date: Review Date:		Name of person completing plan:	
Assessments made:		Professional involvement:	
Things I find difficult <b>My targets</b>	What I will need to do	Who will help me? How will they help me? (additional to provision described above)	Review date: How did I do?
Parent comments:			
Signed: Date:			

As well as termly reviews, we continuously make efforts to ensure the provision has a positive impact on pupil outcomes. This is done additionally through:

- Termly Pupil Progress meetings with the SENCO and the Senior Leadership Team
- Ongoing discussions between SENCO, Class teacher, LSAs and TAs
- Performance Management reviews
- Reviews with External Providers and external audits
- Parent consultation evenings





# Communication



- ✓ In addition to parents evenings, parents carers of children on our additional needs register are given termly reviews of individual targets and asked for their feedback as part of the Asses Plan Do Review cycle.
- ✓ Contact with class teachers and SENCO are available at anytime. An appointment can be made via the school office by [telephone or email.](#)
- ✓ Children will be issued with an Individual Provision plan called a 'Pupil Passport' with termly targets. The progress towards these targets will be reviewed at the end of each term.
- ✓ Parents are invited to view the work completed to achieve this targets during the review meetings alongside parent consultation evenings.
- ✓ A written report will be given to each child by the class teacher at the end of the summer term.



# Wellbeing

- ✓ As a school we recognise that some children have extra emotional and social needs that need to be nurtured and developed. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.
- ✓ Miss Kathryn Mitchell the SENCO is available to listen to pupils views and work with them to put in place preventative strategies and supportive interventions.
- ✓ We adopt the [Herts Steps](#) approach aiming to create an environment where children and adults feel safe, secure and valued. All members of the school community are responsible for promoting pro social behaviour, self-discipline, respect and to recognise the rights of the child. Staff receive annual training on how to promote pro-social behaviour, understand and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating ([see behaviour policy](#)).
- ✓ Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS), the School Nurse or CHEXS.
- ✓ Mrs Emily Cully is the Mental Health Lead who's aim is to lead the wellbeing committee who's main aim is to support the mental health and wellbeing of both our pupils and staff. This committee currently being developed. The aims and intentions will be shared soon.



# Staff Training

- ✓ The SENCO of the school regularly attends courses regarding strategies to support children with SEND and has obtained the National Award for SENCO accreditation.
- ✓ Teaching assistants and Learning Support assistants are continuously provided CPD in areas of learning and specific areas of need. Where it is required, they are trained on interventions that they deliver with regular refreshers courses being carried out.
  - ✓ Some teaching assistants and learning support assistants have specific training provided by outside agencies such as the SpLD service or SAL team which correlate directly to an individual child's needs and provision plan.
  - ✓ Some teaching assistants and learning support assistants have undergone training in areas of need such as but not limited to:
    - Speech and language
    - Specific Learning difficulties
    - Visual impairment
    - Social and emotional needs
    - Therapeutic Approaches to Behaviour
    - Making language visual
    - Developmental language disorder



## Training

Knowledge  
useful abilities.  
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today



# Specialist Services

The school has access to a variety of different services to help support children with their learning or behaviour.

Referrals can be made to the following services:

## Local Authority Provision

This is part of the Hertfordshire Local Offer

- ✓ Educational Psychology Service
- ✓ ISL (Integrated Services for Learning)
- ✓ Involvement of Advisory Teachers for Sensory and Physical Impairments
- ✓ Outreach services for behaviour and specific learning difficulties.
- ✓ Cheshunt Extended Services (CHEXS)
- ✓ Education Support Centre

## Health Provision

- ✓ Speech and Language Therapy (SALT)
- ✓ CAMHS (Child and adolescent mental health services)
- ✓ Schools Nursing Team
- ✓ Occupational Health
- ✓ Physiotherapy



**Please use this link to see further details on the Herts Local offer**



**Menu**

# Home Support

- ✓ In addition to the annual report given to parents at the end of each year, a regular review meeting will be held by the class teacher and additionally by SENCO to discuss support that can be offered at home. This will look at the targets set out in the Pupil Passports and strategies and activities that can be used at home to help meet the targets.
- ✓ Parents will be invited to be involved in devising the next steps for their children to ensure they are aware of how they can support their child's learning and development. Where appropriate, resources will be sent home so that there is consistency between home and school.
- ✓ If appropriate to the needs of the child, teachers may provide target sheets that will be sent home with suggested areas of learning to focus on at home and some resources, websites, techniques or games that might best support it at home. This is part of our high quality teaching offer and is available to all our pupils.



# Accessibility

- ✓ Children with SEN and/or a Disability are able to participate in all aspects of school life and activities by the school making adjustments as appropriate. This includes writing a thorough risk assessment and, where appropriate, allocating staff on a 1:1 or small group basis
- ✓ The school is a one story building with double doors leading to main communal areas of the building.
- ✓ Some of the classrooms and the main hall are installed with a sound field system which can be programmed to work with different hearing aid channels.
- ✓ In the main building, there is a large disabled toilet which is kept clear and available at all times.





# Transition

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local pre-schools as well as our Junior School and we take steps to ensure that any transition is as smooth as possible.

## **From pre-school to Early Years**

- ✓ Transition meetings;
- ✓ Visits to the setting by our staff;
- ✓ Meetings with the SENCO and setting;
- ✓ “Stay and Play” sessions
- ✓ Liaise with outside agencies where appropriate to share knowledge;
- ✓ Additional familiarisation visits if required;
- ✓ A longer settling in period may be suggested by the Class Teacher/SENDCO.

## **Moving to another school**

- ✓ We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- ✓ We will make sure that all records about your child are passed on as soon as possible.

## **Year 2 to Year 3**

- ✓ The SENDCOs work closely together to plan visits and playtimes to the Junior School. In addition, additional visits are planned for a small group of children who will require it. These children may not be on our additional needs register.
- ✓ Parents are invited to meetings at the Junior School to find out about the curriculum, the school and meet the teaching staff.
- ✓ The SENDCO and Year 2 team hold meetings to discuss the children. The SENDCO and Year 3 teachers from the Junior school come and observe the children in their year 2 classrooms.



# Educational Health Care Plan

The needs of most children will be met from within the school's own resources and budget. Some children have a higher level of need and schools can make a case for [Top Up Local High Needs Funding \(LHNF\)](#) in Hertfordshire.

If a pupil's needs are more complex, a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through High Quality Teacher and intervention.

- ✓ From September 2014 Education, Health and Care (EHC) plans replaced Statements of special educational needs and Learning Difficulty Assessments.
- ✓ EHC plans are for children and young people who have a disability or special educational need that cannot be met by support that is usually available in a school.
- ✓ Having an EHC plan means the different agencies that provide a child's education, health and social care support will need to work more closely together to help a child achieve their goals and make sure they are supported in the best way possible.
- ✓ For further information please contact Miss Mitchell or visit <https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>



# Further advice and Information

- ✓ In the first instance, parents should contact the pupil's class teacher. If further information or advice is required, contact the school SENCO.  
Miss Kathryn Mitchell– [senco@brooklandinfants.herts.sch.uk](mailto:senco@brooklandinfants.herts.sch.uk)

## Complaints

- ✓ To make a complaint, please initially refer to the [complaints policy](#).



# Hertfordshire's Local Offer

- ✓ Hertfordshire's Local Offer is the door to finding information and support available for children and young people aged 0-25 with special educational needs or disabilities (SEND) and their families
- ✓ For Hertfordshire's Local Offer please visit



# Who should I contact to discuss the needs of my child?

Name	Position	Responsibility
<p>Nursery: Mrs Carly Owen Mrs Sandy Heathorn Mrs Watson</p> <p>Reception: Mrs Paula Wills Mrs Emily Cully Mrs Sue Williams</p> <p>Year 1: Mrs Lucy Walton Mrs Kelly Mathew Mrs Laoura Tiritanou Miss Faizah Farooq</p> <p>Year 2: Miss Louise Jones Mrs Helen Bevis</p>	Class teachers	<p>They are responsible for quality first teaching by:</p> <p>Adapting the curriculum to respond to the strengths of all children through differentiation. Checking on the progress of your child and identifying additional support that might be required.</p> <p>Identifying reasonable adjustments relating to the learning environment and resources in collaboration with the SENDCO.</p> <p>Collaborating with parents to share information and set next steps through target sheets.</p> <p>Contributing to individualised targets to focus on next steps required for your child to improve their learning;</p> <p>Teacher/SENDCO meetings to discuss identified children;</p> <p>Twice yearly Parent Consultations to discuss and review progress;</p> <p>End of year report;</p> <p>Applying the SEN policy.</p>

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Miss Kathryn Mitchell	Deputy Head Teacher SENCO	<p>If you have concerns about your child speak to the class teacher. The teacher may then direct you to the SENDCO.</p> <p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"><li>Coordinating provision for children with SEN and development the school SEN policy;</li><li>Working collaboratively with parents and children to ensure they are aware of the support their child is offered and progress being made;</li><li>Ensuring transition between classes and key stages is planned for;</li><li>Liaising with a range of outside agencies who can offer advice and support to enable pupils to overcome any difficulties;</li><li>Providing specialist advice and training for staff.</li></ul>
Mrs Alison Atkinson	Head teacher	<p>Mrs Atkinson is responsible for:</p> <ul style="list-style-type: none"><li>The day to day management of all aspects of the school including provision for pupils with SEN;</li><li>Delegation of the coordination of provision for children with SEND to the SENDCO.</li></ul>
Mrs Sheila Falmer	SEN Governor	<p>Sheila is responsible for:</p> <ul style="list-style-type: none"><li>Supporting the school to evaluate and develop provision for pupils with SEN across the school and measure the impact of provision.</li></ul>