Written by Mrs L Baxter Last updated: 16/07/2026

Brooke Primary Academy

SEND INFORMATION REPORT 2026-27

Welcome to our SEND information report which is part of the Doncaster Local Offer for learners with Special Educational Needs and Disabilities (SEND).

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Our local offer is outlined within this report and we welcome your comments, so please do contact us to discuss any aspect of the offer.

School Principal- **Mrs Vikki Watson**

SENDCo at Brooke Primary Academy- **Mrs Lynsey Baxter**

SEND Governor - **Mr Richard Breckell**

The kinds of special educational needs that are provided for in school
Brooke Primary Academy is committed to supporting the needs of all children, including those who have special educational needs. We aim for all children to become confident, happy individuals who are able to succeed and achieve their potential. At Brooke, we support children who have a range of special educational needs. These are included in the four broad areas of need as identified in the Special Educational Needs and Disabilities Code of Practice (2014) **Communication and interaction** This includes speech, language and communication needs. This also includes children who have a diagnosis of Autism as children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. **Cognition and learning** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD), for example, dyslexia. **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour which may reflect underlying mental health issues such as anxiety.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

This can include a range of physical difficulties as well as hearing and visual impairment and multi-sensory impairment.

The Branches

At Brooke Primary Academy we also have an additional provision, The Branches, which supports children with identified social, emotional and mental health needs. All children who attend the Branches have an Education, Health and Care Plan (EHCP) in place.

The name and contact details of the SENDCo (mainstream schools) and further contacts where parents/ carers may have concerns

SEND coordinator at Brooke Primary Academy: Mrs Lynsey Baxter
Brooke Primary Academy, Wike Gate Road, Thorne, Doncaster, DN8 5PQ
T: 01405 812200
E: lynsey.baxter@vennacademy.org

School Principal: Mrs Vikki Watson
T: 01405 812200
E: Vikki.Watson@vennacademy.org

SEND Governor: Mr Richard Breckell
Please contact the school administration team

SEND team DMBC

T: 01302 737211

E: sen@doncaster.gov.uk

Policies for identifying children and young people with SEND and assessing their needs

Brooke Primary Academy ensures that a graduated response is taken to identifying and meeting the needs of children with special educational needs. This is achieved by:

- children entering the setting being assessed and any needs will be identified at this point or from communicating with previous settings and/or other services.
- teaching staff being encouraged to raise concerns about a child's progress through pupil progress meetings or through liaising with the SENDCo in a timely manner
- an open door policy for parents so that they are able to raise concerns over the progress of their child
- the analysis of data including baseline assessments, termly assessments and end of key Stage achievement to track individual children's progress over time

- teaching staff being regularly trained so that they are skilled on identifying any social, emotional or cognitive needs
- seeking advice from external agencies if expected progress is not being made, including the Educational Psychologist, Speech and Language, ASCETS and any other outreach services deemed necessary
- applying for Education, Health and Care Plans for those children who require a significant amount of additional support

Arrangements for consulting parents of children with SEND and involving them in their child's education

Termly meetings will be held between the class teacher and parents, in collaboration with the SENDCo, wherever possible, to discuss the progress towards the outcomes set in the SEND support plan. In addition, parents are also kept informed through the following:

- Parents evenings
- End of year reports
- Informal liaison with class teacher – end of day/phone calls

For children with statements of special educational need or Education, Health and Care Plans, an additional yearly meeting will be held in collaboration with all other agencies involved with the child.

If appropriate children will be in attendance at these meetings also and be included in the development and agreement of desirable outcomes and further targets.

Arrangements for consulting young people with SEND and involving them in their education

If appropriate, children classified as having SEND will be invited to SEND support meetings and annual reviews.

Children with SEND will create a one page profile with their key worker or teacher. This will form part of the SEND support plan and will be reviewed and updated at least 3 times per year.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

<u>Transition within our school (between year groups/key stages)</u>

- During the final half term, class teachers will identify any child who they feel may need additional transition arrangements e.g. children with SEND, vulnerable children, children with a care plan
- The class teacher, working with the teacher in charge and SENDCo, will create a package of support to assist the child in making a successful transition to the next year group/key stage
- Examples of additional arrangements may include a transition booklet, group work or 1-2-1 support with an LSA or teacher and parent/guardian meetings.

<u>Transition onto Secondary education</u>

- The majority of children transfer to Trinity Academy at the end of year 6.

- During the year a variety of transition activities are organised by Trinity and Brooke staff. We work very closely with Trinity to ensure that the needs of all of the children are met.
- For a child that has an identified special educational need, or an Education, Health and Care plan, the SENCo works closely with the SEND team at Trinity to ensure that they are familiar with all children with SEND
- For other vulnerable groups e.g. children in care, medical concerns etc, the school works closely with the Trinity teaching and learning leader and school mentoring team to ensure that all parties are aware of the needs of each child.
- Additional transition arrangements are made for any child that requires them. This includes liaising with the relevant schools for those children who do not attend Trinity Academy.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

<u>Transition into our school (FS1 and FS2)</u>

- The SENDCo and Early Year's Lead work closely with other alternative child care providers to ensure they are aware of the needs of the children transferring into the school
- If a child requires additional transition support, the child and parent/guardian may be invited to attend stay and play sessions in the foundation unit
- The SENDCo and class teacher will attend SEND support meetings at the child's nursery to ensure that they are familiar with the child's needs. They will work with other professionals, including the area SENDCo, to ensure that any adjustments are made to the school environment prior to the child attending.

Approach to teaching children and young people with SEND

If a child is identified as having SEND, we will provide support that is 'additional to' and 'different from' the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Within Doncaster, there are five levels of need identified in the Needs Descriptors which align with the Graduated Response. These needs descriptors support with identifying what level of support is needed for your child. The five levels of need are:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist

Universal, Universal Plus and Targeted are resourced through the school's allocated funding. For children whose needs are identified as Targeted Plus and Specialist, additional funds may be allocated if it is agreed that the provision required to meet their needs exceeds the full notional spend. Where references are made within the descriptors to support, this does not assume additional adult support.

This support is provided in addition to, and does not replace, high-quality adaptive teaching delivered within the classroom.

The strategies used to teach children with SEND vary according to the child and their needs. Examples include:

- Sensory diet schedules
- Resources to support visual, auditory and kinaesthetic learners
- Small group and 1:1 work – around literacy/numeracy/social skills

- Specific identified interventions delivered by a trained member of staff
- Supervision during unstructured times
- Individualised timetables

Brooke Primary Academy recognises that children with SEND may be more vulnerable to safeguarding concerns. Staff work closely with the Designated Safeguarding Lead (DSL), families and external agencies to ensure that children are safe, supported and able to access learning successfully.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

For a small number of learners in school there may need to be adaptations to the curriculum in order to allow all children to access the broad and balanced, yet exciting and engaging curriculum we offer.

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including where pupils access interventions or support from teaching assistants.

Our teachers will use various strategies to adapt access to the curriculum; this might include using visual timetables, writing frames, I-pads, laptops, sound buttons, practical activities or other alternatives.

Some children with complex needs may require further adaptations in the form of specialist equipment and resources, or an individualised timetable specifically designed to meet the needs of the individual.

Whilst the majority of children with SEND will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan. More information about this process can be found in the SEND policy.

The Branches (Social, Emotional and Mental Health) provision

The Branches is a provision funded by the Local Authority which is aimed at supporting children with identified social, emotional and mental health needs within KS2 (Years 3-6). All children who attend the Branches have an Education, Health and Care Plan in place. Children who attend the Branches are on roll at Brooke and have opportunities to access the mainstream setting at appropriate times, based on the individual needs of the child.

The vision for children who attend the Branches is that they will access a broad and balanced curriculum with additional opportunities to support their social, emotional and mental health needs. The curriculum is planned following the same approaches as the whole school, but it is highly adapted to meet their needs and support academic progress from their individual starting points. Children's progress is monitored against their Education, Health and Care Plan targets, as well as through whole school assessments and processes. When appropriate, they will begin to access the mainstream class they are allocated to with the vision that they will then transition into the mainstream setting full time.

Staff within the Branches are trained in taking a trauma informed approach and receive regular supervision from external agencies, such as the Educational Psychology Service, ASCETS and the SEND Team within the Local Authority. This ensures that staff are kept up to date with the strategies that can be used to support children and provide the most effective provision to meet the needs of individual pupils.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Brooke Primary Academy provides regular CPD to all staff. This is provided in house by our experienced staff and externally through external trainers and agencies.

- Teaching staff receive CPD every Wednesday afternoon from 3.30 – 4.30.
- We work with other schools within the Thorne and Moorends pyramid to share expertise and deliver CPD between the schools.
- We work with other schools within the Academy Trust to share expertise.
- The SENDCo attends termly SENDCo network meetings to ensure that staff are kept up to date with new developments within SEND.
- We work closely with external agencies, such as Educational Psychologists, ASCETS, Speech and Language, Occupational Therapists etc. who deliver bespoke training to staff to meet identified children's needs.

Evaluating the effectiveness of the provision made for children and young people with SEND

We continually review the interventions we put in place to support learners. We use an outcome- based approach to evaluate impact. By working closely with other schools we can share our experiences and expertise, which helps us to make informed decisions about the interventions we use. The Education Endowment Foundation (EEF) is also a very useful source of information that we use to support the development of school.

Baseline assessments are conducted at the beginning of an intervention. This provides us with a starting point for measuring the progress made by a child. From this, targets will be set and progress measured from this point. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/ or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, (and SENDCo where possible) and a record kept of the agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Educational Psychologist or health service professional, such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer and all other professionals involved with the child. An assessment of the targets made at the previous review will be conducted and further steps agreed by all parties.

Support for improving emotional and social development.

A child with emotional and social development concerns may be classified as having SEND.

The Academy utilises a variety of strategies to support children with emotional and social development concerns, such as:

- Emotional Literacy Interventions

- Horizons
- Lego Therapy
- Worth Unlimited – Charity funded support for children with SEMH needs
- With Me in Mind – CAMHS locality support services

We recognise the important relationship between attendance and positive outcomes for children with SEND. Where attendance is affected by additional needs, we work closely with families and external agencies to identify barriers and provide appropriate support.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

We work very closely with other schools in the area and many external agencies and professionals.

During SEND support meetings and reviews we may, with consent from parents/guardians request the attendance of other professionals. In order to ensure that the needs of the child are being met, it may be necessary to involve professionals from:

- Speech and language (SALT)
- SEND team at the local authority
- Educational Psychology services
- Health such as the school nurse, occupational therapy and/or physiotherapy
- CAYPMHS
- Integrated Family support team (IFST)
- Social care

Accessibility

Brooke Primary Academy is committed to ensuring that all pupils can access the curriculum, school environment and wider school life. Reasonable adjustments are made where required and specialist equipment, resources or adaptations are provided where appropriate. Further information can be found within the school's Accessibility Plan.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Principal. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Arrangements for removing children from the SEND register

We continually monitor the progress of children on the SEND register. On some occasions, children make sufficient progress when the barriers to learning are removed and therefore, they are not required to remain on the SEND register. If this is the case and provision over and above high-quality adaptive teaching is no longer required, conversations between the SENDCo and teaching staff will take place.
It will be discussed as to what provision would be required to remain in place and parents will be invited in to discuss the progress the child has made. Through collaboration and agreement with parents, children will be removed from the register and will be recorded as Cause for Concern. Strategies will be recorded on the child's Cause for Concern and stored in their pupil file, ensuring this information is passed on to appropriate members of staff as and when required.
Children's progress will continue to be monitored through whole school policy and if it is identified that further support is required, the graduated response will be implemented as discussed above.

Removing a child from the SEND register does not mean support ends. Teaching staff continue to monitor progress closely and appropriate classroom strategies remain in place where required.

Details of the school's contribution to the Local Offer

https://www.doncaster.gov.uk/services/schools/local-offer-send