



Briercliffe Primary School

SEND Information Report

November 2025

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Ruth McLoughlin

Contact details:

r.mcloughlin@briercliffe.lancs.sch.uk

telephone on **01282 459421**

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Our aims, values and vision for our provision for SEND pupils

Our guiding principle is one of inclusion; we value all the pupils in our school equally. We want to identify and break down possible barriers to learning to enable our children to reach their full potential.

At Briercliffe Primary School all teachers are teachers of children with special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through their classroom organisation, teaching materials, teaching style and curriculum adaptation.

The kinds of SEND we provide for

We can make provision for children with a range of needs, including cognition and learning, communication and interaction, social, emotional and mental health difficulties and sensory and/or physical needs.

We take the advice of specialist teachers and other professionals to help us further support the children in our care.

Any additional provision for pupils in our school detailed on provision plans which are monitored by the SENDCo on a regular basis.

How we identify SEND

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

At Briercliffe Primary School, we have children with a range of SEND. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They have additional needs in one or more areas as set out in the SEND Code of Practice 2015.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is kept by the SENDCo in consultation with class teachers.

How we meet the needs of SEND learners

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess – Plan – Do - Review

High quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school, we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress.

Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEND Support and is school based. This may include additional provision at wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.

- These are usually group sessions with specific targets to help children to make accelerated progress - targets are used in both group and class work.
- Parents are informed when their child is in intervention groups and targets and progress are shared.

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies.
- Children with Social, Emotional and Mental health needs are supported by our learning mentor.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- Educational Psychology Service
- Behaviour Specialist Teachers
- SEND Services
- Specialist teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational progress for all children in school termly using tracking data.

Parents take part in annual reviews meetings for children with Education, Health and Care plans (EHCP). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed at least half termly.

The school will regularly support parents of children with SEND to be fully involved in their child's school life.

School operates an open door policy with regards to any concern a parent may have.

Regular meetings with key staff and the Senior Leadership Team looks at the effectiveness of the provision made for children with SEND.

How the school consults with children/young people with special educational needs and disabilities about - and involving them in - their education

SEND children may access individual sessions of support from our learning mentor as they may need time to discuss issues that concern them.

Children with statutory SEND needs are asked to contribute to their annual review. Other children with SEND have their views included on their own individual provision plan.

Arrangements made by school for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's/young people's education

Parents have opportunities to become involved during parent's evenings, annual reviews, informal reviews and Team Around the Family (TAF) meetings.

The learning mentor supports identified families in school.

The governing body includes parent governors and elections are held in the event of a vacancy arising.

The SENDCo reports back regularly to the governing body.

The website contains details of all staff currently employed by the school.

The school operates an open door policy whereby key staff are available to deal with any immediate concerns a parent may have.

School hold two parent's evenings a year to provide parents with opportunities to discuss the progress of their child.

The learning mentor is available daily to support parents and families. This support may include completing forms and paperwork.

The SENDCo and learning mentor signpost parents to any additional information, advice and guidance they may require.

The ICT Lead regularly updates parents about E-safety.

How the curriculum is matched to children's/young person's needs

The SENDCo works closely with class teachers, teaching assistants and the school leadership team to identify the needs of the child and to ensure the correct support is given. When identifying additional internal or external provision, consultation with parents and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.

Children's progress is reviewed termly at progress meetings. Where concerns are raised a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, work with a mentor, specific assessments by an external agency, enhanced quality first teaching, or a referral to counselling. It would always involve a discussion with parents. The graduated approach would be discussed.

Where progress towards targets is slow and not shown through assessment of the curriculum, a layered approach to target setting would be discussed and the use of PIVATs may be necessary.

Staff are trained regularly with regard to SEND and specific training is offered according to need.

The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Hearing Impairment.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school?

As an inclusive primary school, all learning areas and resources of school are accessible to children and adults.

There is a disabled parking space directly outside main school building, with level access into building.

The school building is level access, with disabled toilets, plus an adapted shower including hoist assisted changing table.

For children with specific needs, the school works in close partnership with the local authority. Where appropriate, environmental audits are carried out and the recommendations implemented.

Individual staff are aware of the needs of parents of their class, and will make appropriate adjustments to accommodate those needs in terms of how information is communicated. For example, one to one explanations of written information.

To support children's access to resources, visual aids are used throughout the school. For example, visual timetables and symbols.

Makaton is used to support individual children as required.

Specific equipment required for individual children, such as large print books, writing slopes, magnifiers, lamps, i-pads etc are provided in accordance with expert advice.

How the school resources are allocated and matched to children/young people's special educational needs and disabilities

Regular pupil progress meetings are held to identify pupil's needs throughout the school. In this way, the school is able to identify any gaps in provision and respond appropriately.

How the decision is made about the type and quantity of support my child/young person receives

The Head Teacher and SENDCO have regular meetings with staff to decide what additional appropriate provision to put in place following progress meetings.

How both school and parents will know how a child/young person is doing and how school helps parents to support a child/young person's learning

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should

approach the class teacher initially. If the parent feels that they wish to discuss this further, then the SENDCo is available.

At Parents' Evening the age-related expectations are shared with parents, as are the expected rates of progress. Where a child may benefit from extra support at home, a parent workshop may be recommended or 1:1 support for the parent from the learning mentor.

We respond quickly to parents' concerns and put relevant strategies in place. Parents are fully informed about the support in school

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for Foundation children

We aim to be sensitive and honest with our parents in terms of the progress that their child is making and if we have any concerns take action early through monitored additional support. Our learning mentor is available to support parents of children with SEND.

Training that the staff supporting children/young people with SEND have had or may have

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have teaching assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Hearing/Visual/MSI.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

School has a learning mentor who regularly supports children with SEND and their families.

We review educational processes for all children in school termly.

The school buys in specialist providers to inform provision. Our learning mentor is trained in numerous therapies e.g Drawing and Talking Programme

The SENDCo liaises with local SENDCos to share good practice.

All staff training is reported to the governing body.

School works with a wide range of external agencies including the School Nurse, Physiotherapists, Occupational Therapists, Consultants, Children's Social Care, Children's Centres, and signposts to other services offering family support including the Children and Family Wellbeing Service (formerly WPEH service).

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and additional needs and we believe that there has to be good communication with parents to foster this ethos.

Our staff have been trained to cater for varying needs such as Speech and Language Difficulties, Autistic Spectrum Conditions and Hearing/Visual/MSI

How school prepares and supports a child/young person to join the school, transfer to a new school or the next stage of education and life

Transition between school placements and key stages is fully supported at Briercliffe Primary School.

EYFS staff support Nursery children's transition into school. There are visits by EYFS staff and the SENDCo to nurseries, attendance at TAF's and links made with family support workers. There is an Induction programme in place for welcoming new children to our school.

Induction is important to us and we invest time in welcoming children who join throughout the year (in year admissions) in a way that makes them feel a part of our setting.

Where appropriate, environmental audits are carried out and the recommendations implemented.

The SENDCo from the receiving school will be invited to attend a review or transition meeting prior to the child starting their new school. The school has effective links with all secondary schools into which it feeds, so extensive transition arrangements are in place, including visits to the schools. Where concerns around a child's transition arise, additional arrangements, including additional visits, will be made as required.

Parents who have children with complex needs can be accompanied and supported on personalised visits to view secondary placements.

Our learning mentor or a teaching assistant will accompany children with complex needs on transition visits to secondary school.

How my child/young person will be included in activities outside the classroom, including school trips

We strive to give all of our SEND children the opportunity to take an active part in every aspect of school life, including regular planned extra-curricular activities/trips.

We take on board parent's comments regarding extra-curricular provision and strive to adapt what we do. Adaptations can be anything from allocating a member of staff to support the child or being flexible on when the child attends or the activities that they take part in.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed.

Some activities are planned specifically to target certain children. Where extra support has been needed to facilitate inclusion, our learning mentor or a teaching assistant have been deployed to ensure this can happen.

School also works closely with the Burnley Sports Partnership, who have a dedicated sports leader who promotes sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs.

Before and after school, at break time and lunch times teaching assistants are on duty to provide extra support for vulnerable individuals.

Care Plans are in place to support children with medical needs.

Support for a child/young person's overall well-being

Pastoral support is seen as a key part of our school life and at the Induction meeting with parents we emphasise the value that we place on our pastoral care.

We encourage parents to be proactive in meeting the needs of their children and over the years they have sought advice and support from school in terms of their children's behaviour, emotional wellbeing and medical needs. They have also sought advice on other family situations. Our learning mentor works very closely our children and their families.

All children, including children with SEND are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding.

Children with EHCPs are encouraged to share their thoughts and feelings at annual review meetings

The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training e.g. epipen training. Relevant information is shared with class teachers, teaching assistants, welfare assistants and catering staff.

The SENDCo and learning mentor have regular meetings with the School Nurse.

We have close links with a range of other medical and family support agencies. We use the Early Help Assessment process to identify needs early, taking guidance from Lancashire's Continuum of Need.

Intimate care plans and health care plans are updated by the school nurse in consultation with parents.

A number of our staff are first aid trained.

Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEND.

The Head Teacher, SENDCo and learning mentor meet monthly to discuss and address safeguarding and well-being concerns.

The head teacher and learning mentor monitor the attendance and punctuality of all children and where necessary an Early Help Assessment may be initiated in order to support the family.

Any report of bullying by a child or parent is taken seriously and is dealt with in line with the school's behaviour policy.

How school evaluates the effectiveness of the provision made for children and young people with special educational needs

Pupil Progress meetings take place termly. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed.

This information is part of the graduated response of assess, plan, do review cycle. Where more detailed assessments may need to be undertaken the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meetings.

Termly meetings take place with the SEND governor, Mrs Hartley, to audit different aspects of SEND provision.

Parents are integral to the support we provide at Briercliffe and views are always sought at annual reviews and TAF meetings.

How school involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Educational Psychology Service
- SEND Services

We pride ourselves on having strong links with other agencies. We work alongside:

- Parent Support Groups
- East Lancashire Child and Adolescent Services (ELCAS)
- Children's Social Care
- School Nurse Team

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

The arrangements school makes for supporting children with SEND who are in the care of the Local Authority

The DSLs would liaise with SENDCO to contribute to the child's Personal Education Plan (PEP). Where a child has an EHCP, whenever practicable, the PEP is reviewed alongside the EHCP.

The arrangements school makes in relation to the treatment of complaints from children/young people with special educational needs and their parents/carers concerning the provision made

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher. A child may feel that they can talk to one of the learning mentors and the learning mentor can support them in discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person, the first point of contact should be the class teacher. If the parent wishes to discuss the issue further, then a meeting will be arranged with the Department Senior Leader and/or the SENDCo.

If a parent wishes to make a formal complaint the complaints procedure can be found on our school website.

Parents can also request support from SENDIASS:

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services)

Tel: 0300 123 6706 Monday to Friday 8am to 5pm.

Where you can find the contact details of support services for the parents of children/young people with SEND

During discussions with parents / annual reviews / TAF meetings we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support to families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

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

The link to Lancashire's Local Offer –

<http://www.lancashire.gov.uk/send> is on our web site.

Briercliffe Primary School has contributed to Lancashire's Local Offer.

Additional Information
The school's SEND policy and accessibility plan can be found on the school website.