Brackenbury Primary School Information Report for SEND

Brackenbury Primary School is an inclusive mainstream primary school which also includes The Orchard, our 20-place Specialist Autism Inclusion Base for pupils from EYFS to Key Stage 2.

This SEND Information Report explains the provision available for pupils with special educational needs and/or disabilities (SEND) across Brackenbury. Most pupils with SEND are supported within our mainstream classes through high-quality teaching, Ordinarily Available Provision (OAP) and, where required, additional or specialist provision. The Orchard provides a specialist educational environment for a small number of pupils whose needs are identified through an Education, Health and Care Plan (EHCP) as requiring this type of provision.

Throughout this report, where arrangements differ for pupils attending The Orchard, these are explained separately.

1. Who are the best people to talk to at Brackenbury Primary School about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Ms Hutchings, the Assistant Head Teacher / SENDCO. You may wish to arrange a meeting with her.
- For pupils attending The Orchard, parents/carers will have regular opportunities to communicate with their child's key staff within the provision. The Orchard Lead and SENDCO oversee specialist provision and work closely with families and other professionals involved with the child.
- If you continue to have concerns arrange to discuss these with another member of the Senior Leadership Team: Mr Fricker, Ms Ross or Mr Collins. (*See Roles and Responsibilities below.)

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.

- The Assistant Head Teacher / SENDCO may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- Where a pupil attends The Orchard, communication with families will form an important part of the ongoing Assess–Plan–Do–Review process. Staff will share information about the child's learning, communication, independence, regulation and progress towards their individual outcomes, as appropriate.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Brackenbury Primary School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other relevant professionals e.g. Educational Psychologist, Speech and Language Therapist or Occupational Therapist.
- If your child has an identified special educational need or disability you will be invited to a meeting with the class teacher and/or Assistant Head Teacher / SENDCO to discuss current progress, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.
- For pupils in The Orchard, pupil voice will be gathered in ways that are accessible and meaningful to the individual child. This may include spoken communication, visual choices, symbols, observation, communication systems and contributions from adults who know the child well.

4. How does Brackenbury Primary School ensure the teachers and support staff are appropriately trained to support my child's special educational needs and/or disability?

- At Brackenbury Primary School we believe that your child's learning needs will first be met through high quality first teaching delivered by her/his class

teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.

- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Local Authority INSPIRE team, Speech and Language Therapy training, outreach from specialist school settings (e.g. Queensmill) and other specialist providers.
- In response to particular needs, individual training is arranged when necessary.
- The opening of The Orchard has further developed specialist expertise within Brackenbury. Staff working within The Orchard receive training and professional development relevant to the needs of autistic pupils and pupils with associated communication, interaction, sensory and learning needs. This includes approaches to communication, structured teaching, regulation, interaction and the delivery of individual EHCP provision.
- Learning between The Orchard and mainstream staff is encouraged so that specialist knowledge contributes to inclusive practice across the whole school.

5. How will the curriculum and school environment be matched to my child's needs?

- Within mainstream classes, children's learning needs are first met through high-quality teaching. Teachers carefully plan and adapt teaching to take account of pupils' age, prior attainment and individual needs.
- Different teaching strategies, resources, scaffolds and expected outcomes may be used where appropriate. Specialist advice may also be sought and accessibility aids or technology provided where necessary.
- Brackenbury regularly reviews its Accessibility Plan to ensure that pupils with SEND have the fullest possible access to the curriculum and school environment.
- Pupils attending The Orchard access a curriculum which is appropriately matched to their developmental profile, individual strengths, needs and EHCP outcomes. Depending upon individual need, pupils may access formal

and/or semi-formal approaches to learning, with a strong emphasis on communication, interaction, regulation, independence and preparation for future learning.

- Teaching within The Orchard is highly structured and autism-informed. Approaches may include SCERTS-informed practice, structured teaching, visual supports, total communication, Attention Autism and Intensive Interaction, according to the needs of individual pupils.
- The Orchard includes focused teaching spaces and breakout areas designed to provide greater structure and reduced sensory demand where required. Pupils may also access the wider school environment and mainstream curriculum opportunities where this is appropriate to their needs and supports their agreed outcomes.

6. What types of support may be suitable and available for my child?

Brackenbury uses a graduated approach to meeting SEND needs within its mainstream provision.

Universal

Universal provision is the high-quality teaching and Ordinarily Available Provision available to pupils within the classroom. This includes appropriate adaptations to teaching, resources and the learning environment.

Targeted

Where a pupil requires additional support, targeted provision may be put in place. This follows the graduated Assess–Plan–Do–Review cycle:

- assessing the child's needs;
- planning appropriate provision and outcomes;
- delivering the agreed support; and
- reviewing its impact.

Targeted support may include short-term individual or small-group interventions within or outside the classroom.

Specialist

Where appropriate, the school may seek specialist advice or longer-term involvement from professionals such as Educational Psychology, Speech and

Language Therapy, Occupational Therapy, Sensory Advisory Teachers, CAMHS and other specialist services.

For some pupils, their level and complexity of need may require an Education, Health and Care needs assessment and subsequently an EHCP.

The graduated approach described above relates to SEND provision within Brackenbury's mainstream classes. The Orchard is not an additional tier of intervention within this graduated response. It is a specialist provision for pupils whose EHCP identifies the need for specialist provision and whose placement has been agreed through the Local Authority's SEND placement process.

7. What is The Orchard Specialist Inclusion Base?

The Orchard is Brackenbury Primary School's 20-place Specialist Autism Inclusion Base, providing specialist educational provision for pupils from EYFS to Key Stage 2. It forms part of Brackenbury Primary School and pupils attending The Orchard are members of the wider Brackenbury school community.

The provision is designed for pupils with an EHCP whose identified needs require a specialist autism-informed educational environment and curriculum. Pupils may have significant needs relating to communication and interaction and/or cognition and learning alongside their autism.

The Orchard is typically organised into EYFS/KS1 and KS2 provision, enabling teaching groups and learning opportunities to be organised according to pupils' developmental and educational needs.

Pupils benefit from a highly structured learning environment, increased opportunities for individual and small-group teaching, visual and communication support, sensory and regulation strategies and a curriculum adapted to their developmental needs. Provision is individualised according to each pupil's EHCP, strengths, needs and intended outcomes.

The Orchard operates a total communication approach. Depending upon individual need, pupils may be supported through spoken language, symbols, visual supports, communication boards and other appropriate communication systems.

Pupils remain part of the wider Brackenbury community. Opportunities to learn, play and participate alongside mainstream peers are planned according to individual

needs. Inclusion is purposeful and personalised; the amount and nature of mainstream access will therefore differ between pupils and may change over time.

Placement in The Orchard is determined through the Local Authority SEND placement and consultation process. A child attending Brackenbury's mainstream provision does not automatically have access to a place in The Orchard, and an EHCP does not in itself guarantee a place. The Local Authority consults with the school to determine whether the provision is appropriate and able to meet the child's identified needs.

8. How does the school identify children with SEND and assess their needs?

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate.

Class teachers make regular assessments of pupils' progress and identify children whose progress:

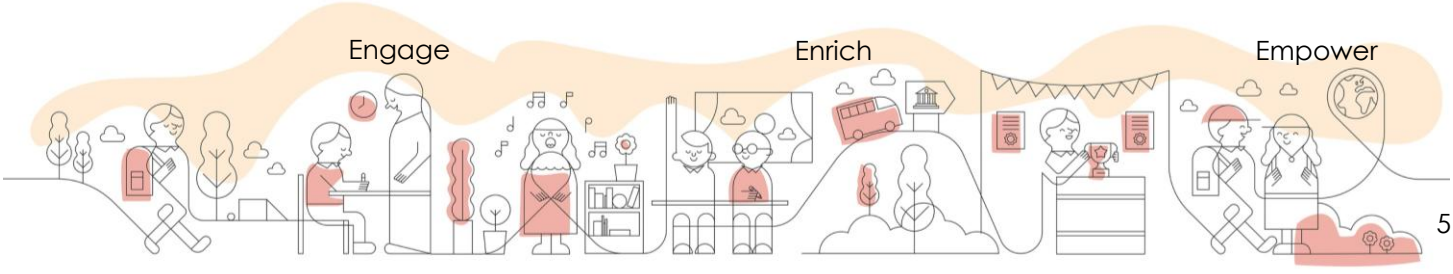
- is significantly lower than that of pupils starting from a similar baseline;
- fails to match or exceed their previous rate of progress;
- fails to close, or widens, the attainment gap between them and their peers; or
- fails to respond to appropriate intervention.

Other ways in which SEND may be identified include:

- liaison with a previous nursery or school;
- concerns raised by parents/carers;
- observations and assessments by school staff;
- liaison with external professionals;
- medical or clinical assessment; and
- identification of sensory or physical needs requiring adaptations.

Slow progress and low attainment do not automatically mean that a pupil has SEND. The school considers the child's needs holistically and works with parents/carers when determining whether special educational provision is required.

This process describes the identification of SEND and graduated response within mainstream provision. Placement in The Orchard is not determined through the school's internal SEND identification process. Pupils placed in The Orchard will have an EHCP and placement will be considered through the Local Authority's statutory consultation and placement arrangements.



9. How do we evaluate the effectiveness of SEND provision?

We evaluate SEND provision through:

- reviewing pupils' progress towards individual outcomes;
- reviewing the impact of interventions;
- pupil and parent/carer voice;
- SENDCO and senior leadership monitoring;
- assessment and provision mapping; and
- Annual Reviews for pupils with EHCPs.

For pupils attending The Orchard, evaluation takes account of each child's individual starting points and EHCP outcomes. Progress may include academic attainment but may also include communication and interaction, engagement, independence, regulation, social development and other areas identified as priorities within the child's EHCP.

Where pupils are working below subject-specific curriculum expectations, appropriate developmental assessment approaches will be used to identify and celebrate small but significant steps in learning.

10. How will you support my child to reach their learning outcomes?

The class teacher and other staff working with your child will ensure that they receive appropriate teaching and support to work towards their identified outcomes.

Learning plans, strategies and provision are reviewed regularly and adapted in response to progress and need. External professionals may also review progress and recommend teaching approaches or additional provision.

For pupils attending The Orchard, EHCP outcomes are central to curriculum and provision planning. Staff identify appropriate learning priorities and opportunities through which pupils can develop the knowledge, communication, interaction, independence and regulation skills required to make progress towards these outcomes.

Professional recommendations, including those from Speech and Language Therapy, Occupational Therapy and Educational Psychology where applicable, are incorporated into provision in accordance with individual pupils' EHCPs.

11. What is an EHC Plan and who can request one for my child?

The purpose of an Education, Health and Care Plan (EHCP) is to identify a child or young person's special educational needs and specify the provision required to support them to achieve agreed outcomes across education, health and social care.

An EHCP includes:

- the views and aspirations of the child and their family;
- the child's identified special educational needs;
- relevant health and social care needs;
- agreed outcomes; and
- the provision required to meet those needs.

Parents/carers and the school can request that the Local Authority considers whether an Education, Health and Care needs assessment is required.

An EHCP does not automatically result in a specialist placement. Most pupils with EHCPs at Brackenbury are able to access their education within mainstream provision with appropriate support.

Where a child's EHCP identifies that specialist provision may be required, the Local Authority is responsible for considering an appropriate placement and consulting with relevant settings. Admission to The Orchard therefore takes place through the Local Authority's statutory SEND placement process rather than through direct application to the school.

12. How will you help me to support my child's learning?

There may be strategies or activities that can be used at home to support your child's learning. These can be discussed with the class teacher, SENDCO or other professionals involved with your child.

The school can direct families towards appropriate organisations, services and information and may offer parent/carer workshops or individual support relating to particular strategies.

For families of pupils attending The Orchard, close home-school communication is particularly important. Staff will work collaboratively with parents/carers to develop consistency in approaches to communication, independence and regulation

where appropriate. Families may also have opportunities to meet with professionals involved in their child's provision and Annual Review process.

13. How is support allocated to children?

Brackenbury receives funding to support pupils with SEND. The school's SEND budget is used to provide appropriate staffing, resources, interventions, training and specialist support according to identified needs.

The effectiveness of provision and the changing needs of pupils are reviewed regularly.

Funding and provision for pupils with EHCPs may include additional top-up funding allocated by the Local Authority according to the child's assessed needs and placement.

The Orchard is commissioned as specialist provision and its staffing and resources are organised to meet the needs of the cohort. Individual provision remains determined by each pupil's EHCP rather than by a standard package of support or fixed adult:pupil ratio.

14. How will the school know that support has made a difference?

Your child's progress will be assessed both through their learning within the curriculum and against any individual outcomes or intervention targets.

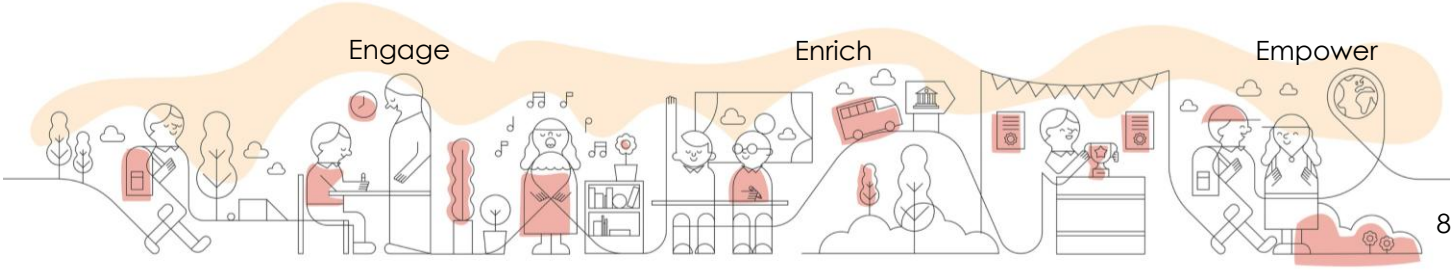
The impact of support is reviewed and adaptations made where necessary. Parents/carers and pupils are encouraged to contribute to this process.

For pupils in The Orchard, progress is considered from individual starting points and may be demonstrated in different ways. This can include increased engagement, communication, interaction, independence, regulation and generalisation of skills, alongside academic progress where appropriate.

15. What support will there be for my child's happiness and wellbeing?

At Brackenbury Primary School, the happiness, safety and wellbeing of all pupils are central to our provision.

Staff work to develop positive relationships with pupils and provide support appropriate to individual needs.



The school uses a relational, attachment-aware and trauma-informed approach to supporting behaviour and wellbeing. Zones of Regulation is used across the school to help pupils develop an understanding of emotions and regulation.

Within The Orchard, regulation and wellbeing are embedded throughout the school day. Pupils may have individualised sensory and regulation strategies, access to lower-arousal spaces and visual or communication supports to help them understand and communicate their needs.

16. How is my child included in the same activities as their peers?

Brackenbury Primary School is an inclusive school and is committed to providing equal opportunities for all children.

School clubs, educational visits, residential experiences and wider school activities are available to pupils with SEND, with reasonable adjustments made where necessary.

Pupils attending The Orchard are members of the Brackenbury community and are supported to participate in wider school life wherever this is meaningful and appropriate to their needs.

Opportunities may include shared play, assemblies, enrichment activities, curriculum learning, trips, celebrations and other aspects of school life. Decisions about mainstream participation are made according to the individual pupil's needs, wellbeing, learning priorities and EHCP outcomes rather than through a fixed model of inclusion.

17. How will Brackenbury support my child through transitions?

We liaise closely with nurseries and schools from which pupils transfer. Relevant information about individual needs, successful strategies and provision is shared to support continuity.

Internal transitions between classes and Key Stages are carefully planned, with information shared between staff and opportunities for children to become familiar with new adults and environments.

The school also supports pupils and families with transition to secondary education. Where a child has an EHCP, transition planning forms part of the statutory Annual Review process.

Pupils joining The Orchard may require an enhanced transition programme. This will be planned according to individual need and may include liaison with the child's current setting and family, staff visits, pupil visits, photographs or visual transition materials, sharing of communication and regulation strategies and opportunities to become familiar with key adults and environments.

Transitions between The Orchard and mainstream areas of Brackenbury are also carefully planned. Staff consider the environment, communication requirements, sensory needs, level of adult support and purpose of the activity so that inclusion is successful and meaningful for the pupil.

18. Who can I contact if I have a complaint about the SEND provision made for my child?

In the first instance, parents/carers should discuss concerns with their child's class teacher or, for pupils attending The Orchard, the appropriate member of The Orchard team.

If the concern cannot be resolved, parents/carers should contact the SENDCO and/or a member of the Senior Leadership Team.

Further concerns can be raised with the Head of School/Executive Headteacher in accordance with the school's Complaints Policy.

Concerns relating to decisions made by the Local Authority about an EHCP or specialist placement may be subject to separate statutory SEND disagreement resolution, mediation or appeal arrangements. The school can signpost families to appropriate Local Authority information and independent SEND advice.

19. If I have any other questions about my child at Brackenbury, who can I ask?

We are very happy to speak to parents and carers about any aspect of their child's education.

The class teacher should normally be the first point of contact, followed where appropriate by the SENDCO or another member of the Senior Leadership Team.

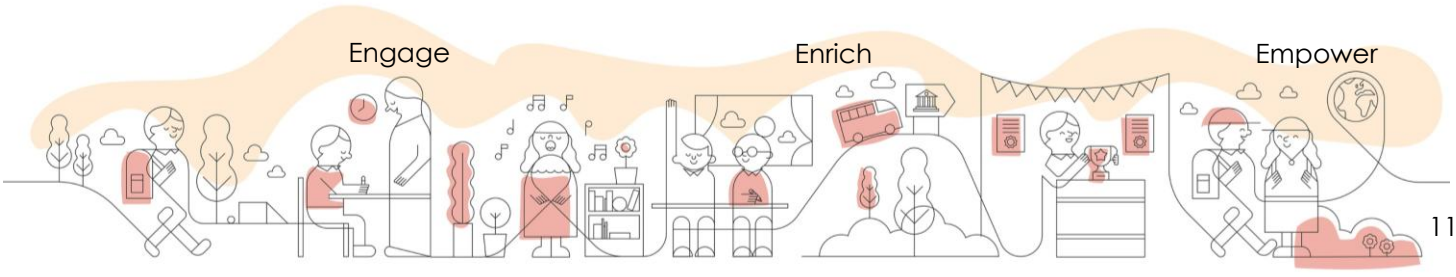
For pupils attending The Orchard, families may also contact the appropriate Orchard staff regarding their child's day-to-day specialist provision.

MAINSTREAM PROVISION MAP

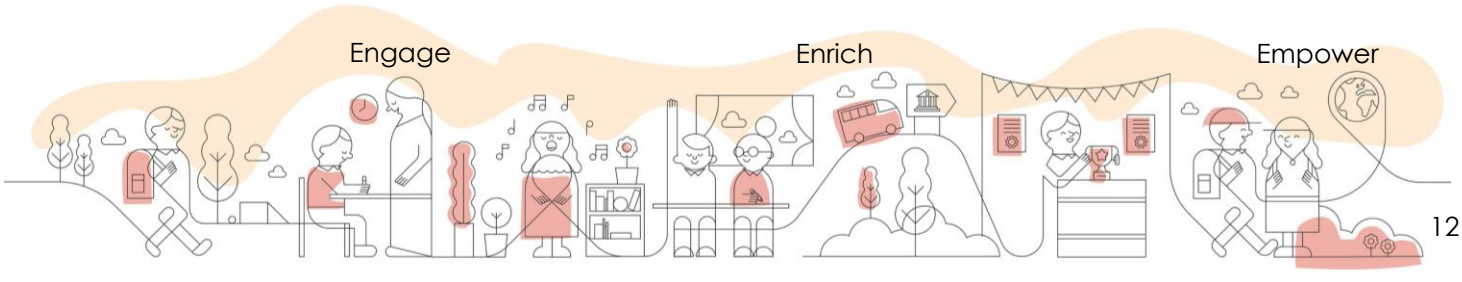
Brackenbury School Mainstream SEND Provision Map 2026-2027

A sample block of intervention for one term. Please note that the provision outlined below and the timetable for intervention delivery are subject to change throughout the year.

Intervention or provision	EYFS/ Years	Frequency & duration (weekly)	Anticipated progress range	Staff	Staff/ pupil ratio
Maths					
Maths Pre and Post Teach	KS1 / KS2	2 x 10 mins	Accelerated progress in maths.	TA	1:2 1:1
Precision Teaching	EYFS/KS1 / KS2	5 x 10 mins	Measurable accelerated progress against a specific learning target.	TA	1:1
English Reading, Writing and Spelling					
ELS Phonics Reading	KS1	Up to 4 x 15 mins	Accelerated progress in reading, measured against STEAM assessment descriptors.	TA	1:1 1:2
Reading Conferencing	KS1/2	1 X 10 mins	Accelerated progress in writing. Against STEAM assessment descriptors.	Teacher	1:1
Phonological Awareness Training	KS2	4 x 15 mins	Accelerated progress in reading and spellings. Improved spelling in written work. Against STEAM assessment descriptors	TA	1:4 1:3 1:2 1:1



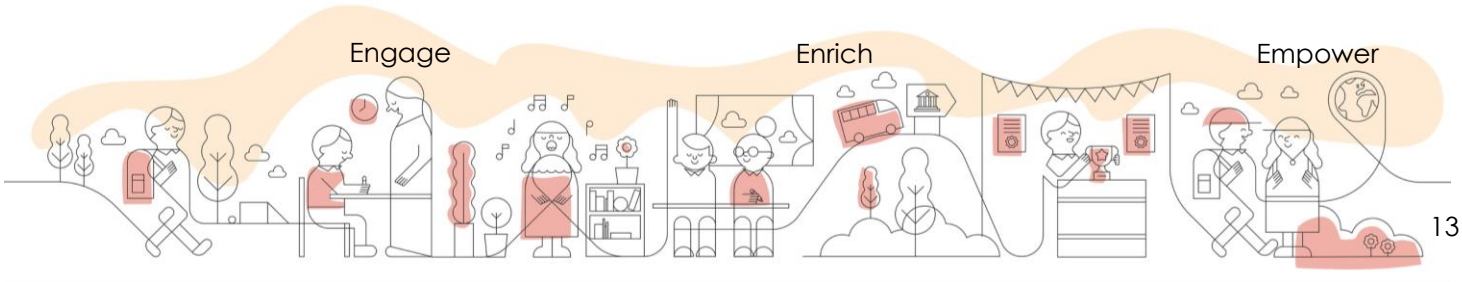
Writing Conferencing	KS1 KS2	1 X 10 mins 1 x 15 mins	Accelerated progress in writing. Against STEAM assessment descriptors.	Teacher	1:1 1:2 1:1 1:2
Bucket Time Phonics	EYFS KS1	5 x 20 mins	Accelerated progress in Phonics through a sensory, highly-motivating program	TA	1:2
Dyslexia Tutoring	KS2	1 x 45 mins	Accelerated progress in reading, writing and spelling	Dyslexia Teacher	1:1
SPaG (Spelling, Punctuation and Grammar)	KS2	2 X 30 mins	Acquisition and reinforcement of knowledge and skills	Teacher	1:12
Reading Volunteer	KS1 KS2	1 X 15 mins per week	Improved reading skills (individual level targets) and reading engagement/enjoyment.	Reading Volunteer	1:1
Speech, Language and Communication					
Language for Thinking	KS1/KS2	1 x 30 mins	Improved verbal reasoning skills, which impacts on comprehension in reading.	TA	1:4
Language for Behaviour & Emotions	Upper KS2	1 x 30 mins	Improved verbal reasoning, problem-	TA	1:4



			solving skills and emotional literacy.		
Little Link/Language Link	EYFS	3 x 20 mins	Improved speech, language and communication skills	EYE	1:6
Speech and Language Progression Tool	EYFS/KS1	1 x 30 mins	Improved understanding, sentence-building and narrative speech and language skills	EYE/TA	1:4
Attention Autism	EYFS/KS1	5 x 20 mins	Improved joint attention and vocabulary	EYE/TA	1:4 1:2 1:1
Personal and Social Development					
Zones of Regulation	All Phases	Universal	Whole-school curriculum for emotional regulation, supporting children to learn how to recognise and manage their emotions.	All staff	Individual; small group; whole class
Gilly the Giraffe self-esteem program	KS1 KS2	1 x 20 mins	Support children to develop confidence and improve their emotional wellbeing	TAs	1:1 1:3

THE ORCHARD – SPECIALIST PROVISION OVERVIEW

Area	Examples of Provision	Purpose
Communication and Interaction	Total communication approaches, visual	To develop functional communication, shared



	supports, communication boards, SCERTS-informed practice and individual SALT recommendations	attention and successful interaction with others.
Attention and Engagement	Structured teaching, Attention Autism, motivating learning activities and individualised learning approaches	To develop engagement, attention and participation in learning.
Social Interaction	Intensive Interaction, supported play and carefully structured individual, paired and group activities	To develop interaction, shared experiences and relationships with adults and peers.
Regulation and Sensory Needs	Individual regulation strategies, sensory opportunities, access to lower-arousal spaces, visual supports and OT recommendations where applicable	To enable pupils to become increasingly regulated and ready to engage in learning.
Cognition and Learning	Formal and/or semi-formal curriculum approaches, structured work systems, individual and small-group teaching and carefully scaffolded learning	To enable pupils to make progress from their individual developmental and academic starting points.
Independence	Structured routines, visual sequencing, self-care and independence opportunities embedded throughout the day	To develop pupils' ability to participate increasingly independently in school and everyday life.
Inclusion	Individualised access to mainstream learning, play, enrichment,	To enable pupils to belong to and participate in the wider

	assemblies, trips and wider school experiences where appropriate	Brackenbury community in ways which are meaningful and successful.

Roles and Responsibilities at Brackenbury Primary School

Head of School

- To lead and manage the school
- To ensure achievement of all pupils
- To ensure the safeguarding and well-being of all pupils

The Head of School is supported by the Deputy Head of School and two Assistant Heads, including

Assistant Head Teacher / SENDCO, whose role encompasses:

- To co-ordinate the provision for children with SEND
- To oversee the day to day operation of the school's SEND policy
- To work closely with pupils, staff, parents, carers and external agencies in order to raise the achievement of children with SEND.

Curriculum Leaders for Reading, Writing and Maths

- To lead and manage the teaching and learning of their core subject across the school
- To monitor pupil progress and attainment within their phase

Class Teacher

- To plan teaching to achieve progression in all pupils' learning
- To establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- To assess and record pupils' progress systematically
- To give every child the opportunity to reach their potential and meet high expectations

Teaching Assistant

- To support class teachers in establishing and maintaining a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- To support children's progress and acquisition of skills in the whole class, small group and 1:1 setting
- To contribute to planning and assessment of all pupils
- To work with an identified pupil based on statutory requirements of an EHCP

- To develop and implement individualised learning programmes to support the pupil
- To contribute to planning and assessment of progress

Where a pupil's needs are not able to be met solely through QFT (Quality First Teaching) and the OAP (Ordinarily Available Provision), the SENDCO will engage with external agencies to seek further advice and support in addressing identified barriers to learning.

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Sensory Impairment outreach teachers
- SEND Outreach Advisory Teachers (INSPIRE TEAM)
- Dyslexia Tutors
- Early Help Family Practitioner
- OAT Academy Intervention Team Primary
- CAMHS

Brackenbury Primary School Provision Map flow chart

1. The school assesses all pupils' strengths and areas for development.

2.Teachers and Assistant Head Teacher / SENDCO discuss individual pupil learning needs and whether additional support would be appropriate. effective.

3.Meet/speak with parents and pupil to agree a support intervention plan.

4. Assistant Head Teacher / SENDCO plans and resources the intervention. Teachers and/or TAs deliver support.

5.Teacher/TA / SLT monitor pupil progress to outcomes. Adapt if necessary.

6.Teacher and Assistant Head Teacher / SENDCO evaluate effectiveness of provision within time period agreed. Report to parents. Next steps?