



BRUNSWICK SCHOOL, PENRITH

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY (INCLUDING THE SEND REPORT/LOCAL OFFER)

Reviewed March 2025

Due to review March 2026



Our SEND Vision Statement:

At Brunswick School we believe that all children are special and should be given opportunities to feel valued, experience success and feel positive about themselves regardless of any Special Educational Needs and Disabilities (SEND).

This SEND policy document is based on the aims of the whole school and our vision statement for SEND but reflect the individual needs of pupils with SEND. It also takes due regard of Our School Promise:

BRUNSWICK PROMISE

We know everyone in our school is special.

We are caring towards others.

We don't give up when things are tricky!

We always try our best!

The highly dedicated team at Brunswick school aim to provide the very best education for all our children.

Our SEND policy aims are:

- To provide the very best education for all children whilst reflecting the individual needs of pupils with SEND.
- To ensure that all children have equal access to a broad, balanced and differentiated curriculum regardless of gender, race, age, disability or social economic background.
- To identify children with SEND as soon as possible.
- To make clear the expectations of all partners in the process and provision of SEND.
- To ensure parents are kept fully informed.
- To enable staff to have access to training that supports their work with SEND pupils.
- To follow the relevant legislation from the Special educational needs and disability code of practice 0 to 25 years/ Children and Families Act 2014/The Equality Act (2010)/The Special Educational Needs and Disability Regulations 2014.

Roles and Responsibilities

Provision for children with SEND is the responsibility of all members of staff.

Mrs Taylor is the SENDCO at Brunswick School. Her main duties are:

- Overseeing the day to day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the record of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's SEND Support and Educational Psychology Services, Looked After Children, Health and Social Care and Children services and organisations such as Barnardos.
- Liaising with the next providers of education to ensure a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Liaising with early years providers, other schools and independent or voluntary bodies.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.

The Governing Body has identified SEND Governors who consult with the SENDCO and monitor the progress of Pupils with SEND across the school. They evaluate the impact of the support they receive and report back to the Full Governing Body.

The Governing Body adheres to the Local Authority (LA) admissions criteria which do not discriminate against children with SEND and give priority to children with Educational Health Care Plans (EHCP's) that name the school.

Educational Inclusion.

At Brunswick School we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

The following “SEND Information Report” illustrates the way the school’s policy is put into practice. We have designed it in a question and answer format as this has been found to be most useful by parents. However, if there is a question that is not answered in the following report please contact the school and we will be happy to help.

Policy into Practice

Brunswick School Special Education Needs and Disabilities Information Report.

Question	Response
<p>What types of Special Educational Needs or Disabilities are provided for at Brunswick School?</p>	<p>At Brunswick School we recognise the needs of the most and least able children and we welcome all children who will benefit from an inclusive, mainstream education. Children may have special educational needs or disabilities (SEND) throughout or at any time during their school career. We will always aim to fulfil our vision statement: <i>At Brunswick School we believe that all children are special and should be given opportunities to feel valued, experience success and feel positive about themselves regardless of any Special Educational Needs and Disabilities (SEND).</i> If for any reason we are unable to meet the needs of a child, we work in partnership with the family and the Local Authority to find alternative provision that is able to offer the support or specialist environment required.</p>
<p>How does the school identify and assess pupils with Special Educational Needs or Disabilities?</p>	<p>Before children start school we work closely with our feeder nurseries to identify children with additional needs and seek their advice on how best to meet each child’s individual needs. We then liaise with parents/carers and skilled professionals to gather up to date information and advice. Our highly trained Early Years Team visit children in their home prior to children starting school. Staff are aware of the different developmental stages children go through. If staff have any concerns they will be raised in school and with the parents and carers. Progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team, so that when a pupil is not making expected progress in a particular area of learning we can quickly identify the area of need for additional support. This will then be discussed with the parent/carers/class teacher and when necessary the Special Needs Co-ordinator (SENDCO). If you have a concern about your child’s progress or level of attainment, in the first instance please speak with your child’s class teacher to discuss your concerns. The class teacher will then liaise with our (SENDCO) as appropriate.</p>

<p>How does the school evaluate the effectiveness of its provision?</p>	<p>The class teacher continually monitors the progress of individual pupils and makes adjustments to their support plans based on how much progress is or is not being made.</p> <p>The SENDCO monitors the overall support provided for SEND pupils and identifies strengths and areas for future development. This may lead to the purchasing of resources, staff training or the sharing of good practice with other schools in our SENDCO Cluster.</p> <p>The Governing Body has identified SEND Governors who consult with the SENDCO and monitor the progress of SEND Pupils across the school using Analyse School Performance (ASP) data and school based tracking systems. They evaluate the impact of the support pupils receive on their progress and general well-being. Parents and pupils are consulted directly and their views are included in monitoring reviews. The SEND Governors then report back to the Full Governing Body.</p>
<p>How does the school assess and review the progress of SEND pupils?</p>	<p>The progress of all pupils is monitored closely by class teachers throughout the year.</p> <p>The Senior Management Team and Governors scrutinise the progress of pupils on a termly basis and hold teachers to account for the progress of all pupils with in their class.</p> <p>Action is taken if pupils fail to meet the progress targets and expectations that are set for them. Our class trackers show the range of interventions and support strategies in place in school.</p> <p>Regular meetings take place between the SENDCO and the SEND governors to discuss children's progress and the impact of any additional individual support of group intervention.</p> <p>Reviews of School Support Plans / Education Health Care Plans / Child in Need Action Plans / Team Around the Family Action Plans take place on regular basis to ensure the school's provision meets the needs of the child. Parents are actively involved in reviews and the views of both pupils and parents are valued. Specialist advice is always sought and directly informs reviews and the formation of any new School Support Plans.</p>
<p>How does the school teach pupils with SEND?</p>	<p>Each class teacher is responsible for the education of all children in their class, including those children who have special educational needs or disabilities (SEND).</p> <p>The school's Special Educational Needs and Disabilities Coordinator (SENDCO), Mrs Taylor, offers support and advice where appropriate.</p> <p>Additional help or specific interventions may be offered in a small group or one to one basis.</p> <p>When school identifies the need for additional intervention to enable a pupil to make the expected progress, the parents/carers will be informed of the planned support and offered the opportunity to discuss this further if they have any concerns or queries.</p>

	<p>If the pupil meets the criteria for special educational needs or disabilities (SEND), a School Support Plan will be created detailing the support the pupil will receive, the period of time the support will last for and the outcome that is hoped for.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All of our class teachers are provided with specific information on the needs of individual pupils at the start of each year so that they can plan how best to meet the needs of the pupils in their care. Our staff deliver high quality teaching which is differentiated to meet the needs of individuals. We have a team of highly trained support staff, who work alongside the class teacher to deliver specific programmes to groups of pupils or on a 1 to 1 basis according to the requirements of the School Support Plan.</p>
<p>How is the learning environment adapted to meet the needs of SEND pupils?</p>	<p>Our school is fully wheelchair accessible due the lifts and ramps provided around the school. There is a disabled toilet by the main school entrance and in our COGS community facility. Risk Assessments are in place and any possible hazards or risks are identified and addressed through the school's Building Maintenance and Access Plans. Specific resources may be acquired to meet the needs of individuals eg: specialist seating.</p>
<p>What additional support is available to pupils with SEND?</p>	<p>Each class teacher is responsible for the education of all children in their class, including those children who have special educational needs or disabilities (SEND). The school's Special Educational Needs and Disabilities Coordinator (SENDCO), Mrs Taylor, offers support and advice where appropriate. Additional help or specific interventions may be offered in a small group or one to one basis. When school identifies the need for additional intervention to enable a pupil to make the expected progress, the parents/carers will be informed of the planned support and offered the opportunity to discuss this further if they have any concerns or queries. If the pupil meets the criteria for special educational needs or disabilities (SEND), a School Support Plan will be created detailing the support the pupil will receive, the period of time the support will last for and the outcome that is hoped for. If pupils require high levels of support Education Health Care Plans are requested in order to enhance the support provided through specialist advice, assessment and additional funding.</p>

<p>What activities are available for pupils with SEND in addition to those normally available in accordance with the curriculum?</p>	<p>Teaching Assistant support is given at lunchtime, playtimes and during trips outside of the classroom for those children who are identified as requiring additional support.</p> <p>Parents are involved in pre-visit discussions to agree how best to support their child on educational visits. Parents may even accompany their children on the more physically demanding trips including our trips to the forest. All decisions are made with the safety of the children at the heart.</p> <p>SEND pupils can apply for after school clubs in the same way other pupils apply. If additional adult support is required decisions will be made in partnership with parents and may involve the acquisition of additional funding or volunteers.</p>
<p>What support will there be for improving emotional and social development of pupils with SEND?</p>	<p>Brunswick School's overarching ethos and child centred approach is reflected in our School Aims, Promise and Resilience Rucksack Approach.</p> <p>The Resilience Rucksack is an essential tool in the development of pupils' emotional and social development. Enhancing self-esteem, resilience, stamina, helping hands and a general "Can Do" Attitude. Our School Promise promotes our caring, inclusive ethos and encourages positive behaviour across the school. The toy mascots are used as visual prompts for the qualities we expect and celebrate eg: caring, sharing, friendly and hardworking.</p> <p>Each morning staff welcome parents and carers into school to help settle the children into their classroom environment. This provides parents with the opportunity to talk directly to staff about any little queries or to make an appointment.</p> <p>We have a Guardian Angel System in place to support vulnerable pupils.</p> <p>Home – School Communication Books are another method of sharing information used across the school when needed.</p> <p>We actively promote Healthy Eating and Lifestyle. All our school pupils are offered a hot lunch cooked on the premises by a highly trained chef. This is a social activity and an opportunity to develop good manners and restaurant behaviour.</p> <p>Pupils in Year 2 take part in the Kidsafe Programme to give them skills and strategies to keep themselves safe both physically and emotionally. Year 1 take part in the NSPCC Pants lessons</p>
<p>Who is the school SENDCO and how can I contact them or further information?</p>	<p>Mrs Joanne Taylor (Teacher/SENCO) 01768 213200 jtaylor@brunswick.cumbria.sch.uk</p> <p>Or alternatively please call in to visit us at</p> <p>Brunswick School Brunswick Road Penrith</p>

	Cumbria CA11 7LX
What specialist services and expertise are available at or accessed by the school?	We liaise with a wide range of professionals depending upon each child's individual needs. These include: Speech and Language Therapists, Educational Psychologists, Early Years and Specialist Advisory Teachers, Teachers of the Deaf, Occ. Health, School Nurse, Eden Carers, Specialist Nurses, Behaviour Support Team and Cumbria Family Support, Children's Services.
What training have the staff supporting the children and young people with SEND had or are having?	As part of our Annual Performance Management / Appraisal staff development is considered. Areas of identified need within school are then pursued. Types of training undertaken include: Autism, ADHD, Support, Early Help Assessments, Team Teach, Smart Moves, Speech and Language Development, Anaphylactic Shock, Haemophilia Support, Diabetes, ELSA, Sensory training, asthma. Most of our school staff are trained first aiders with most having the Paediatric Medicine Certificate. Risk Assessments are produced to support pupils with severe SEND, these provide staff with additional guidance on how to handle specific situations.
How is SEND funding, equipment and resources secured and allocated?	We allocate our SEND funding and resources to children with special educational needs depending upon identified needs in their School Support Plan or Education Health Care Plan. For most pupils the amount of support provided by the school is dictated by their level of progress and attainment. Pupils with identified SEND will be allocated support based on their School Support Plans and Education Health Care Plans. Parents are actively involved in decisions about the support provided for their child. Agreement is sought from parents and carers before support packages are implemented.
How will I know how my child is doing and how will you help me to support my child's learning?	Prior to entry into Nursery/Reception we hold a welcome evening where parents are invited into school to meet all Teaching and non-teaching staff who your child will be in contact with during their time at Brunswick. Our Early years Team will visit you and your child in your home and begin to get to know your child in their home environment. Parents are provided with guidance that illustrates the age related expectation for Pre-school and reception pupils. Hand outs containing top tips on giving your child a head start and preparing them for school are distributed at Induction Night. Once your child begins school you will be invited to attend a parent's evening during term to discuss your child's progress. Another Parent's Consultation will take place during the term. During the Spring term parents are invited to share their child's learning journeys and staff are available to

	<p>discuss any issues. You will also receive an annual report which will be sent home at the end of the Summer term giving feedback on your child's up to date academic progress and behavioural emotional or social wellbeing and next steps.</p> <p>When appropriate parents/carers may be contacted to discuss the support that the school are providing and how you can help your child at home, this may be a phone call or a meeting.</p> <p>In some cases your child may need a School Support Plan parents will be consulted and actively involved in the review process.</p> <p>Some children who have lifelong medical or educational needs will require an Education Health Care Assessment which may be requested with advice and support from external agencies.</p> <p>When appropriate parents and carers are signposted to relevant agencies within the community who can offer further support to you and your child. Multi-agency meetings may be held to help coordinate and review the support offered to vulnerable pupils and their families.</p>
<p>How are SEND pupils consulted with in regard to actively involving them in their own education?</p>	<p>The children attending Brunswick School are aged from 3 to 7 years old. Staff have discussions with children about their work, observe and engage with them in their play and work and discuss and support them where needed.</p>
<p>How are complaints handled in regard to SEND provision at the school?</p>	<p>Any complaints with regard to SEND provision should in the first instance should be discussed with your child's class teacher and/or the SENDCO. If you feel your complaint has still not been successfully resolved you should then see the Head Teacher, Mrs Waugh. Thereafter Cumbria LA's complaints procedure should be followed.</p>
<p>How does the school involve other bodies, support services, agencies and voluntary organisations in meeting the needs of SEND pupils and their families?</p>	<p>The school may, with parental permission seek advice from external agencies if a child has a higher level need. In some circumstances individuals may be referred directly to an agency on the parents request or if a member of staff requires specific advice, guidance or help to assess the needs of a child. These agencies include:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Speech and Language Therapy Service • North Cumbria Children's Learning Disability and Behaviour Support Service • Educational Welfare Team • Children's Services • Child and Adolescent Mental Health Service (CAMHS)

<p>How are pupils with English as an Additional Language who have SEND supported?</p>	<p>Children who require support in terms of their acquisition of English are not considered SEND pupils but they may require additional support especially as many of our EAL pupils and their families are considered to be first generation. Pupils who have SEND and EAL pose a particular challenge as initially it can be difficult to identify the cause of their difficulties for example does the child have a speech and language or a Language acquisition need. We use quality first teaching and strategies to support EAL learners. Brunswick staff strive to find suitably qualified translators and professionals to assist in assessing the pupils' needs. Once the issues are identified the school will tailor the support to meet the needs of the child.</p>
<p>What are the contact details for local services and support groups for families? (Clause 32)</p>	<div data-bbox="734 614 1146 810" data-label="Image"> </div> <p>Carer Support Eden support Young Carers aged 5 - 18 years of age, by offering statutory Carers Assessments, 1:1 support and activities. Contact: 01768 890280</p> <p>Barnardos offer play activities, adult and family learning courses and activities for children with additional needs. Contact: enquiries.eden@barnardos.org.uk</p>



Cumbria Family Support families in their own homes and also offer group activities for children and/or their parents. Contact 01768 593102 <https://www.cumbriafamilysupport.org.uk>

Health Visitor Team

Penrith 01768 245615

Dyslexia

www.bdadyslexia.org.uk

scuda.kendal@talk21.com

www.scudauk.co.uk

Special educational needs and disabilities (SEND) website

www.education.gov.uk/childrenandyoungpeople/send

Speech and Language

(01228) 608117

	<p>SENDIASS offers impartial information, advice and support to children and young people with Special educational needs and/or disabilities and their parents and carers.</p> <p>If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children’s special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDOASS) who can offer a range of support. They will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. They can also signpost to other relevant support networks.</p> <p>For more information on SENDIASS and how to find support, please click on the link below. Or contact Ms Shields on the contacts below.</p> <p>https://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/parentpartnership/default.asp</p> <p>SEND IAS Service</p> <p>Tuesday – Friday 9.00am – 5.00pm</p> <p>Mobile: 07788360336</p>
<p>How will the school prepare and support my child to join our feeder school for the next stage of education?</p>	<p>We work closely with our associate Key Stage 2 School - North Lakes.</p> <p>We have annual visits at the beginning of Year 2 where our past pupils and Key Stage 2 Teacher’s visit our current Year 2 children at Brunswick followed by follow up visits to North Lakes. All our children visit the school they are joining for the next stage of their education in Key Stage 2 on at least two occasions prior to starting in September.</p> <p>Where necessary additional visits are made for children with SEND. The amount of visits is dependent upon the individual child and what is required to assist in a smooth and happy transition.</p>

	<p>We liaise carefully with new schools to discuss children moving. In the Summer Term our SENDCO meets with the North Lakes SENDCO to discuss the needs of the children with SEND who are making the transition.</p>
<p>Where can I find information on Cumbria's Local Offer?</p>	<p>Families Information Welcome to Our Special Educational Needs and/or Disabilities (SEND) Local Offer - this is the link to the local offer page where you can find us. Please click on education and when you scroll down the list of schools you will find us under Brunswick School.</p> <p>If you click the link below it will take you directly to our school web page to look at what our whole school offers Families Information Brunswick School</p>

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010