



Brinkworth Earl Danby's C of E Primary School

Annual SEND Information Report 2025

SEND Overview at Brinkworth Earl Danby's school

We are a medium sized primary school with approximately 150 children on roll across 5 classes—all mixed year groups. We are a Church of England Voluntary Controlled Primary School and are split across two sites in the villages of Dauntsey and Brinkworth.

We currently have 0 children with Education, Health and Care Plans (EHCPs) and 15 children with Individual Education Plans (IEPs). Several more children receive extra support via short-term interventions.

Who is our SENDCo?

Maria Pocock is our SENDCO, she can be contacted via email: SENDCO@brinkwortheardanbys.wilts.sch.uk She works as the school's SENDCo on Thursdays but checks her emails regularly.

Further information about any of the following information can be found on the school website or by emailing Mrs Pocock.

What cultural backgrounds does the school support?

We welcome children and families of all cultures and faith backgrounds.

We are a Church of England primary school and as such have a daily collective worship session with a Christian element. We celebrate all major Christian festivals at our Parish Church (Harvest, Christmas, Easter) and also hold our end of year Leavers Service there.

We also learn about other faiths in our weekly RE lessons.

Support for Parents/Carers

- Please contact the class teacher, SENDCo or head teacher if you ever need any support.
- Mrs Terry Jones is our Parent Support Advisor, she works closely with parents/carers and is a wealth of information. She can be contacted via our school office or school website and is able to offer support and practical advice.

What type of SEND support does school provide?

Children who have been identified as having specific educational needs will receive additional support. The amount, type and frequency of support will depend on the needs of your child and their barriers to learning.

We provide support for:

- English/Maths needs including Dyslexia and Dyscalculia
- Hearing and visual impairment
- Speech and language difficulties
- Physical difficulties including fine and gross motor skills
- Social, emotional and mental health
- Neurodivergence/ADHD/Autism
- Dyspraxia
- Emotional Barriers to School Attendance (EBSA) and anxiety
- Other support as identified on professional reports/external agencies

Policies and other information

If you would like to learn more about the policies mentioned in this information report, they can be found in the Policies section of our school website: <https://www.brinkwortheardanbys.wilts.sch.uk/page/?title=Policies&pid=22>

The Local Offer: <https://www.wiltshire.gov.uk/local-offer> can be a useful resource for parents

We can also put you in touch with further organisations such as the Wiltshire Parent Carer Council (WPCC):

<https://adults.wiltshire.gov.uk/Services/522/Wiltshire-Parent-Car> and Special Educational Needs & Disabilities Information, Advice & Support (SENDIASS): <https://family-action.org.uk/services/wiltshire-sendiass/>

How does the school identify whether my child may have SEND?

- Through our regular monitoring and tracking of children using observational assessments and formal assessments e.g. Reception Baseline assessment (RBA), Phonics screening tests, maths assessments carried out three times a year
- Other assessments to identify child's barriers to learning
- Working closely with external agencies such as Specialist SEN Service (SSENS) and Educational Psychologist Service (EPS)
- SENDCo termly meetings with every class teacher
- Pupil progress meetings between Head teacher, SENDCo and class teacher three times a year
- Class teacher discussions with SENDCo as and when required
- Solution surgeries with Educational Psychologist carried out twice a year
- Monitoring attendance and behaviour
- Discussions with parents /carers
- Using the Wiltshire Graduated Response (GRSS) to SEND to identify areas of need.

If we have identified any concerns, the class teacher arranges a meeting with you and discusses concerns with the SENDCo and Head teacher

What training have the staff supporting my child had or having?

- Wiltshire updates through SENDCO meetings
- Regular in-house training supporting children with SEND
- Emotional Literacy Support Assistants (ELSA) training
- Interventions training on:
 - Little Wandle phonics & reading scheme (catch-up, rapid catch-up, precision teaching, fluency)
 - LEGO Club
- Wesford (dyslexia)
- Emotion coaching & behaviour
- 'Calmer classroom' training
- Staff work alongside advisory staff who visit children in school – developing knowledge and understanding of how best to meet children's needs
- Colleague observation/discussion
- ADHD training
- Dyslexia intervention training
- Team Teach training (positive handling strategies)
- Five to Thrive training
- LEGO club

How is my child involved in planning their learning?

- Pupil voice is shared at annual review (if pupil has an Education Health and Care Plan (EHCP))
- SENDCO and/or class teacher creates a Pupil Information sheet with the pupil
- Pupils contribute to their IEPs/IBPs (Individual Behaviour Plan) or SEN support plans in review meetings
- We hold bi-annual pupil voice meetings to discuss learning in specific subjects

How will I be involved in my child's learning?

- Regular communication with the class teacher/SENDCo
- Regular parent forums and parent coffee meet-ups
- Review meetings (minimum x3 yearly)
- Parents evenings
- School reports
- Class Seesaw updates
- School newsletter
- Parent comms
- We have an 'open door' policy of communication so please always get in touch if we can help!

What is the school's Universal Offer?

Our Universal Offer is specific to our school and outlines what every child in the school can access (staff dependant) and includes:

Social, Emotional & Mental Health (SEMH): Consistent routines, school rules and expectations for behaviour, ELSA, LEGO club, teacher check-ins

Sensory & Physical: Timers, concentration aids, pencil grips, non-white backgrounds on slides

Communication & Interaction: Visual timetable, flexible groupings, stem sentences, processing time, language rich environment

Cognition & Learning: Targeted catch up groups (phonics/reading/maths), 'I do, We do, You do' teaching approach

How does Brinkworth Earl Danby's track my child's learning?

We use the graduated response system and consider the four areas of need, whereby teacher concerns are shared with the SENDCo and Head Teacher, and monitored regularly. If our universal offer and/or a short-term intervention is not deemed sufficient, our professional concerns are shared with the child's parent/carers and, if agreed, an Individual Education Plan (IEP) is created in collaboration.

This is reviewed three times yearly unless the child makes rapid progress, in which case it is reviewed sooner.

If external agency help is required, a SEN Support Plan (SSP) is agreed between school, parents/carers and the child and monitored three times yearly.

Both the IEPs and SSPs feature the child's long term targets broken down into easier-to-achieve smaller steps. These are agreed in our review meetings and monitored regularly.

Progress is tracked according to the needs of the child; it may be data driven, involve feedback from staff and the child themselves or advice taken from external agencies such as SSENS. We regularly monitor and review the impact of the interventions.

During our regular monitoring and reviewing, we closely look at the impact of progress made. On taking into account additional factors, outside of notional funding allocation, it may then be appropriate to begin the process of applying for an Educational Health Care Needs Assessment (EHCNA).

However, it should be noted that the school can apply for extra time in assessments without the child having an Educational Health Care Plan (EHCP).

How does the school help my child with transitions?

As a split-site school we are very aware of the challenges transitions between classes/sites/to secondary bring.

- Transition preparations begin in term 6 and we have an allocated 'moving up' day where children spend the day in their new classrooms with new teacher and classmates.
- Transition booklets are available between year groups/classes for children to become familiar with their new classes ready for September
- Two open mornings in the summer holidays for children with SEN or those children that may be anxious about the return to school.
- If your child joins us half way through the school year, we help this transition by ensuring the child is quickly familiar with their surroundings, is allocated a 'buddy', and is included in our family of pebbles in worship.
- Our year 6 teacher and SENDCo work closely with secondary schools to ease transition into year 7, this starts from term 5.

What is the school's approach to teaching children with SEN and what adaptations are there?

- High Quality Teaching
- Adaptions in lessons (scaffolding, knowledge organisers, talking tins, task tick lists, processing time, use of laptops, coloured overlays, etc.)
- Children sat in flexible groups
- Interventions delivered by trained TAs
- Computer-based interventions such as NESSY
- Pupil Information sheets
- All about me cards in case of the class having a supply teacher
- Provision Mapping for each class
- Using the graduated response of assess, plan, do and review
- Assessment for learning—ensuring any misconceptions are addressed within the same or next lesson.
- Collaboration on IEPs/SEN Support Plans (SSPs) between teacher, parents/carers and students

What happens if my child needs specialist equipment or accessible features?

Both sites are fully accessible to wheel chair users; we have ramps from the playground into the main school buildings and disabled—access toilets are available at both sites.

Although we do not have a parent car park, special provisions can be made for wheelchair users.

Whiteboard displays use coloured backgrounds to ease the visual distress of some students and overlays may be supplied.

Should there be a requirement for any other specialist equipment outside of our Universal offer, we would liaise with the Wiltshire County Educational department to secure funds in order to secure the required equipment.

How does the school support my child's wellbeing and social skills?

- PSHE lessons provide lessons supporting children's wellbeing
- All children belong to one of our school houses (Stonehenge, Avebury, Barbury or Cherhill) with other year groups. We hold 'house days' to celebrate Christian holidays
- Quiet activities are provided at lunch times
- If a child needs extra support we include them in LEGO club social skills intervention, support them with 'walk & talks', and offer emotional literacy support (ELSA)
- Children on the school and worship councils collaborate with their peers on school improvements and other ideas
- Our yearly music day is enjoyed by all and is a super chance for all children to have a go and share their talents
- We have clear rules and expectations for behaviour and bullying in any form is not tolerated and dealt with immediately
- The behaviour policy is supported by regular rewards of house points

What specialist services and expertise are available to or accessed by the school?

- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Advisor (PSA)
- Educational Psychology Service (EPS)
- Behaviour Support Service (BSS)
- Specialist SEN Service (SSENS)
- Occupational Therapy
- School Nurse
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Visual/Hearing Impairment Service

How will my child be supported in other activities outside of the classroom?

- All children are included in off-site excursions, parents/carers are welcome to come along to provide any extra care their child may need but we do also try to enhance the child's independence
- We adapt arrangements to include all children on residential trips
- Breakfast and After School club is run by Little Foxes and is accessible to all children
- School clubs—Football and Dodgeball
- School discos—ear defenders may be worn

How does the school check that things are working well?

At Brinkworth Earl Danby's, all staff members work together to ensure that all children are happy and thriving. This includes having regular meetings and professional conversations with each other, with the child and with the parents/carers.

It is only by effective communication and the rigorous monitoring of the child's development and progress that we can check that things are working well, and put extra provisions in place, where appropriate) for when things aren't working as well as well as they could.

What should I do if I am not happy with the support given to my child?

If you are unhappy about any element of your child's school experience please talk to their class teacher and/or SENDCO in the first instance.

If you are unhappy with the response you receive, please get in touch with the Head teacher (head@brinkworthearldanbys.wilts.sch.uk)

If you have further concerns, then you should contact Catriona McBride, our SEND Governor c.mcbride@brinkworthearldanbys.wilts.sch.uk

Our complaints policy can be found on our school website www.brinkworthearldanbys.wilts.sch.uk