



BRUSHWOOD JUNIOR SCHOOL

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Special Educational Needs/Disabilities Information Report 2025 -2026

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SEND Governor	Mr Simon Vockins
Deputy Headteacher & SENDco	Mrs Kirsty Haines
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At Brushwood Junior School, we make sure we tailor learning opportunities to meet the needs of individual children. In this report you will find information about the provision we offer to support children with Special Educational Needs and/or Disabilities (SEND).

Brushwood Junior School is a mainstream junior school for children aged 7 to 11 years old. The school reflects the catchment it serves in the make-up of the pupil population. The educational provision and school ethos is reflected in the latest Ofsted reporting.

The school values are: Confidence, Collaboration, Ambition, Resilience and Respect (everyone). We pride ourselves on being a caring school.

Children usually join at the beginning of Year 3 without reference to ability or aptitude. As a state maintained school, Brushwood Junior School follows the admissions procedure of Buckinghamshire County Council Local Authority. For further information see:

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/>

The number of admissions for Year 3 is 64. If the year group is not full (e.g. Less than 64 children) we are able to accept children into a year group. However, we consider whether we can meet the child's needs before accepting.

Identification and Assessment:

The Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.

At Brushwood children are identified as having SEND through a variety of different ways including:

- Concerns raised by parents/carers, teaching staff, previous schools.
- Pupil data of progress and attainment
- A change in the child's behaviour or poor self-esteem which impacts on their learning.

- Liaison with external professionals.
- A medical diagnosis.

We believe parents, carers and class teachers are central to the identification process.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within these broad areas is to help in the decision behind the support for the child. This allows for the most appropriate intervention to support the individual pupil. When necessary, Education Health Care Plan (EHC Plan) for pupils as evidence is gathered throughout the year. We are a fully inclusive school and continuously strive to provide the best for all our children.

Interventions and Monitoring:

We use personalised special educational provision to target areas of difficulty with a drive to enable children to overcome barriers to learning and participation. Our support is child centred and frequent monitoring is carried out to assess the impact of the support we provide. This monitoring evaluates, not only academic progress, but may also track improved social and emotional development. The support we provide consists of a four-part process.

This is a continuous cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes. A range of measures are used to gather progress data including testing which establishes an ability outcome measured in years and months.



Individual Provision Maps (IPMs) are written by the Class Teacher, in consultation with the SENDCo, and are agreed with the parents to reinforce or contribute to progress at home. These include measurable outcomes, ones which are purposely ambitious, and are reviewed on a termly basis. The review process evaluates the impact and quality of the support and interventions. The level of provision decided upon is individual to the child's needs and is provided through the school's notional SEND budget, of 13 ½ hours of provision per child, or through funding linked to their EHC Plan.

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. All children are given the opportunity to make choices and understand that their views matter. This will enable them to become confident, secure and effective learners.

All stages of the process are conducted through discussion with both parents/carers and, where necessary, the child. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle also enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assessing and Reviewing Progress:

The impact and quality of the support and interventions is evaluated at the end of each term by the class teacher. This will then be discussed in a termly IPM review meeting with the parent/carer and pupil. The support is then revised in light of the child's progress and development towards the short term outcomes.

If children have an EHC Plan the same approach is adopted where the short term outcomes are devised from the objectives on the EHC Plan. As well as the termly reviews towards the short term outcomes, an annual review will also take place. Parents, the child concerned, school staff and external agencies involved with the child are invited to attend these reviews.

Adaptation to the Curriculum and the Learning Environment:

All children are entitled to receive high-quality teaching which is adapted to the children's individual needs so they can access the curriculum. Lessons will provide scaffolding to support children in accessing the lesson at a level appropriate to their learning and development stage. All lessons take in to account children's needs and they are planned in order to remove any barriers to the curriculum.

Some children may require the curriculum to be adapted in order to remove barriers that would prevent them from accessing lessons. We therefore strive to find ways in which pupils can take part in lessons and out-of-school activities. As a school we regularly review the way in which resources are matched to the needs of all the children. Through carefully placed additional teachers and well-targeted TAs (Teaching Assistants) within the classroom, effective provision is given to specific groups of children who need a more specialised approach to their learning.

Other adjustments may be in the form of using word processors, oral recording devices instead of recording information in a traditional format. It may also be specialist equipment, such as coloured overlay, pencil grip or a writing slope. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each group for Maths may also be smaller to allow more focussed teaching of children with higher level needs. As a school, we adopt strategies shared by external professionals within the learning environment.

Expertise and Training:

Our school has a commitment to providing professional development for all staff in areas related to SEND. Both class teachers and support staff participate in up-to-date training. We work closely with outside agencies to develop our knowledge in-school, and often obtain advice and support from experts.

External Agencies:

In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with Brushwood to meet the needs of individual children.

These include:

- Specialist Teaching Service
- Child Protection Services
- Educational Psychology
- Child and Adolescent Mental Health Service
- School Nurse
- Community Paediatrics
- Social Care
- Family Support Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Mental Health Support Team
- Counsellors
- Pupil Referral Unit (PRU)
- County SEND team
- Young Carers

Any involvement in school from outside experts is closely timetabled to ensure children still have access to a broad and balanced curriculum.

Parents/carers involvement:

A close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets or outcomes are set and met effectively.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/ carers and the child will always be consulted with in regard to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action for the provision of their child.

Transition:

We have developed effective working relationships with our feeder infant schools and meet with them to discuss the needs of the children who will be making the transition from Year 2 to Year 3. In the summer term a specific meeting is arranged to discuss children with SEND. The SENDCo/head teacher of the infant school is also invited to attend annual reviews of the children who will be making the transition. If further transition opportunities are needed, an individual transition plan will be designed for pupils to meet their needs in conjunction with parents and feeder schools.

Similarly, with children who are leaving to transition to a new school or their secondary school, a full hand over of information including up-to-date records and evidence is given. All children with an EHC Plan will have a transfer review to ensure the placement in secondary school is best to meet their needs. Meetings are also arranged with the SENDco from the secondary school to ensure best practice is shared and that schools are fully informed about the child's needs. Additional transition days are also offered by a number of secondary schools. We seek further transition support from professionals, where appropriate, for any vulnerable year 6 pupils providing them with the knowledge and confidence they need to make that next step to secondary school.

For any further information from the Bucks Family Information Service and the Local Offer please follow the link - <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page>