



Special educational needs (SEN) information report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

<https://www.brookland-school.com/policies>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)

2. Which staff will support my child, and what training have they had?

At Brookland School, we are committed to ensuring that all staff possess the knowledge, skills and confidence to meet the diverse needs of our learners. Our training programme is underpinned by a therapeutic, trauma-informed approach which recognises the impact of adverse experiences, communication differences and individual learning needs on a young person's development and engagement.

All staff receive comprehensive training in therapeutic practice, including the principles of therapeutic classroom management and Therapeutic Crisis Intervention (TCI). This ensures that staff are equipped to build positive relationships, support emotional regulation, promote psychological safety and respond effectively to behaviours that may arise as a result of unmet needs, trauma or distress.

Training is not limited to whole-school programmes. We benefit from an on-site multidisciplinary clinical team, including Speech and Language Therapists (SaLT) and Occupational Therapists (OT), who work in close partnership with education staff. Through this collaborative approach, staff receive ongoing individualised guidance, coaching and bespoke training tailored to the specific needs of pupils and classes. This enables therapeutic strategies, communication approaches and sensory supports to be embedded consistently throughout the school day.

Our clinical and education teams work together to share expertise, plan interventions and monitor progress, ensuring that pupils receive a cohesive and integrated approach to support. This ongoing professional development model allows staff to continually enhance their practice and maintain a high level of expertise in meeting a wide range of special educational needs, including autism, speech, language and communication needs, sensory processing differences, social, emotional and mental health needs, and learning difficulties.

Through regular supervision, reflective practice and specialist training opportunities, we foster a culture of continuous learning and collaboration, ensuring that our staff remain responsive to the evolving needs of our students and are able to deliver high-quality, personalised support that enables every young person to achieve their potential.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Charlotte McLaughlin

They have five years of experience in this role. They are a qualified teacher.

They achieved the National Award for Special Educational Needs Co-ordination with Manchester Metropolitan University in 2024.

Charlotte is a highly experienced SEND and Inclusion professional dedicated to ensuring every learner receives the personalised support they need to thrive. With many years working across primary and secondary phases, Charlotte brings extensive knowledge of the SEND Code of Practice and a proven ability to design and implement individualised education plans, including leading on EHCP applications and annual reviews.

They are allocated ten hours a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO and Clinical Team to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of seven TAs and/or engagement mentors, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

Our teaching assistants and/or engagement mentors are trained to deliver interventions such as, reading, sensory diet and SEMH interventions.

In the last academic year, TAs have been trained in phonics, boxhall, non-verbal communication, communication aids, sensory circuits, TCI, de-escalation, self-harm, healthy boundaries, communication-friendly classrooms, managing allergies, epilepsy awareness, first aid, preventing bullying, safeguarding, county lines, preventing suicidal ideation, prevent, therapeutic model, DDP,

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with both internal and external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide two reports on your child's progress. One at Christmas and one at the end of the Summer Term.

Your child's class/form teacher will offer to meet you four times per year, at both our parent's evenings one before the end of the Christmas term and again before the end of the Summer term. In addition, you will be invited to discuss your child's progress after we send out reports. Teachers will set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis when needed

Our Accessibility policy can be found here: <https://www.brookland-school.com/policies>

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social Stories Sensory Intervention
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Word Mats Spelling Grids Reading Intervention
	Moderate learning difficulties	Processing time Core subject Intervention
Social, emotional and mental health	ADHD, ADD	Fidget Toys Movement Breaks
	Adverse childhood experiences and/or mental health issues	Clinical input from the therapy team. SEMH Intervention

These interventions are part of our contribution to Rochdale and Oldham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions every half term

- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review

14. How will the school support my child's mental health, and emotional and social development?

At Brookland School, we recognise that positive social, emotional and mental health (SEMH) is fundamental to pupils' wellbeing, engagement and success. We provide a graduated and nurturing approach to supporting SEMH needs through our dedicated Engagement Team, who offer targeted interventions, in-class support, attendance monitoring and personalised strategies to identify and address barriers to learning, participation and school engagement. For pupils requiring more specialised support, our Clinical Team develops bespoke therapeutic packages tailored to individual needs, working closely with families and education staff to promote emotional regulation, resilience and positive outcomes. We also work collaboratively with a range of external agencies and partners, including our local Police Schools Liaison/Designated Officer and the School Nursing Team, ensuring pupils and families can access specialist advice, guidance and intervention when required. Through this multi-disciplinary approach, we aim to create a safe, supportive and inclusive environment where every pupil feels valued, understood and able to thrive.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils in KS4 are encouraged to be part of the school peer mentor scheme
- We provide extra pastoral support for listening to the views of pupils with SEN by making pupil voice a core part of our offer
- We run weekly SEMH interventions for pupils who need extra support with social or emotional development

At Brookland school we take promote a strong anti bullying culture. We do this by, seeking to create an environment in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. We are serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Our school enables all members of the school community to understand what constitutes bullying, making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our Anti-bullying policy can be found here:

<https://www.brookland-school.com/policies>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Before joining us, each student receives a home visit from our Family Support Manager and our School's Engagement Lead. This allows us to get to know the child in a familiar setting and begin building a positive relationship with both the student and their family.

Families are invited to visit the school for a guided tour. This gives students a chance to explore their new surroundings, meet staff, and ask questions in a relaxed and welcoming atmosphere.

Students begin with half days, attending school in the afternoons only. This helps them ease into the routine and adjust to the new environment at a comfortable pace.

The following week, students attend in the mornings. This allows them to experience different parts of the school day and continue building familiarity.

If all goes well, students then begin attending full-time. By this point, they've had time to settle in, build relationships, and feel confident in their new school.

Our transition plan is flexible and tailored to each child's needs. We work closely with families to ensure every student feels safe, supported, and ready to thrive.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving to Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Leanne Matthews (Head Teacher and the designated teacher for children who are looked after and previously looked after children) will work with Charlotte McLaughlin, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

We are committed to ensuring the highest standards of care and communication for all members of our school community. If you have any concerns or complaints, we encourage you to reach out and share them with us so that we can address them promptly and effectively.

Our complaints process is transparent, fair, and designed to resolve issues in a constructive manner. You can contact the school directly or refer to our complaints procedure guide available on the website. Your feedback is valuable to us, and we are here to work together in making our school the best environment for students, staff, and families. A link to our complaint policy and procedure can be seen below:

[Complaints | Brookland School](#)

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

- [Our Rochdale | Kids Mediation](#)
- [Disagreement Resolution, Mediation and Appeals | Disagreement Resolution, Mediation and Appeals | Oldham Council](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer for Oldham and Rochdale. Oldham and Rochdale publish information about the local offer on their website:

[Our Rochdale | Welcome to the Rochdale Local Offer](#)

[Oldham SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Rochdale SENDIASS | Barnardo's SENDIASS](#)

[Oldham SENDIASS – POINT](#)

Local charities and organisations that offer information and support to families of children with SEN are:

Rochdale:

[Attached stay connected](#) Our vision is to provide top quality speech and language support to all children and families who need it in a prompt and convenient manner.

[Action together](#) we know people can make things happen as we see it everyday. Across Oldham, Rochdale and Tameside, there are thousands of people changing lives, improving neighbourhoods and contributing positively to our area.

[Barnardo's Rochdale service](#) works in partnership with Rochdale Borough Council to provide a range of borough wide services for children and young people.

[Beyond psychology](#) is a not-for-profit social enterprise, led and founded by chartered clinical psychologists, who use their expert knowledge, scientific research and experience to improve the mental health of children, their families and those that work with them. We have particular expertise in trauma and attachment.

[Carers Hub Rochdale](#) provides a single point of access supporting all carers in the Rochdale borough.

[Colourful minds](#) is a non profit organisation providing wellbeing and emotional support for parents and carers of families of all ages with [SEN](#) and/or disabilities.

[Essential Parent](#) are one of the world's leading online resources for expert-led, evidence-based parental advice.

[Family health link worker service](#) provides continuing holistic support to families of children with complex healthcare needs.

[Gaddum](#) is a part of the Thinking Ahead pathway in Heywood, Middleton and Rochdale. Getting Help provides holistic support to help clients overcome barriers in meeting health and social care needs which are impacting on their wellbeing and mental health.

[Home start Rochdale and Bury](#) offers practical and emotional support for any family with a child under the age of twelve years old.

[Parenting & family relationships programmes](#) give support, advice and guidance to parents and carers living in the borough.

[Rochdale Parent Carers Voice](#) are a group of volunteer parents and carers whose aim is to represent the interests of families and young people with additional needs and disabilities from birth to 25 years.

[Rochdale Sendiass](#) (special educational needs disability information advice support service) provides free, confidential and impartial information, advice and support.

[Rochdale Speech, Language and Communication toolkit](#) is a tool for parents and practitioners providing a range of services and strategies available to children pre-birth to 5 years old.

[SHINE parent support group](#) is a 5 week parenting group for parents/carers of children aged 5 and under whose children have social and communication needs.

[Support for Carers](#) make a vital contribution to society by giving their time and energy to care for a family member, friend or neighbour.

[While you are waiting for speech and language therapy](#) provides valuable resources and support for children in Rochdale who are awaiting Speech and Language Therapy services.

Oldham:

Oldham Parent Carer Forum is recognised by the Department for Education as the Parent/Carer forum for the borough of Oldham.

- [Oldham Parent Carer Forum](#) - POINT website

Point was established in 2010 by 4 parents and carers of children and young people with additional needs and disabilities. Their driving mission is to ensure that parents and carers of had access to meaningful information, advice and peer support, whilst enabling their voices to be heard to drive change and shape better services

- [POINT Oldham](#) - POINT website

Oldham SEND IASS services exists to help parents and carers of children and young people who have or may have special educational needs and/or disabilities; and children and young people themselves in matters relating to their education, health and care provision.

- [Oldham SENDIASS](#) - POINT website

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages