



## **Brighstone C of E Primary school**

### **Special Educational Needs and Disability Information Report**



**Date of Next Review – November 2026**

<p>Brighstone Church of England Aided Primary School New Road Brighstone, Isle of Wight PO30 4BB</p> <p>Email: <a href="mailto:office@brighstoneprimary.org.uk">office@brighstoneprimary.org.uk</a> Telephone: 01983 740285</p>	<p><b>Website Address</b></p> <p><a href="https://www.brighstoneprimary.org.uk">https://www.brighstoneprimary.org.uk</a></p>
<p><b>Type of EY Setting/school/College</b></p> <p>Mainstream Primary School with a specialist Resourced Provision, The Nest, for children with SLCN and/or Autism</p>	

#### **Admissions**

- Children with an Education, Health and Care Plan (EHCP) are placed through the Isle of Wight SEND Assessment and Review Team.
- Children without an EHCP follow the usual Isle of Wight school admissions process.

More details: [Isle of Wight Admissions and SEND](#)

## WHO ARE THE PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH THEIR LEARNING IN OUR SCHOOL?

	Summary of Responsibilities
Reception class teacher:  <b>Mrs Kirsti Cousins</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Keeping all pupils safe and well.</li> <li>• Making sure the classroom is accessible and children can learn and progress.</li> <li>• Planning activities and providing resources that meet children's needs.</li> <li>• Working with Learning Support Assistants (LSAs) to give the best support.</li> <li>• Understanding and meeting the needs of all children, including those with Special Educational Needs and Disabilities (SEND).</li> <li>• Tracking progress and sharing this with parents.</li> <li>• Working with parents/carers so children are happy, settled and ready to learn.</li> </ul>
Class teachers	They are responsible for: <ul style="list-style-type: none"> <li>• Keeping pupils safe and well.</li> <li>• Providing high-quality, inclusive teaching so every child can access learning.</li> <li>• Adapting work and tasks to meet different needs.</li> <li>• Understanding the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).</li> <li>• Working with the Special Educational Needs Coordinator (SENCo) to plan support.</li> <li>• Giving extra help or interventions when needed.</li> <li>• Working closely with Learning Support Assistants (LSAs) to achieve the best outcomes for children</li> <li>• Monitoring children's progress and feeding this into school tracking.</li> <li>• Working with the SENCo to review provision maps termly.</li> <li>• Making sure children with Special Educational Needs and Disabilities (SEND) receive the support set out in their plans.</li> <li>• Sharing progress with parents regularly.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing reports for Annual Reviews for children with an Education, Health and Care Plan (EHCP)</li> </ul>
Resourced Provision Manager – The Nest:  <b>Mrs Aram</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Leading the teaching and learning for up to 12 children, all with EHCPs.</li> <li>• Creating a safe, nurturing and communication-friendly environment.</li> <li>• Planning a child-led curriculum that builds on pupils’ strengths and interests.</li> <li>• Making sure each child’s EHCP outcomes and targets are met through personalised support.</li> <li>• Working closely with Learning Support Assistants (LSAs) to provide effective, consistent support.</li> <li>• Supporting gradual integration into mainstream classes where appropriate.</li> <li>• Monitoring progress, reviewing provision, and sharing this with parents.</li> <li>• Liaising with the SENCo, external specialists, and families to ensure joined-up support</li> </ul>
Special Educational Needs Co- ordinator (SENCo):  <b>Mrs Susan Boyd</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Leads and organises SEND provision across the school</li> <li>• Makes sure children with SEND get the support they need</li> <li>• Identifies and monitors pupils to ensure SEND needs are picked up early</li> <li>• Applies for Education, Health and Care Plans (EHCPs) and coordinates annual reviews</li> <li>• Supports teachers and LSAs to use effective strategies in class</li> <li>• Monitors the impact of interventions</li> <li>• Works closely with parents and keeps records of support</li> <li>• Liaises with outside agencies for specialist advice</li> <li>• Arranges SEND training for staff</li> </ul>
Family Liaison Officer (FLO), ELSA:  <b>Mrs Melissa Jones</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Promoting children’s wellbeing and supporting families.</li> <li>• Offering individual or small-group sessions to help with emotions, friendships, and confidence.</li> <li>• Linking with outside agencies to access extra support.</li> <li>• Advising staff on ways to support pupils with social, emotional or mental health needs</li> </ul>

Headteacher:  <b>Mrs Rebecca Lennon</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Ensuring the safety and wellbeing of all pupils.</li> <li>• Making sure the curriculum is engaging and accessible to all.</li> <li>• Monitoring the quality of teaching and learning.</li> <li>• Tracking the progress and achievement of all pupils.</li> </ul>
SEND Governor:  <b>Mrs Sarah Turvill</b>	She is responsible for: <ul style="list-style-type: none"> <li>• Meeting regularly with the Headteacher and SENCo to review SEND provision.</li> <li>• Checking that the school provides the right support for pupils with SEND.</li> </ul>

#### WHAT DIFFERENT TYPES OF SUPPORT ARE AVAILABLE FOR CHILDREN WITH SEND IN OUR SETTING?

Children at Brighstone, both in the mainstream school and The Nest, will receive support that is tailored to their individual needs. This may come from:

	What would this mean for your child?	Who can get this kind of support?
<b>High Quality Inclusive Teaching (HQIT)</b>	To include: <ul style="list-style-type: none"> <li>• Clear routines and structure – visual timetables, uncluttered spaces, clear expectations.</li> <li>• Adapted learning – tasks scaffolded or adjusted so all children can take part, with support matched to need.</li> <li>• Practical and visual strategies – use of visuals, word banks, dual coding (pictures and words), and concrete resources.</li> <li>• Support for independence – task planners, prompts and opportunities to build confidence.</li> <li>• Targeted teaching – small groups, “keep-up” sessions, and extra practice where needed.</li> <li>• Wellbeing support in class – praise for positive learning behaviours, sensory breaks, and calm spaces.</li> </ul>	All children

Support available for pupils with Special educational needs (SEND) or who we suspect may have SEND	<p>We follow the <b>Graduated Response</b>:</p> <ul style="list-style-type: none"> <li>• Assess – identifying needs through observation and assessment.</li> <li>• Plan – agree strategies and interventions with teachers, the SENCo and parents</li> <li>• Do – support put in place in class or small groups.</li> <li>• Review – progress checked termly and support adapted.</li> </ul> <p>Support may include:</p> <ul style="list-style-type: none"> <li>• Adapted classroom teaching (visuals, scaffolding, resources).</li> <li>• Interventions: speech and language programmes, reading and phonics support, precision teaching, Zones of Regulation, ELSA sessions.</li> <li>• Specialist input from external professionals such as the Educational Psychologist, Speech and Language Therapy, Occupational Therapy (OT), and Child and Adolescent Mental Health Services (CAMHS)</li> </ul>	Children who have been identified as having SEND or who are being monitored because they might have a SEND need
<b>SEND Support (K)</b>	<p>After completing a graduated cycle of planned support and reviewing its effectiveness, some children who are still experiencing difficulties will be placed on the SEND register (SEND support). An Individual Education Plan (IEP) will be written for each child placed on the SEND register by their class teacher in collaboration with the SENCo. The plan will note a student's strengths and barriers to learning as well as detailing particular strategies to use in the classroom that have been shown to support them. It will also record any interventions that they are to participate in. Individual Education Plans are reviewed on a termly basis by the class and SENCo and amended accordingly.</p>	Children with learning difficulties or disabilities who require special provision. It includes support for areas like communication and learning, social and emotional well-being, and physical or sensory needs.
<b>Education, Health and Care Plan (EHCP)</b>	<p>Some pupils who need extra support may have an Education, Health and Care Plan (EHCP). This plan explains a child's special educational needs and the support they require. The SENCo and class teacher regularly monitor the plan. Each year, an Annual Review is held to celebrate achievements, discuss progress, set new targets, and update the plan if needed. EHCPs are legally binding documents.</p>	Children identified as needing more support than is ordinarily available in the classroom.

<b>The Nest</b> Resourced Provision for children with Speech, Language and Communication Needs (SLCN) and/or autism	It will provide: <ul style="list-style-type: none"> <li>• Nurturing, communication-friendly environment.</li> <li>• Child-led curriculum based on interests.</li> <li>• Gradual integration into mainstream classes when appropriate.</li> <li>• Focus on confidence, relationships and independence</li> </ul>	Supports up to 12 pupils with SLCN and/or autism. Children will be placed in The Nest following the Annual Review Process.
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<b>How is extra support allocated to children and young people and how do they move between the different levels?</b>	<p>We carefully monitor and support all children in our school.</p> <p><b>Monitoring &amp; Support:</b> Staff record observations about children’s learning, behaviour, emotions, or other needs. This helps us spot patterns early.</p> <p><b>Assessment:</b> Children’s progress is checked regularly through assessments, quizzes, questioning and marking books. If a child is not making expected progress, the teacher provides extra support. We use the <b>Assess, Plan, Do, Review</b> cycle to find what works best.</p> <p><b>Pupil Progress Meetings:</b> Teachers, the SENCo and the headteacher meet regularly to review progress, especially for children who may need extra help. Strategies or interventions are put in place and monitored closely.</p> <p><b>SEN register and support:</b> If a child continues to need extra help after support in class, they may be placed on the SEND register following a graduated response cycle. This decision is always discussed with parents. Children receiving SEND support have an Individual Education Plan (IEP), which outlines their strengths, needs, targets, and the strategies to help them. IEPs are reviewed each term.</p> <p><b>Specialist Support:</b> Sometimes we ask specialists, such as Speech and Language Therapists, Educational Psychologists or Occupational Therapists, to give advice. This support is included in the child’s plan.</p> <p><b>Next Steps:</b> If a child still struggles significantly despite support, we may apply for an Education, Health and Care Plan (EHCP) needs assessment in consultation with parents.</p> <p><b>Children in the Nest, our Resourced Provision:</b> They will receive a high level of support, including:</p> <ul style="list-style-type: none"> <li>• A personalised learning plan, tailored to their individual needs and interests</li> <li>• A risk assessment for each child to ensure safety and wellbeing</li> </ul>
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	<ul style="list-style-type: none"> <li>• Increased staffing ratios to provide focused support</li> <li>• Support with care needs such as toileting and eating where required</li> <li>• Help with co-regulation and managing emotions</li> <li>• Adult support when spending time in mainstream classes, with the aim of building confidence and moving towards greater independence</li> <li>• Opportunities to develop communication and learning skills in a nurturing environment</li> </ul> <p><b>Moving Off SEND Support:</b> If a child no longer needs this level of support, they can be removed from the SEND register but will continue to be monitored.</p> <p>Our aim is to make sure every child receives the right support to succeed, while keeping them included in the full school curriculum.</p>
<b>How can I let the school know I am concerned about the progress of my child in school?</b>	<p>First point of contact: your child's class teacher – they are happy to discuss any concerns.</p> <p>Teachers can be reached via class email or by leaving a message with the office to arrange a call or meeting.</p> <p>If you still have concerns after speaking to the class teacher, you can contact our SENCo, Mrs Susan Boyd, to arrange a meeting about next steps.</p>
<b>What specialist services are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• <b>Specialist services from the Local Authority</b>, include the Speech and Language School Therapy team, the Early Years SEN Advisory Team, Neurodivergent Multidisciplinary Team, Regulation and Engagement Support Team</li> <li>• <b>NHS services</b>, including Occupational Therapy and the School Nursing Team.</li> <li>• <b>Educational Psychologists</b>, who provide advice and strategies</li> </ul>
<p>How is staff in the school supported to work with children &amp; young people with SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<p>Our SENCo, Mrs Susan Boyd (NASENCo), and our Family Liaison Officer, Mrs Melissa Jones, support staff and families with SEND.</p> <p>We want to make sure staff have the right skills and knowledge to support children with SEND.</p> <p>We work with specialists including the Schools Speech and Language Team, the Neurodiversity Multidisciplinary Team, the Virtual School, and Penny Crossley (Behaviour and Parenting Coach and Thrive Practitioner).</p> <p>Staff are trained in a wide range of evidence-based interventions, such as Read Write Inc., Word Aware, Precision Teaching, and Lego Therapy.</p> <p>Two staff members are ELSA trained (Emotional Literacy Support Assistants) and receive regular supervision from an Educational Psychologist.</p>

	<p>Staff in EYFS and other relevant roles are trained in Paediatric First Aid.</p> <p>Relevant staff have completed MAYBO training (positive handling) to help keep children safe.</p> <p>Relevant staff attend Resourced Provision Networks run by the Local Authority to share good practice and improve provision.</p> <p>Our SENCo attends termly network meetings and Local Authority training to stay up to date with SEND developments.</p> <p>Staff regularly share good practice in school.</p>
<p><b>How will activities/teaching be adapted for my child/young person with learning needs?</b></p>	<p><b>Class teachers</b> plan for all pupils by adapting tasks and providing scaffolds (e.g. visual prompts, concrete resources.)</p> <p>All learning journeys include appropriate challenge to help children make progress. A small number of targeted children have individual learning journeys linked to the learning in their class but based on their current developmental level.</p> <p>Teachers work with the SENCo to decide how best to support children with specific needs.</p> <p><b>Our specialist provision, The Nest</b>, provides a warm and supportive environment where learning is tailored to each child's needs and interests. The focus is on developing communication skills, nurturing individual strengths, and supporting life skills. Children are gradually supported to spend time in their mainstream class, helping them build friendships and feel fully included in school life. This transition is carefully planned around each child's needs and readiness.</p> <p>All progress is monitored closely by class and provision teachers, SENCo, and the senior leadership team.</p>
<p><b>How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</b></p>	<p><b>Open communication:</b> Class teachers are available to discuss your child's progress and offer advice on how you can help. You can arrange a meeting at a mutually convenient time if you have any questions or concerns.</p> <p><b>Children on the SEND register</b> with identified learning needs will have an Individual Education Plan (IEP), created collaboratively by the class teacher, SENCo, with input from parents following a meeting. These plans outline support at school and are reviewed termly to track progress and update plans.</p> <p><b>Children with Education Health and Care plans (EHCPs)</b> have annual reviews to celebrate achievements and plan next steps, with a formal report produced as part of the statutory process.</p> <p>We work closely with parents and carers to support learning at home. This includes:</p> <p><b>Homework and topic webs:</b> Tasks and activities are sent home each half term so you can extend your child's learning.</p> <p><b>Reading and spellings:</b> Children are encouraged to read daily and practice spellings, with guidance provided to help you support them. We hold Read Write Inc. (Phonics) information evenings for parents of children starting in Early Years, to explain the programme and how you can support your child's reading and writing at home.</p>



	Individual Education plans (IEPs) and Education Health and Care plans (EHCPs), include strategies and ideas for supporting learning at home.
<b>How will the school measure the progress of my child?</b>	<p>We carefully track children's progress in reading, writing, spelling, and maths throughout the year. Teachers use a combination of assessments, classwork, and observations to understand each child's learning needs.</p> <p>Children with additional needs may have smaller, personalised targets to show progress.</p> <p>Reading support is closely monitored using assessments such as Salford Reading or Read Write Inc.</p> <p>Every term, teachers meet with the SENCo to review progress and decide if extra support is needed. Additional support is provided if it helps your child catch up, maintain progress, or develop skills such as independence, social skills, or behaviour.</p>
<b>What is the pastoral, medical and social support available in the school? What support will there be for my child's overall wellbeing?</b>	<p>We are a caring school, and the wellbeing of all children is central to our vision. Staff monitor pupils' wellbeing daily, and any concerns are recorded on MyConcern, an online system overseen by our Designated Safeguarding Lead, Mrs Jones.</p> <p>The class team supports children's pastoral, social, and medical needs. All Learning Support Assistants (LSAs) are First Aid trained, and those working with Early Years children or those working in The Nest hold Paediatric First Aid training.</p> <p>Additional support includes:</p> <ul style="list-style-type: none"> <li>• Emotional support from an ELSA (Emotional Literacy Support Assistant)</li> <li>• Kind and supportive relationships with staff</li> <li>• Clear school rules and consistent boundaries</li> <li>• A Positive Behaviour Policy followed by all staff</li> <li>• Weekly celebration assemblies and awards such as the Bee-Behaviour award for kind choices and sports awards</li> </ul>
<b>What support is there for behaviour, avoiding exclusion and increasing attendance?</b>	<p>At Brighstone Primary School, we recognise that behaviour is communication. We aim to understand the reasons behind a child's behaviour and work with the child and their family to provide support.</p> <p>Support may include:</p> <ul style="list-style-type: none"> <li>• Individual Behaviour Support Plans</li> <li>• Positive Behaviour Policy guidance</li> <li>• 1:1 or small group intervention work</li> <li>• Early Help Assessments/Plans</li> <li>• Advice from an Educational Psychologist</li> </ul>

	<ul style="list-style-type: none"> <li>• Family Liaison Officer (FLO) support, including access to breakfast club</li> <li>• Bespoke pastoral support</li> <li>• Collaboration with outside agencies for additional guidance</li> <li>• Access to <b>The Den</b>, our nurture room, providing a calm space for children who feel overwhelmed</li> <li>• Sensory Room and a sensory circuit area within The Nest to help targeted children regulate their emotions and engage in calming, structured activities.</li> </ul>
<b>What approaches are used in Early Year's (EY) settings to manage behaviour?</b>	<p>In Early Years (EY), we support positive behaviour through:</p> <ul style="list-style-type: none"> <li>• Clear school rules and routines</li> <li>• Stop signals and visual cues/signs</li> <li>• Positive reinforcement for good choices</li> <li>• Regular circle time/PSHE lessons to discuss behaviour and learning</li> <li>• Modelling of social interactions by staff</li> </ul> <p>Other approaches include gentle reminders, consistent boundaries, and praise to encourage cooperation and kindness</p>
<b>What support does the school have for me as a parent of child with a SEND?</b>	<p>We have an open-door policy, so parents can arrange to speak with class teachers, the Family Liaison Officer (FLO) or the SENCo about any concerns.</p> <p>Access to school-based counselling or pastoral support for emotional wellbeing</p> <p>We provide carefully planned transition support for children starting in The Nest and for those beginning school, helping them settle in confidently and feel comfortable in their new environment.</p> <p>Where needed, we offer Early Help Assessments to access additional support, such as parenting programmes.</p> <p>We can also signpost families to services like the Youth Trust counselling, The Multidisciplinary Neurodiversity team or other helpful support networks.</p> <p>We run extra-curricular clubs to develop interests and confidence</p>
<b>How are young people with SEND currently involved in their education at your setting?</b>	<p>Children with SEND are routinely asked for their views on learning and support. They contribute to their one-page profile, which is kept in the class SEND folder for easy reference.</p> <p>Many children are also involved in the EARA (Equality and Rights Advocates) group and the school council, sharing ideas about how they would like to be supported.</p> <p>Curriculum monitoring by subject leaders includes gathering feedback from all children, including those with SEND, to find out what they enjoy about a subject and where they may need extra support</p>

	Children in The Nest have opportunities to make choices about their learning and activities, and staff use communication-friendly methods such as visual aids, symbols or classroom observations to help them express their views and preferences.
<b>How does the school manage the administration of medicines?</b>	<p>Medication can only be dispensed on completion of a permission form or Healthcare Plan, stating clearly the dosage/type of medication to be given.</p> <p>Medicines are kept securely in the school office or fridge (as appropriate). This is in line with the school's policy on administering medication. Please see the school's policy on administering medicines.</p> <p>All staff have had training from the Diabetic nursing team.</p> <p>All staff have had epilepsy awareness training during inset day.</p> <p>We seek advice from the school nurse regarding health issues.</p>
<b>How accessible is the school environment? (including after school clubs and school trips)</b>	<p>The school is committed to being accessible for all. We have a disabled toilet and shower room, and ramps are added where needed for wheelchair access. A member of the school office is available until at least 4pm each day.</p> <p>Trips and clubs are encouraged for all children. Risk assessments are carried out beforehand, and any access needs are discussed with parents to ensure every child can participate safely.</p>
<b>How will the school support my child/young person when they are leaving? OR moving to another year?</b>	<p>We recognise that transitions can be challenging for children with SEND and take steps to make them as smooth as possible.</p> <p>For children starting school, we offer home visits, visits to our on-site pre-school, and play afternoons in the spring and summer terms. Class teachers also visit pre-schools or nurseries to support each child.</p> <p>Children joining The Nest benefit from carefully planned transition support, helping them settle confidently into the new environment.</p> <p>For children moving between classes or schools, we share information with new teachers and SENCos, including provision maps, and ensure all records are passed on.</p> <p>For Year 6 children moving to secondary school, we run transition sessions, provide ELSA support for anxiety or social worries, and work closely with secondary schools. Additional visits are arranged as needed, and local youth groups such as SWAY offer lunchtime sessions to help children settle into secondary school. Our Family Liaison Officer (FLO) runs group support sessions to help children and families with transitions.</p>
<b>What are the arrangements for handling complaints from parents</b>	<p>We aim to resolve complaints quickly and effectively.</p> <ol style="list-style-type: none"> <li>1. Class teacher – Initially, the class teacher will listen to your concerns and seek to address them.</li> <li>2. SENCo or Senior Leadership Team – If unresolved, the SENCo or a member of the leadership team will get involved.</li> </ol>

<p><b>of children with SEND about the provision made at school?</b></p>	<p>3. Headteacher – If needed, the headteacher will actively review the matter.</p> <p>4. Governing Body – If still unresolved, you can put your complaint in writing to the Chair of Governors, who will follow the school’s formal complaints procedure.</p> <p>The school’s full Complaints Policy is available on the website.</p>
<p><b>Glossary of Terms</b></p>	<p><b>CAMHS</b> – Child and Adolescent Mental Health Services. NHS services that support children with emotional or mental health needs.</p> <p><b>EP</b> – Educational Psychologist.</p> <p><b>EHCP</b> – Education, Health and Care Plan. A legal document that describes a child’s needs and the support they must receive.</p> <p><b>Graduated Response</b> – A cycle of support used in schools: Assess – Plan – Do – Review to make sure children’s needs are understood and met.</p> <p><b>ELSA</b> – Emotional Literacy Support Assistant. Specially trained staff who help children with their emotions, friendships, and wellbeing.</p> <p><b>FLO</b> – Family Liaison Officer. Supports families, helps with worries, and connects parents with services.</p> <p><b>IEP</b> – Individual Education Plan.</p> <p><b>The Nest</b> – Our school’s resourced provision for children with speech, language and communication needs (SLCN) and/or autism.</p> <p><b>PSHE:</b> Personal, Social, Health and Economic education.</p> <p><b>Read Write Inc.</b> – Phonics programme used in school.</p> <p><b>SEND</b> – Special Educational Needs and Disabilities.</p> <p><b>SENCo</b> – Special Educational Needs Coordinator. The teacher responsible for overseeing SEND provision in school.</p> <p><b>SLCN</b> – Speech, Language and Communication Needs. Difficulties with understanding or using spoken language.</p> <p><b>OT</b> – Occupational Therapy. Helps children with skills needed for everyday life, such as movement, coordination and independence.</p> <p><b>Zones of Regulation</b> – A programme that helps children recognise and manage their emotions.</p>