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1. Introduction

Storyybrook is an independent specialist SEMH primary school which supports primary-aged pupils whose primary barrier to learning is Social, Emotional and Mental Health (SEMH). The school provides a trauma-informed, relational, structured environment for children who cannot access mainstream education. We work within a relational framework based on regulation, connection, repair and reflection. Storyybrook admits pupils from Year 1 to Year 6. Admissions are limited to Key Stages 1 and 2 (ages 5-11); pupils outside this age range cannot be considered for placement.

The school is located in Warfield, within the Bracknell Forest area. We aim to initially start with 27 pupils on roll with a view to increase this to a maximum of 36 in due course. Our school is a Rights Respecting community in which all members are valued and encouraged to take on responsibility. We believe every child is special and strive to fulfil each child's potential in all aspects of life

Storyybrook School is a relational, trauma-informed setting where behaviour is understood as communication. We create a safe, predictable and nurturing environment where all pupils are supported to thrive socially, emotionally and academically. Our key values are:

- Belonging
- Respect
- Resilience
- Inclusion
- Integrity
- Love

We believe that children should have access to a carefully planned and adapted, broad and balanced curriculum, and be encouraged to develop regulation and independence whilst striving for success. We want all of our pupils to gain both academic and life skills to motivate them to become life-long learners and good global citizens.

2. Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children/young people with special educational needs and disabilities?

Storyybrook is a specialist SEMH provision where the majority of pupils in attendance will have EHCPs. This means their SEND has been identified and they have statutory and/ or legal documents in place to ensure their needs and provision are being fully met. For those pupils without EHCPs, Individual Education Support Plans will be implemented and actioned, to ensure they have targeted support and intervention to meet their outcomes and make excellent progress from their starting points.

Storyybrook advocates the early identification of any Special Educational Need wherever possible, to ensure that children receive appropriate support promptly. For children not making





at least adequate progress through quality first teaching (QFT) within their specialist class, and/or are working significantly below age related expectations, the school provides targeted support for groups and individuals in order to secure progress for children and young people, thus enabling them to benefit from whole class teaching and promote social development. These interventions are measurable, time limited and regularly evaluated. For those children still not making adequate progress, personalised longer-term interventions will be put in place, often involving external agencies.

If you are concerned that your child may have further needs, in addition to those already identified, please contact the Deputy Headteacher and SENDCo, Mrs Rachel Tetchner, via the school office or email her at Deputy.storybrook@storyy.group.

In accordance with the 2015 SEND Code of Practice, our school uses a graduated approach to identify any children who may have a special educational need.

This approach incorporates the Assess, Plan, Do, Review (APDR) cycle:

Assess - assess the child's needs considering changes over time (from when EHCP or other professional reports were completed)

Plan - plan for relevant provision and set the outcome/s to be achieved.

Do - put the provision in place for a set period of time.

Review - review how and if the provision is making a difference

What should I do if I think my child has SEND?

If you feel your child attends Storybrook, they will have been identified as having SEND; the majority of children in attendance will have EHCPs.

3. Support for children with special educational needs

My child has SEND; will oversee and plan their education programme?

All pupils at Storybrook will have Individual Education Support Plans which will outline their areas of strength and need, the provision and support they require, and SMART targets for them to work on. These plans are created by Class Teachers with the support of the Deputy Headteacher and SENDCo, using information shared from parents/ carers, pupils, previous settings and professionals who have been involved in the pupil's support. An example of the professionals Storybrook may consult with are:

- Educational Psychologists
- Children and Adolescent Mental Health Services (CAMHS)
- Autism Service
- Speech and Language Team
- Occupational Therapy Team
- Support for Learning Services





- Behaviour Support Team
- Children's Social Care
- Sensory Consortium

Class Teachers remain responsible for working directly with these pupils each lesson, alongside allocated Class TAs and HLTAs. Pupils may also access some 1:1 or group intervention, should this be agreed with the school and supporting professionals, if necessary. Specialist staff from external agencies may also be called in to support pupils where the school require additional input.

How will I be informed / consulted about the ways in which my child is being supported?

As part of Storyybrook's admissions process, we will consider your child's suitability for the provision prior to responding to the consultation. Parents/ carers will be part of this process which will also take a multi-agency, collaborative approach to ensure that placement decisions are informed, safe, and in the best interests of the child.

Part of this process will involve liaising with parents/ carers, where the decision has been made to admit them to Storyybrook. At this time, we will discuss your child's EHCP, or related documentation, and discuss how their support and provision will look at the school.

Once pupils have started at Storyybrook, they will have an Individual Education Support Plan created, as outlined above, and this will be shared with the child and their parents/ carers; these plans outline support and will include information shared with us by parents/ carers, when transitioning their child to the school.

Parents/ carers will be formally notified if their child is identified as having any changes to their SEND or if other needs have been identified, alongside those already noted. The SENDCo will have a consultation with the child and their family to agree the interventions and support needed as well as the expected impact on progress and development. This meeting should also identify a clear review date.

Should you have any queries regarding your child's support and provision, once the initial plans have been put in place, their Class Teacher will be the first point of contact. They are best placed to inform you of how your child is being supported at school and their levels of progress; this may happen during planned, individual meetings, informal catch-ups, or at scheduled Parents' Evenings.

In addition to this, the Class Teacher and Deputy Headteacher and SENDCo will invite parents to discuss and review their child's support during termly Individual Education Support Plan meetings which take place termly.





Parents will also be informed of any planned observations, referrals or assessments of their child and their permission will be sought to do these, where appropriate. Any recommendations or reports will always be shared with parents via a phone call or meeting.

Should you require any additional information, you are welcome to contact the school office at any time to arrange a meeting with the Class Teacher (in the first instance) or Deputy Headteacher and SENDCo.

How will the school balance my child's need for support with developing their independence?

Whilst suitable intervention programmes and activities are provided by the Class Teachers, Deputy Headteacher and SENDCo, and any external professionals, to support the needs of the pupils at Storyybrook it is also important for children to develop independence in their learning; this is one of our key aims at the school. Therefore, all children will be given regular opportunities to work independently on tasks that are accessible personalised for them, so that they can access the full curriculum and undertake tasks without direct adult support, for at least some of their time at school. This is to build pupils' self-esteem and to avoid 'learned helplessness' which is when they are reluctant to try new tasks and challenges without adult direction.

In order to ensure children have every opportunity they need to succeed with these tasks, learning objectives and success criteria are carefully planned and tailored to their needs, and shared with the children and act as a prompt to learning. Children will also often be provided with scaffolds and resources to access the learning task. More information of the types of provision they will be offered in class can be found in our Special Educational Needs and Disability Policy.

Where a child does have a 1:1 or a higher level of adult support, there will also be opportunities within their day to do some independent learning. This will be carefully planned and resourced to ensure they have a high level of success when doing so.

It is important to note that as a specialist setting, we have a higher adult ratio and smaller class sizes, so your child will be supported accordingly.

How will the school match / differentiate the curriculum for my child's needs?

The quality of teaching at Storyybrook is fundamentally important to the achievement and life chances of each child. The school fully recognises their responsibility to provide good teaching for all pupils. It is particularly important that pupils who have the most difficulty with their learning are taught by good quality teachers.

Our teaching and learning at Storyybrook is appropriately scaffolded and adapted, to ensure that pupils have the best chance of success, and to ensure strong progress is made across all areas of their development. The curriculum has been designed in an integrated way, to promote excitement, engagement, ambition and progress for all. Quality first teaching at Storyybrook will consider adaptations for dysregulation, reducing cognitive load, offering relational





pedagogy, explicit scaffolding, and a high-structure, high-flexibility approach.

There is a real emphasis at our Storyybrook on excellent adaptive, flexible, quality first teaching which is then strengthened through additional support when necessary. All lessons are appropriately scaffolded and differentiated to meet children's varying needs. This differentiation and adaptation is achieved through various strategies including different levels of success criteria, visual aids and apparatus to aid understanding, adult support and alternative methods of recording, such as using technology and through photographs of the learning.

Our general approach to teaching adopts many of the recommended strategies suitable for children with SEND, as this is something all of the pupils accessing Storyybrook will have. Some examples of this can be:

- the use of visual timetables and first and then boards
- clear labelling of resources
- quiet, distraction-free areas within the classroom for children who may need it
- small class sizes (of approximately 9 pupils)
- higher staffing ratios (of approximately 1:3)
- an adapted, integrated curriculum, tailored to the needs of our pupils
- additional education on personal, social and emotional development
- daily regulation support
- a range of sensory resources/ diets/ access to spaces, where appropriate
- a secure, specialist environment with reduced sensory and cognitive overload
- a flexible approach to teaching styles, in line with what our pupils require

Each child is individual in their needs and whilst common approaches may work, we recognise that it may be necessary to adapt strategies to suit individuals which is something that will be discussed alongside the child and their parents, and will be written into their Individual Education Support Plans.

For those children who may need more individualised support, for example those who have Education Health Care Plans (EHCPs), which the majority of our children do, additional support will be put in place based on their specific professional recommendations and provision. Again, teachers plan carefully, adapting work, providing different resources and planning the most appropriate way to use support staff. Children have specific targets set each term and these are then reviewed with staff, parents and where possible, the child. Advice may be taken from external agencies such as the Speech and Language Therapist or the Educational Psychologist about how to assist progress to ensure each child has exactly what they need to thrive. We also recognise that over time, children mature and develop and thus modification of strategies is also necessary.

Our Deputy Headteacher and SENDCo works alongside staff to support with strategies and resources that could be implemented to meet the needs of their pupils. Training is provided to develop teachers' understanding and ability to support their pupils, particularly considering





SEMH needs and regulation, and this is ongoing throughout the academic year.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Storyybrook adopts a wide range of supportive strategies to meet the needs of each individual pupil. We work alongside a number of external educational specialists such as the Speech and Language Therapy Team, Autism Outreach Team, Occupation Therapy Team, Educational Psychologists, Behaviour Support Team and many more, to ensure we provide the highest level of support for our children to ensure they have access to the classroom.

The children in our setting will have had some professional involvement prior to joining us and this will be evidenced for most children, through their EHCPs. Any provision outlined in Section F will be implemented fully, in line with the professional recommendations outlined in their plans.

Should Storyybrook identify any further need for support, we will seek this in a timely manner from the appropriate professionals in order to ensure the pupil's needs are fully met. Parents/ carers will be involved in every step of this process.

What additional staffing does the school provide from its own budget for children with SEND?

Storyybrook is an independent specialist school which has been set up to specifically meet the needs of learners with SEMH and related needs. Therefore, we are fully resourced in all areas of the school, considering academic, sensory, regulation and communication resources, alongside others relevant to our pupil cohort.

The school receives a set amount of funding per pupil in attendance, and this is used to support the child's learning and development, ensuring all provision in their EHCPs is implemented consistently. Some pupils EHCPs may provide additional funding, where agreed and appropriate, for further provision and/ or resources.

Each class is allocated a Class Teacher, a Teaching Assistant and a Higher-Level Teaching Assistant; as a specialist setting, our ratios are 1:3.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one-to-one basis or in small groups?

At Storyybrook, we offer a range of interventions in order to ensure that all our pupils reach their potential and to address gaps in their learning, as outlined below. For children with more significant needs, the school also works closely with a number of outside agencies including Educational Psychology, Speech and Language (SALT), CAMHS, Autistic Spectrum Social





Communication Service (ASSC), Support for Learning (SFL), Behaviour Support Team (BST) and Occupational Therapy (OT) to find the most appropriate methods of support/ provision.

Intervention may start at a classroom level, but increase to small group or one-to-one support basing on individual or cohort needs.

Please see the table below with a list of possible interventions Storyybrook will offer.

Group interventions - in class	Some children may require additional support, on top of their quality first teaching offer within our specialist setting. This could be due to progress, attainment, regulation or otherwise. Storyybrook provide a number of in-class interventions for small group to support children in their learning. These are likely to take place during transitional parts of the day i.e., morning starters, to ensure children do not miss their lessons.
Individual interventions - in class	Some pupils may require some 1:1 support focusing on a specific target or development area, and this can be worked on in class. An example would be a child who displays difficulties with their fine motor skills working on a handwriting or Occupational Therapy (OT) task such as Dough Disco or threading. These activities/ interventions can be weaved into the general class routines and do not require the child to be out of class.
Group interventions - out of class	When assessing children’s needs and areas of development, the Deputy Headteacher and SENDCo and Class Teachers may identify a group of children with similar targets who could undertake interventions together. Some of these will involve a range of children from different year groups or could include children from the same class. Due to the nature of these interventions, with them often focusing on specific outcomes that may not link directly to the classroom learning at that time, these will take place in a quiet, distraction-free area around school.
Individual interventions - out of class	For some of our pupils, individual interventions will be essential and many of these take place outside of the classroom. The reason for this is so children have a quiet, distraction-free environment to work on their targets, and to give children the time and space to work through anything they may find challenging, with a familiar adult. This is particularly pertinent when considering SEMH and regulation needs and intervention, which are a big part of our school.
NB: Any interventions - whether in or out of class - will be documented on children’s Individual Education Support Plans. Any changes to these will be discussed with Class Teachers, pupils and parents/ carers.	





Intervention offers: This is subject to change	
Cognition and Learning	Pre-teaching Precision Teaching - Maths and English Colourful semantics Read, Write Inc phonics intervention
Sensory and physical	Sensory circuits Fine motor skills Guided handwriting Touch typing 1.1 Occupational Therapy
SEMH	Lego Therapy ELSA Drawing and Talking Therapy Social Skills (also supports with SLCN) Play therapy Canine Assisted Learning
Speech, language, communication	Speech and language (1.1/ small group) Communication and language Social Skills (also support with SEMH) Colourful semantics (also supports with cognition and learning)
EAL	1:1 EAL support Small group EAL Support

What resources and equipment does the school provide for children with SEND?

Storybrook provides staff with a wide variety of resources to support pupils' learning and development. These range from classroom-based, subject-specific resources, to the use of shared/ individual laptops and ipads. Staff are trained on how to use and implement these resources in their day-to-day teaching and support for our pupils.

Alongside this, we have a designated sensory room which pupils can access for regulation, occupational therapy input, and down time.

What special arrangements can be made for my child when taking examinations?

All of our pupils at Storybrook will have the necessary and individualised access arrangements they require to support them during assessment periods. This may be include additional time and/or adult support with the reading of questions and/or scribing; this would especially be the case for those children who experience fine motor difficulties. Arrangements will vary depending on the needs of the child and these will be sought by the Deputy Headteacher and SENDCo with the support of Class Teachers, and will be communicated with parents/ carers prior to any examinations taking place.





4. My child's progress

How will the school monitor my child's progress and how will I be involved in this?

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

At Storybrook, we work closely with staff, children and families to monitor and assess progress. This can be measured in a variety of different ways, depending on the child's needs. For example, if a pupil is struggling with their Social, Emotional, Mental Health (SEMH) we may complete a Boxall Profile for them. This will tell us the child's strengths and areas of difficulties in relation to their social and emotional skills (including regulating emotions and behaviour). Once a child has had this baseline, school staff will support them with a relevant intervention - in this instance it may be ELSA - and the areas of development will be worked on. At the end of the six-week cycle, the assessment will be completed again to measure progress. The staff carrying out interventions will work closely with class teachers and the Deputy Headteacher and SENDCo to assess this progress which will then be shared with pupils and parents, where appropriate.

All interventions and additional support will be monitored by the Deputy Headteacher and SENDCo who will provide support and feedback to staff working alongside our pupils. Records of interventions and progress will be kept so that all stakeholders have a clear picture of where each child is working, the progress they have made, and the next steps needed.

Please see below our guide to providing effective interventions:

10- steps for providing effective interventions at Storybrook
1. Deputy Headteacher and SENDCo to work with Teachers to identify children's needs and create groups for intervention support, considering SEND and other needs. Parents and children must be informed of additional support via child's Individual Education Support Plan or a note from Teachers.
2. Teaching Assistants to have a list of children for the intervention group and will meet with Deputy Headteacher and SENDCo and Teachers for an introduction to the children, considering strengths and difficulties (SDQs), and to make a plan for outcomes. Consider Individual Education Support Plan targets and try to link these as closely as possible with intervention support.
3. Deputy Headteacher and SENDCo and Teaching Assistants to discuss baseline assessment which will be: Reading/ maths assessment, SDQs, Boxall Profiles and others. These will be completed by Teaching Assistants during their first week of intervention.





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| <p>4. Once children have been assessed, their results will be shared with Teachers. The Deputy Headteacher and SENDCo, Teacher and TA then decide whether outcomes/ key foci should stay the same or be adapted based on the needs of the children. Teaching Assistants to then work with Deputy Headteacher and SENDCo to find appropriate resources linking to these.</p> |
| <p>5. Interventions to start. Every TA should make a note of the date of their intervention, the names of children (for SALT, OT and ELSA (and certain other interventions), there should be one sheet per child, for some other interventions it can be a group sheet), their objective for that session, and any notes from the session i.e. Child X struggled to grasp the concept of number bonds using the visuals provided so we used Numicon to help. They demonstrated a better understanding once they had concrete resources and met today's objective with support.</p> |
| <p>6. Deputy Headteacher and SENDCo and Teaching Assistants to meet regularly (every 2-4 weeks) to discuss how things are going/ issues/ successes/ adaptations needed.</p> |
| <p>7. Deputy Headteacher and SENDCo to drop in on sessions once each half term and check files once each half term to see how things are going and to provide constructive and supportive feedback to Teaching Assistants.</p> |
| <p>8. Deputy Headteacher and SENDCo, Teaching Assistants and Teachers (of children in the group) to meet once a term to discuss progress and next steps. If anyone has concerns or comments before this, a meeting can be arranged at any time to discuss children/ interventions.</p> |
| <p>9. Teachers will be reviewing SEND support plans each term with the child and parents to discuss interventions during this meeting. Please assess the child's progress against their target using evidence from the TA intervention notes/ termly discussion.</p> |
| <p>10. After a term, with interventions having been monitored on a 6 and 12 weekly basis, Teaching Assistants and Deputy Headteacher and SENDCo to meet to discuss groupings, outcomes, progress etc and start the cycle again.</p> |

Alongside this, all children's progress is formally reviewed three times a year through Pupil Progress meetings held by senior staff with class teachers' input and support. During these reviews all children not making at least adequate progress are identified and next steps or appropriate interventions are agreed. Between these formal meetings, concerns about a child's progress, attainment or wellbeing can be brought to the attention of senior staff by any adults working within school or by parents/carers.

In terms of reviewing pupils' progress, Individual Education Support Plan meetings will take place three times a year to review previous targets and set new ones - this meeting should involve the teacher, parents/ carers and the child; part of the review process is gaining the children's views on their progress and to make a note of what they feel helps them to succeed.

The Deputy Headteacher and SENDCo oversees all support and progress of pupils across the





school, alongside the Headteacher. They will work alongside the Class Teacher who will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. If there is a Teaching Assistant (TA) or Higher-Level Teaching Assistant (HLTA) working with your child either individually or as part of a group, they will liaise with the class teacher and Deputy Headteacher SENDCo to look at support, provision and targets, at least once a half term.

As noted, the majority of Storybrook pupils will have an EHCP; therefore, annual reviews will be held with the Deputy Headteacher and SENDCo, Class Teacher, parents/ carers and child, each year. This may also involve other professionals who have worked closely with the child, for example Educational Psychologists, Local Authority SEND Case Officers and/ or the Headteacher.

What arrangements does the school have for regular home to school contact?

Storybrook is passionate about working collaboratively with parents and strongly believe that the knowledge and understanding they can bring to discussions surrounding support for their child, is invaluable. We aim to ensure a close partnership between school, parent and child is developed as we know that a close positive working partnership is essential in producing the best possible outcomes for each child.

Parents of children joining the school are always invited to visit the school and meet relevant staff during the admissions process, as per the policy, and we feel these induction events are very beneficial for the children and families that attend. For those families that join us mid-year we will work closely with you to gain an understanding of your child and to outline the key information you will need to know regarding how the school is run; this will include staffing structures, points of contact and methods of communication.

Our school has an open-door policy and we aim to be available to support pupils and their families, wherever and however possible. The Senior Leadership Team and Class Teachers make themselves available to parents whenever possible, including during the mornings and after schools, and staff are flexible in arranging any meetings that may be helpful or necessary. Parents and school are able to communicate regularly via school Facebook pages and Twitter feed, and e-newsletters are sent weekly to our Storybrook families.

Throughout the year there are formal parent evenings in Autumn and Spring terms where all parents can discuss their child's progress with their teacher and look at their work, and a more informal Open Evening is offered in the Summer term. Between these dates, parents are able to make an appointment to speak with their child's teacher via the school office, or can liaise with school staff on the gates at the start and end of each day.

As noted above, all of our pupils at Storybrook will have Individual Education Support Plans with individual and specific targets. These targets will be reviewed termly and parents/ carers will be invited in to discuss these, alongside their child. Children are kept fully aware of their





targets and are asked for their views at review time where appropriate. If a child has more significant needs, these are likely to be reviewed more regularly, in agreement with parents. Storybrook aim to provide a variety of other strategies to maintain regular contact with home through home-school communication books, regular phone calls or behaviour report cards/ charts with notes on about the day. If you would like to learn more about this, please speak to your child's class teacher. Please note: this will only be agreed in exceptional circumstances to ensure staff workload is manageable.

For parents/ carers whose first language is not English, we aim to provide translators wherever possible. We endeavour to direct parents to appropriate services where they can find educational leaflets or information in a variety of languages. If necessary, we will translate messages and information within school. Our school website has a translation function.

As most children at Storybrook have EHCPs, parents/ carers will be required to attend Annual Reviews for them. The progress of children with an EHCP is formally revised at these meetings with all adults involved with the child's education, alongside the pupil themselves, where possible. All paperwork is collated and shared with parents and the Local Authority.

As noted, these meetings are usually held annually, as close to the date of the finalised EHCP or previous review meeting as possible. Information and paperwork are collated, including parent/ carer views, child views, examples of work, school records and reports, and any additional information from other professionals working with the child.

Documentation will be circulated to key stakeholders, including parents/ carers and the Local Authority, at least two weeks prior to the review date, in order for all parties to have a full understanding of the content.

Following the Annual Review, any information or communication discussed in the meeting will be recorded and final documentation collated to send to all stakeholders. The SEN Team at the Local Authority will then review this information and decide next steps.

Alongside this, Storybrook uses ClassDojo, to provide regular feedback and ensure regular communication with our families. This will be used as a supportive measure in the classroom, encouraging children to aim high, and it is a way for teachers to acknowledge children's successes. The way in which Class Dojo will be used is that pupils will earn points for different behaviours i.e. good listening, excellent effort, showing kindness etc, mostly linked to our school values. You child's Class Teacher will also send you a weekly message to update you on their week at school and may share some examples of their learning with you.

Whilst this is a useful tool to obtain updates on your child, we do ask that any concerns, complaints or questions are either communicated in person or via an email to the school office. This way, Class Teachers have a better opportunity to respond fully, in a timely manner.





For complaints, please refer to our Complaints Policy and/or Special Educational Needs and Inclusion Policy.

How can I help support my child's learning?

As mentioned, Storyybrook greatly value your opinions and experiences as a family and therefore want to work closely with you to ensure your child has the best possible chance to succeed. Therefore, we will always share children's individual targets with you, via their Individual Education Support Plans, and would be happy to provide resources or suggestions regarding how best to work on these at home.

If you would like some general recommendations of work or websites to use with your child, please contact their Class Teacher in the first instance; you will also find a range of signposting and links on our school website. Should you require some more specific advice or training, please arrange a meeting with the Deputy Headteacher and SENDCo who can work with you on this.

Alongside the individual support on offer, Storyybrook will also hold termly workshops and coffee mornings for parents/ carers, during which lots of resources and strategies will be shared.

Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The school is in close contact with many teams and professionals who offer training and support to parents. Information regarding contacts and events will be circulated to families via email, once received by the school. The Deputy Headteacher and SENDCo is also able to signpost you to relevant workshops that will help to support any specific areas of your child's progress and/or well-being and will do so whenever any relevant training or support comes up.

How will my child's views be sought about the help they are getting and the progress they are making?

We are passionate about ensuring pupils' views are sought as often as possible throughout their time at school. On a broader level, subject leaders and the Senior Leadership team hold 'pupil voice' meetings to gain the views of the children and use this to inform planning moving forward. In regards to pupils with SEND, children are invited to Individual Education Support Plan meetings where their provision and targets will be discussed. During the review meetings, pupils will be asked about what works well for them and what they would like to change and this informs their future support.

The Deputy Headteacher and SENDCo and the Headteacher will complete termly pupil voice questionnaires focusing on a variety of different aspects including, but not limited to:





- children's sense of belonging at Storyybrook
- curriculum
- safeguarding and safety (in an age-appropriate manner)
- resources
- support
- trips and visits

If your child has an Education and Health Care Plan, the annual review meeting provides opportunity for your child to complete a 'Pupil Voice' questionnaire.

What accredited and non accredited courses do you offer for young people with SEND?

This is not applicable within our primary setting.

How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Storyybrook has rigorous monitoring strategies to assess the progress and provision for all children. Each year, the school undertakes a SEND audit to assess our offer and to measure the impact of the support and provision we provide; this will be completed alongside our SEND governor. In the short term, the Deputy Headteacher and SENDCo works closely with the other senior leaders in the school, as well as class teachers and TAs, to review our provision and adapt this accordingly.

Parents and carers are asked for their views via the annual school questionnaire and during termly Individual Education Support Plan review meetings. If your child has an Education and Health Care Plan (EHCP), which the majority of our pupils do, you also have the opportunity to share your views prior to their annual review. At this time, your child is invited to share their 'pupil voice'.

Storyybrook will send out termly parent/ carer questionnaires to seek your feedback on our provision and offer, and will use this to inform planning moving forwards. We also encourage parents to attend coffee mornings where provision and support will be discussed, as feedback will be sought throughout these.

When reviewing our version 1 policies, we will invite parents and carers to join us to assess the intent, implementation and impact of these. Storyybrook value your views and experiences, and will always use these to help us create robust and practicable policies.

Should you have any questions about our SEND offer or how provision is arranged, please arrange a meeting with our Deputy Headteacher and SENDCo.





5. Support for my child's overall well-being

What support is available to promote the emotional and social development of children with SEND?

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Being an SEMH specialist primary school, one of Storybrook's key priorities is supporting pupils with their mental health and regulation. Our pupils will have SEMH as their primary need and this often impacts them with their behaviour, well-being and social interactions. Therefore, the school has created a robust integrated curriculum which focuses on personal development, positive mental health, and regulation, alongside other key National Curriculum areas.

Storybrook recognises the impact that a child's social and emotional needs have upon their learning and general development. The aim of our school is to ensure that every child feels safe, secure, happy and ready to learn and achieve their full potential. Children may need additional support for a range of reasons, for example because of family circumstances, with friendships, developing confidence or their behaviour. A range of strategies and interventions are available to ensure that children and their families are supported, such as:

- ELSA interventions on a 1:1 basis
- Social skills groups
- Behaviour support plans developed with children and families (other professionals may be involved, depending on need)
- Lego Therapy
- Canine Assisted Learning
- Sensory regulation activities

We are aware of the ongoing impact the Covid pandemic and the accompanying national lockdown has had on our pupils. We have taken steps to assess needs and respond swiftly where pupils are struggling, particularly for those who have high needs and were further impacted by this challenging time. Storybrook prioritises the mental health of our children in the aftermath of the pandemic, and considering individual needs and contexts.

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

- Storybrook uses the Zones of Regulation and 5-Point Scale, and explicitly teach the language of emotions so that pupils can recognise and identify any emotional distress at an early stage.
- Pupils are provided with a range of whole-school and leadership opportunities.
- Storybrook facilitate and encourage all of our pupils to join a range of extra-curricular clubs to promote teamwork/building friendships etc.





- Referrals to the Mental Health Support Team (MHST) team that is allocated to our school.
- We have a full and thorough SEMH policy specifically highlighting the provision in place for our pupils; please see the school website for further information.

6. Behaviour Support Plans (BSPs)

Storybrook is passionate about developing positive and trusting relationships with all stakeholders, especially between our pupils and staff. Our approach to behaviour revolves around these relationships and is pastoral and restorative in nature. We recognise that behaviour is almost always a means of communication and therefore we want to support children to communicate in the most effective ways, teaching them emotional regulation and resilience along the way. This is reflected in our Behaviour and Relationships Policy.

The school aims to create a climate where behaviour supports effective learning. There is a strong focus on developing respectful relationships between children, staff and parents.

As a school, we believe in always paying ‘First attention to best conduct,’ and we recognise and celebrate the strengths of our children. Throughout the school there is a strong emphasis on positive reinforcement of desired behaviours and rewards which are appropriate and motivating for our learners.

All of the children in our school will have additional social and emotional needs and a range of support is offered for this (please see the section of supporting children with SEMH and refer to our Special Educational Needs and Disability and Inclusion Policy). Some of these children may display some behaviour that tells us they need support and therefore we create behaviour support plans to help them.

Behaviour support plans (BSPs) are created for children who display specific emotional and social difficulties, beyond the general scope of what we offer as an SEMH setting. These work in a similar way to Individual Education Support Plans as they outline need and ways to support with this, they also have SMART targets for the children to work towards. BSPs are reviewed regularly, with a minimum review period of a half term; review timings may vary depending on child and need.

Please see the school’s behaviour policy for more information on BSPs.

What medical support is available in the school for children with SEND?

How does the school manage the administration of medicines?

Storybrook recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please refer to our Special Educational Needs and Disability and Inclusion Policy for further detail.





The majority of staff have a basic qualification in First Aid which is renewed every 3 years. There are a further 3 members of staff who have completed the Paediatric First Aid course. If your child has a Health Care Plan in place as a result of specific medical needs then the Deputy Headteacher and SENDCo will liaise with you, medical professionals and relevant school staff. We will ensure a clear plan is in place to support your child and that this is effectively communicated with all relevant staff.

In terms of medication for children, the school has a policy regarding the administration and managing these on the school site which is in line with the recommendations made by the Local Authority. This is because, although we are an independent setting, these recommendations ensure complete compliance.

How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

As per our admissions policy, found on our website, due to the high-level SEMH needs of the pupils we admit, Storybrook may not be able to accept pupils with complex and/ or profound medical needs, if they are unable to be effectively and safely supported in our setting. However, we will always aim to ensure we consider needs carefully so that pupils, despite their medical needs, will have the best opportunity to access education within our setting.

The school has a policy for Intimate Care which may be appropriate for children across the school. If your child requires help with toileting, please arrange a meeting with the Deputy Headteacher and SENDCo who will support with this, in its initial stages. Intimate care plans will be totally individualised for the child and should be reviewed regularly with parents/ carers.

If your child is experiencing difficulties such as bed-wetting, the school nurse may be able to support; this will be dependent on the Local Offer; should this service not be available, we will support you in seeking help through your GP. Please get in touch with the Deputy Headteacher and SENDCo who can arrange an appointment for you.

If your child needs support with eating or any other aspects of personal care, a meeting should be arranged with the Deputy Headteacher and SENDCo to see how staff can support and from this, a personal plan may be created for your child.

7. Specialist services and expertise available at or accessed by the school

What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?





What should I do if I think my child needs support from one of these services?

As noted above, the school can liaise with other professionals, where appropriate, to support our pupils. An example of the professionals Storyybrook may consult with are:

- Educational Psychologists
- Children and Adolescent Mental Health Services (CAMHS)
- Autism Service
- Speech and Language Team
- Occupational Therapy Team
- Support for Learning Services
- Behaviour Support Team
- Children's Social Care
- Sensory Consortium

Storyybrook works closely with many external agencies to discuss support and provision on a whole-school basis and also for individual pupils. The school also accesses, via referrals following parental consent, a wide range of services which includes all of the above, who can support individual pupils through recommendations and assessments. We seek input from any/all professionals who have previously supported your child, when issues or queries relating to them arise, and we ensure that they are updated on relevant information.

You should contact your child's class teacher in the first instance, who will then liaise with the school's Deputy Headteacher and SENDCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made, if this is relevant and appropriate.

How are speech and language therapy, occupational therapy and physiotherapy services provided?

The school work closely with these teams, discussing children on our caseload and the support and strategies required to help them. Referrals are made to these services once parent/ carer consent is given, as and when required. Once your child has reached the top of the waiting list, a therapist will contact the school Deputy Headteacher and SENDCo to arrange a visit. Parents will always receive a copy of any reports and recommendations.

We may seek input through these services via the Annual Review process, should we feel a pupil needs additional support.

What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

You should contact your child's class teacher in the first instance, who will then liaise with the





school's Deputy Headteacher and SENDCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made. It is important to note that Storybrook staff are well-trained and will be able to provide in-school support, following advice from the named services, wherever possible.

What arrangements does the school have for liaison with Children's Social Care services?

Storybrook is aware that children with SEND are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Storybrook, we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have.

We recognise that some pupils, particularly those with SEND, SEMH needs, or involvement with social care, may be more vulnerable. Therefore, we consider the safeguarding of all pupils, in everything we do. Part of this is identifying patterns in learning and social behaviour, emotional regulation, and school engagement, when supporting our pupils.

All safeguarding decisions are made in the best interests of the child.

Should school staff have any concerns regarding your child, following the school's Child Protection and Safeguarding policy, the school's safeguarding team will contact Children's Social Care services either via email, referral, or telephone as and when it is deemed necessary.

If your child has a Social Worker, the school will liaise with them regularly regarding progress, behaviour, engagement, concerns and other relevant information. The school will attend any Child in Need or Child Protection meetings, including Initial and Review Child Protection Conferences. It is important for Storybrook to engage fully with Children's Social Care, and your family, in the best interests of your child.

For further information, please refer to our full Child Protection and Safeguarding Policy.

8. Training of school staff in SEND

What SEND training is provided for teachers in your school?

What SEND training is provided for teaching assistants and other staff in your school?

Our Class Teachers, TAs and HLTAs have access to any training/qualifications that are required, depending on the needs of the group/class or individuals who they are working with. There is regular staff training in the production, implementation and review of EHCP Provision Maps, Individual Education Support Plans, quality first teaching and monitoring systems. The





Headteacher and Deputy Headteacher and SENDCo deliver regular training to all staff regarding SEND, SEMH, behaviour and relations, regulation and more. The Deputy Headteacher and SENDCo also attends Pupil Progress meetings and is a member of the Senior Leadership Team so works collaboratively with other leaders to ensure inclusion is considered at every level of discussion.

All class-based staff at Storyybrook have a good knowledge of supporting children with Additional Educational Needs, with some developing specialisms in certain areas (e.g. Speech and Language, ASD, SEMH) enabling them to support others and ensure that all children receive the most appropriate support. All staff at Storyybrook have thorough and ongoing training in supporting pupils' SEMH needs and any related co-morbidities. Staff also work closely with a wide range of specialist outside agencies to ensure that their knowledge is up to date.

A variety of training programmes have been undertaken by all staff and by certain individuals, appropriate to their role. For example, specific training from the Educational Psychologist on ASD; Speech and Language therapist on SALT programmes, or support from behaviour experts, in order to support individual children with ASD/ADHD. All staff are trained in positive handling to support our pupils at times of dysregulation; please refer to our Reasonable Force and other Restrictive Interventions Policy for further detail.

For any new or changing interventions, staff are offered training from either the Inclusion Lead/ SENDCo or external parties, such as those mentioned above. Many of our TA team have completed specific qualifications such as NVQ 2 or 3 Teaching Assistant, Attachment training and SALT training.

Storyybrook ensures that all staff are kept up to date with new initiatives and their skills are continually developed through a programme of Continuing Professional Development.

Do teachers have any specific qualifications in SEND?

The Deputy Headteacher and SENDCo attends regular training and meetings in order to keep up to date with local and national updates in SEND, and is a member of NASEN (National Association for SEN), alongside the Headteacher, Mrs Rachel Burbridge; both members of SLT are qualified and experienced in supporting pupils with SEND and those who have EHCPs.

The Headteacher is also a qualified Senior Mental Health Lead.

Do teaching assistants have any specific qualifications in SEND?

Many of our TA and HLTAs have had/ will have training in a specific area of SEND for example we have a trained ELSA TA and SALT TA. We are continuing to develop training and support for TAs and are committed to ensuring they can deliver the highest quality interventions.

This training will be ongoing and dependent on the needs of our cohort.





9. Activities outside the classroom including school trips

How do you ensure children with SEND can be included in out of school activities and trips?

Storybrook offers a range of trips, visits and extra-curricular clubs. All children are actively encouraged to participate and all reasonable adaptations will be made to ensure that children with Additional/ Special Educational Needs can fully partake and benefit from these experiences. Children who are entitled to Pupil Premium are offered extra-curricular clubs at a reduced rate.

All pupils are included in every aspect of the engaging and integrated curriculum, and staff will provide the planning and preparation to ensure that every child has the opportunity to partake in every trip and event we offer. In order to do this, risk assessments are carried out prior to off-site activities and staff leading these will do a recce prior to the event. For any child with significant needs, an individual risk assessment will be completed and shared with parents and school staff. If you are concerned about any school events or clubs in relation to SEND and accessibility, please get in touch with the trip leader (usually the Class Teacher) or Deputy Headteacher and SENDCo to discuss; from this, we will ensure all adequate adjustments are made and provision is in place to meet the needs of the child.

How do you involve parents / carers in planning the support required for their child to access activities and trips?

Parents/ carers will always be informed about trips and activities in advance and any arrangements or additional adjustments/ provision will be discussed. We would encourage parents/ carers to discuss any concerns or questions they have regarding these events with the Class Teacher at their earliest possible convenience. Storybrook may offer the opportunity for parents/ carers to attend trips, where necessary and/ or appropriate; all pupils will have access to these activities and will not be penalised if their parent/ carer is unable to join.

10. Accessibility of the school environment

How accessible is the building for children with mobility difficulties / wheelchair users?

At Storybrook, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use





the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

Therefore:

- all classrooms on the ground floor are accessible to children with a physical disability via ramps
- we ensure that equipment used is accessible to all children
- all extra-curricular activities are accessible to all children including those with medical needs, should they be admitted to the school
- the school site has ramps for accessibility to enter the building and is level across classroom door thresholds
- the school provides one disabled toilet for wheelchair access.

At Storybrook, all areas of the school are able to be accessed via wheelchair. The school also has one disabled toilet and one disabled parking space (with a number of other car parking spaces easily accessible to all). Our school are continually investing in new equipment in order to meet the needs of our pupils with additional needs such as wobble cushions, writing slopes, coloured overlays and laptops. We always work with parents to enable every child to have full access to all areas of school life by making all reasonable adaptations as necessary.

For more information, please refer to our Equality and Accessibility Policy on our school website.

Have adaptations / improvements been made to the auditory and visual environment?

There is access to the appropriate educational resources/seating positions for both visually and hearing-impaired pupils, and for staff at Fox Hill School. In addition to this, the Inclusion Lead/ SENDCo provides staff with training, support and resources to appropriately adapt the environment to meet the needs of individual pupils.

Are there accessible changing and toilet facilities?

Yes, Storybrook have accessible changing and toilet facilities in our main school building. Please ask a member of the office team or any other member of staff should you wish to use these.

How do you ensure that all the school's facilities can be accessed by children with SEND?

Staff work hard to ensure that all pupils have access to every resource we have on offer. The building and all relevant facilities are accessible for all children, as shown in the school's Single Equality Policy which is reviewed annually (or before if necessary).

How does the school communicate with parents / carers who have a disability?





Should any parents/ carers have a disability, Storyybrook will ensure we work alongside them to develop effective means of communication in line with their preferred choice. We will work hard to make sure needs are accommodated as much as possible and on an individual basis. If required, the school utilises services available for converting written information to alternative formats.

Our staff are happy to follow-up in writing wherever helpful or arrange in-person meetings to discuss any concerns or questions surrounding written reports/ other issues. We are also happy for parents to bring a supportive friend or family member to meetings should they wish.

How does the school communicate with parents / carers whose first language is not English?

Storyybrook staff are always happy to help parents translate documents or key information, wherever possible. We encourage parents to bring an advocate (trusted representative) who is able to offer translation services to any meetings, should this help in the relaying of key information. If required, we can request support from an external translator; please inform the school if this is something you would like.

11. Preparing my child to join the school or to transfer to a new school/ transitions

What preparation will there be for both the school and my child before they joins the school?

How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Transition planning ensures that pupils joining Storyybrook experience a **safe, supported, and well-structured introduction** to the school; this is particularly important for pupils with SEND and SEMH needs. Transitions are designed to reduce anxiety, build trust, and establish predictable routines from the outset. The process is tailored to each child's needs and informed by the information gathered during the admissions process.

Transitions are guided by the following principles:

- **Predictability** - providing clear routines, expectations, and structure
- **Relational safety** - ensuring the child builds trust with key adults
- **Gradual exposure** - allowing the child to experience the environment in manageable steps
- **Consistency** - maintaining stable staffing and communication
- **Collaboration** - working closely with families, professionals, and previous settings

These principles help pupils feel secure and ready to engage with learning.

Depending on the child's needs, transition planning may involve:

- a **pre-admission visit** for the child and family





- a **tour of the school** with opportunities to meet key staff
- a **transition booklet** with photos and simple explanations
- **short, supported visits** to the classroom
- a **phased start**, gradually increasing time in school
- meetings with previous settings to share strategies and insights
- a **key adult introduction**, ensuring relational continuity
- opportunities for the child to explore the environment at their own pace

These activities are adapted to ensure the child feels safe and supported.

A placement may not proceed if:

- The child is unable to safely access the site even with a phased transition
- The level of dysregulation during visits indicates **significant risk**
- The child cannot tolerate shared spaces or proximity to peers
- The transition process reveals needs beyond the school's capacity
- Multi-agency professionals advise that the environment is unsuitable

In such cases, the school will work with the Local Authority to identify a more appropriate provision.

In addition to this initial transition, Storybrook is very aware of the impact other transitions can have on some children and therefore we always ensure we have a robust transition plan in place. We organise transition meetings in the last half term of the summer term for all children and for those who require further support with transition, and additional opportunities are organised to meet the new teacher, TAs and to spend time in the new learning environment. We also provide all pupils with a transition booklet which has key information about their new class. This is given to them at the end of the academic year to look over during the summer before returning back to their new class.

Transition meetings are held internally between school staff in order to ensure that information and advice is passed on to your child's new teacher. The Headteacher and/ or Deputy Headteacher and SENDCo will aim to attend these handover meetings.

How will my child be prepared to move on to their next school?

Storybrook works closely with all local secondary schools in order to ensure a smooth transition for our Year 6 pupils. Senior staff from each school meet in the first half of the Summer Term (or Spring Term where necessary) and identify children who are likely to require support beyond the universal transition visits. In conjunction with this, we arrange for visits to the secondary school and also invite the secondary school in to see the children with us. We aim to facilitate additional visits to our feeder schools and staff will support children with these, wherever possible.





For all of our Year 6 pupils, we will provide a personalised transition plan which could include participating in a transition group based at the school, extra visits to the secondary school, visits from secondary school staff, transition books and photographs of the new environment and key staff. The most vulnerable children may be allocated additional 1:1 adult intervention to support them during this period, including visiting them at their new school during the Autumn term.

Should you have any concerns about transitions, please do speak to your child's Class Teacher who can then work with the Deputy Headteacher and SENDCo to put a plan in place.

Please refer to the school's admissions policy for further detail on transitions to or from Storybrook.

How will you support a new school to prepare for my child?

What information will be provided to my child's new school?

If your child is transferring to another school before the expected transition period, then we ensure that all information is passed on and the Deputy Headteacher and SENDCo will liaise with the new school to ensure that this has been received. The SLT will ensure that the Local Authority for your child has all relevant information and that this is shared with key stakeholders. This may include: Behaviour Support Plans, Individual Education Support Plans, EHCPs, Annual Review documents, professionals' reports or letters, and any information about assessment and progress from school staff. These will all be sent via the CTF.

We invite staff from new schools to come in and visit/ observe children in our setting as this is a familiar environment.

As well as this, we aim to always do a handover meeting in person or via Teams/ a phone call, to give your child's new school a detailed and accurate picture of their strengths, needs and provision. We are happy for parents to join for these meetings and will inform them of any plans in advance, wherever possible.

Please note: all safeguarding information will also be passed on to your child's new school; this will be done with complete confidentiality.

How will the school prepare my child for the transition to further education or employment?

This is not applicable in our primary setting. However, we always aim to ensure our pupils work on developing resilience and independence to best prepare them for their next stages of education and their longer-term future plans.





12. Who can I contact to discuss my child?

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's Class Teacher should always be your first point of contact as they know your child best and this stepped process is in line with the Code of Practice's 'Graduated Approach.' Following this, the school's Deputy Headteacher and SENDCo should be contacted via the school office to arrange a meeting.

Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The leadership team is available to discuss any concerns you have or support you may require. If it is agreed that a support worker might benefit your family, a referral can be made to the Local Authority Early Help Hub.

What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The Deputy Headteacher and SENDCo is available to signpost you to relevant support networks and/or agencies. You will also find useful information and links on our school website.

What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents are encouraged to speak to the Class Teacher in the first instance should an issue arise, following this parents should contact the Deputy Headteacher and SENDCo or another member of the Senior Leadership team i.e., the Headteacher.

General feedback is invited via our termly parent questionnaire and through any additional questionnaires sent out by the Headteacher.

Parents can email the school office if they wish to compliment a general element of the school. The school has a Complaints Procedure Policy which can be found on the school's website.

