

SEND information report (Updated Sep 2016)

At Brougham Primary School we have a graduated approach to SEND (Special Educational Need and Disability), ensuring early identification of needs and a continuum of support for children in order to enable them to make progress.

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Authority Local Offer?

- The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Hartlepool Local Offer can be accessed at:

https://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

Within this report you will find out key information such as:

- Our schools admission arrangements for pupils with SEN or disabilities
- The steps we have taken to prevent pupils with SEN being treated less favourably than other pupils
- Details of our schools access facilities for pupils with SEN

How will the school prepare for my child to join the school and move on to a new school?

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need.

When starting Early Years a home and/or pre-school placement visit will be arranged. If appropriate additional visits can be made and resources such as photobooks provided.

Prior to your child starting school, the SENCO will also meet with parents and liaise with current external professional involvement such as Educational Psychologists, Paediatricians, Health Visitors, GPs, Occupational Therapy etc, to ensure that the school have a thorough understanding of the child's needs prior to them starting school. This will allow all the required preparations to be made such as access arrangements, additional support or training for staff to be organised and completed so that the child's transition into school is effective.

When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Thorough transition meetings are completed between the previous class teacher and SENCO to ensure that everything is in place for the pupil when they move classrooms. This may involve environment audits by the SENCO or external professionals such as Visual Impairment experts etc.

When transferring to secondary school, our SENCO will meet with Secondary SENCOs to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups.

How Accessible is the school?

Our school is all on one level with accessible facilities for wheelchair users, including three disabled toilets. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential visits. The school is fully compliant with DDA (Disability Discrimination Act) requirements.

What steps will be made to prevent pupils with SEN being treated less favourably than other pupils?

At Brougham Primary School we are committed to equality as such we believe that every pupil should fulfil their potential no matter what his or her background or personal circumstances. We are committed to anti-discriminatory practice and promote equality of opportunity and valuing diversity for all children and families.

Our Aims:

- Provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

What kinds of special educational needs might the children at Brougham Primary School have?

Special educational needs and provision can be considered as falling under four broad areas as identified in The Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.
- Planning, monitoring and reviewing additional provisions that children with SEN(D) may access.

The Special Educational Needs and Disability Coordinator: Mrs S Greenan

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
 - Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Teacher: Mrs J Thomas

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND. The SEN Governor: Fr G Buttery Responsible for:
- Making sure that the necessary support is given for all children with SEND who attend the school.

How are children with Special Educational Needs identified and assessed? At Brougham Primary School

Children are identified as having SEN(D) through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the inclusion Leader where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENCO.
- The school SEN Governor can also be contacted for support

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

<p>Policies for identifying children and young people with SEND and assessing their needs</p>	<p>School has a single equality scheme Special Educational Needs and disabilities policy Accessibility Plan</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.</p> <p>The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>Personal progress targets IEPs will be reviewed with your involvement every term.</p> <p>Homework will be adjusted as needed to your child's individual requirements.</p> <p>A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.</p>
<p>Arrangements for assessing and reviewing children and young people progress towards outcomes, including opportunities to work with young people and parents</p>	<p>Your child's progress will be continually monitored by his/her class teacher.</p> <p>His/her progress will be reviewed formally with the Head teacher and SENCo every term in reading, writing and numeracy.</p> <p>If your child is in Year One or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).</p> <p>At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.</p> <p>Where necessary, children will have an IEP based on curriculum levels or PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.</p> <p>The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</p> <p>Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</p>

Arrangements for supporting children and young people in moving between phases of education.

We recognise that transitions can be difficult for a child with SEN(D), and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school: The Foundation Stage Leader / class teacher will visit other providers when appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school: We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6: The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. Where children have a one plan, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

The approach to teaching children and young people with SEND

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand.

That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.

That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

Run in the classroom or a group room.

Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from a variety of outside agencies.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support .

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>The school is fully compliant with DDA (Disability Discrimination Act) requirements. There are two disabled toilets, shower area and changing facilities. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEN. Extra-curricular activities are accessible for children with SEN.</p>
<p>The expertise and training of staff to support children with SEND and how expertise will be secured</p>	<p>The SENCo's job is to support the class teacher in planning for children with SEN.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as dyslexia and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service.</p>
<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<p>We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluation. This includes looking at:</p> <ol style="list-style-type: none"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and Management 4. Quality of Teaching <p>Governors are involved in this process and receive regular reports through The School Improvement Committee. SENCo meets with SEN governor once per term. Any interventions such as emotional literacy support and additional funding such as pupil premium are identified and tracked to ensure the impact is effective.</p>
<p>How children with SEN are able to engage in activities available with children in the school who do not have SEN</p>	<p>We do not provide any activities for children that could not be accessed through adaptations for SEN children.</p>
<p>Support for improving emotional and social development including pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying.</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiousness, and being uncommunicative.</p> <p>All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer</p> <p>All teaching assistants are trained mentors and this is coordinated by a member of the leadership team. We have a trained drawing and talking counselor. School buys back 2 ½ days per week from Place 2 Be a nationally recognised social and emotional wellbeing program.</p> <p>If your child still needs extra support, with your permission the SENCo will access further support through the appropriate process.</p>

How we involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children’s SEN and supporting their families.

School provision

Teachers responsible for teaching SEN groups/individuals on a part-time basis.
Teaching Assistants and HLTAs mainly working in the Group Rooms with either individual children or small groups.
ICT support in the form of writing and maths programmes and Nessy, a phonic reading programme, is delivered by teaching assistants during specified ICT lessons and small group or individual sessions, according to need.
Teaching Assistants or HLTAs offering support for children with emotional and social development through our Nurture Group

Local Authority Provision delivered in school

Autism Outreach Service
Educational Psychology Service
Sensory Service for children with visual or hearing needs
Parent Partnership Service
SALT (Speech and Language Therapy)

Health Provision delivered in school

Additional Speech and Language Therapy input to provide a higher level of service to the school
School Nurse
Occupational Therapy
Physiotherapy
CAMHs

Arrangements for handling complaints from parents of children with SEN about school provision

Complaints for parents of children with SEN follow the same procedures as all complaints and are outlined in our complaints policy.

Progress made by SEND children in Reading, Writing and Maths.

Summer 2016

<u>Reception PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	5.2	5.4
<u>Writing</u>	5.6	5.8
<u>Maths</u>	6.1	6.7

<u>Year 1 PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	2.0	1.9
<u>Writing</u>	2.1	2.1
<u>Maths</u>	1.5	1.2

<u>Year 2 PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	5.5	5.0
<u>Writing*</u>	6.1	4.75
<u>Maths</u>	5.6	5.0

<u>Year 2 SCALED SCORE AV</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	94.6	94
<u>Writing</u>	-	-
<u>Maths</u>	95.2	90

Children with SEN(D) achieve a higher combined score than others Nationally.

<u>Year 3 PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	5.9	6.0
<u>Writing</u>	4.9	4.8
<u>Maths</u>	4.7	5.0

<u>Year 4 PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	5.5	4.8
<u>Writing</u>	3.9	3.6
<u>Maths</u>	4.9	5.0

<u>Year 5 PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading*</u>	5.4	4.1
<u>Writing*</u>	6.6	4.6
<u>Maths</u>	6.3	6.0

<u>Year 6 TESTS PROGRESS</u>	<u>ALL</u>	<u>SEND</u>
<u>Reading</u>	-0.1	1.6
<u>Writing*</u>	4.7	1.5
<u>Maths</u>	3.0	6.3

<u>Year 6 SCALED SCORE AV</u>	<u>ALL SCHOOL</u>	<u>ALL NATIONAL</u>	<u>SEND SCHOOL</u>	<u>SEND NATIONAL</u>
<u>Reading</u>	100.4	104	97.5	96
<u>Writing</u>	-	-	-	-
<u>Maths</u>	104	104	103.3	97
<u>GPS</u>	106.2	105	100.3	97

