

Brambleside Primary School
SEN Report
September 2020

SEN PROFILE

SEN Support pupils: 44
EHCP Pupils: 6

Provision Mapping

At Brambleside Primary School, provision for children is organised on three levels and the expenditure of these activities are recorded each term. The impact of intervention is measured in terms of a child's social, emotional and cognitive development and their general sense of well-being and engagement.

Waves of Intervention Model



Wave 1: Well-differentiated, quality first teaching

All learners will have access to quality first teaching, which is high levels of differentiated activities planned by the teacher. This makes teaching and learning accessible to pupils learning at different rates.

Wave 2: Additional interventions as part of classroom practice

Children who are not making progress in different areas of the curriculum, will receive time-limited interventions which are planned and evaluated by the class teacher/SENDCO (e.g. extra maths intervention support). The effectiveness of these interventions will be reviewed on a termly basis.

Wave 3: Targeted Provision in addition to normal classroom practice

Children for whom wave 2 interventions have not had a significant impact on their progress may require Wave 3 interventions. This level of support is focused on specific areas that each pupil needs. It may be small group support, or if needed 1 to 1 working arrangements. Examples include interventions recommended by specialists such as Occupational Therapy, Speech and Language or the use of specific dyslexia interventions. Children receiving wave 3 interventions will have their progress reviewed on a termly basis by their class teacher and the SENDCo.

Aims of our Provision

These are our aims to secure the continuous progress of children with special educational needs:

- For children's needs to be identified and met as early as possible.
- For SEN children to overcome barriers to learning and increase their academic attainment.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure that the provision in school supports the needs of the children and targets the needs of the children from the data that is provided.
- To close the achievement gap for SEN and vulnerable groups through interventions provided by the SENDCo, SLT, class teachers and TAs.
- To develop the speech and language skills of all children (particularly early on in FS) to improve phonic, reading and writing skills.

The kinds of special educational needs which are provided for at Brambleside Primary School

The four broad 'areas of need' are defined as:

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

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- ADD/ADHD
- Well-being - Social, emotional and behavioural needs

Brambleside Primary School's policy for the identification and assessment of pupils with special educational needs

At Brambleside Primary School, we believe that children's needs should be identified and met as early as possible through:

- Working closely together to ensure that the needs of all children are met in a range of different ways.
- The analysis and tracking of data including entry profiles, Foundation Stage Profile scores, reading ages, Insight data (this will be analysed termly and presented in the classroom-based assessment and monitoring arrangements (cycle of planning, action and review)).
- Observations by the class teacher, SENDCO and SLT enable the best provision to be provided for a child.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Maintaining a provision map for pupils. This provision map is updated termly by the SENDCO as a result of review meetings, discussions with class teachers and analysis of data.
- Involving an external agency to carry out assessments as needed and feeding this information into a child's IEP or using this information to make an application for higher needs funding.
- Close liaison between home and school is paramount for the child's development.
- Regular meetings and discussions with parents to ensure that the child's needs are being met and that the child is making progress using the advice given.

Brambleside Primary School's policies for making provision for pupils with Special Educational Needs and assessing their needs

Annual reviews are held yearly for children with a statement or an Education Health Care plan. The parents, children and staff review the progress made by the children and identify next steps for the year ahead. Children are assessed 3 times over the year, looking at their academic achievement. This is analysed by the SENDCO and targets are changed accordingly. Monitoring of all children's well-being is ongoing and is specifically tracked and reviewed 3 times per year. Intervention notes and daily class records and observations ensure that the children are being supported as necessary within the class.

Targets are reviewed at least 3 times a year and targets are changed as needed. The targets are monitored and adapted using the Assess/Plan/Do/Review cycle.

Higher Needs Funding and Education, Health and Care Plans

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional Higher Needs Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or have contributed to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP). Our school will comply with all local arrangements and procedures when applying for Higher Needs Block Funding or an Education Health Care Plan.

How do we know when a pupil has learning difficulties or special educational needs?

- Some children start school with a diagnosis or with specialist support.
- Some children will be identified by school staff and referred for specialist support.
- Some children's needs will be identified through monitoring of progress and day to day observation by the class teacher, TA or SENDCO. These children may have needs which can be met through differentiated teaching or small group intervention in school. Continuous Observations by the class teacher, TA, SENDCO and head teacher enable the school to ensure that the best possible provision is in place for the child.
- External agencies are brought in to carry out assessments as needed and this information feeds into the IEP's for the children and information is also used when making applications for higher needs funding.
- Close liaison between school and home is paramount for the child's development.
- Regular meetings and discussions with parents to ensure that the child's needs are being met and that the child is making progress using the advice given.

Our approach to teaching children and young people with SEN

Brambleside is an inclusive school and we work closely together to ensure that all children are provided with high quality teaching that is differentiated to meet the needs of all learners. The children's needs are identified with strategies and approaches being given to enable them to achieve their individual potential.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCO, external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.

- Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly.
- Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

How adaptations are made to the curriculum and learning environment of children and young people with SEN

At Brambleside teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How our school evaluates the effectiveness of its provision for children and young people with SEN

- Looking at the outcomes of the children on a day to day basis through: daily observations, marking discussions with the class teacher, TA and child as well as looking at the academic achievement of the child throughout the year.
- FFT/RAISE online data is looked at each year to ensure that the children identified with SEN continue to make progress in line with national expectations.
- Termly tracking of all children on the SEN register looking at the provision in place and the progress that the children have made. From this information new targets are written ensuring that the children are able to make small steps of progress.
- Review meetings with parents and staff enables the school to see what has worked well and what needs working on further in order for the children to progress further.
- Diagnostic tests are used to ensure support is targeted appropriately for each individual child.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Brambleside Primary School provides an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide. We acknowledge that each child's needs are different and we respond accordingly, taking advice from other

professionals and parents where appropriate. Ways we might enable pupils with SEND to engage with other children without SEN might include:

- Children have opportunities to work with children of all abilities within their classes throughout the year.
- Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs.
- The high expectations and aspirations that we have for all children in the school are extended to children with SEND.
- All pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in the classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- Children with SEN and disabilities are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at playtimes.
- Support within the lunch hall – this encourages positive social interactions with non-SEND peers.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Brambleside Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. We run social, language and communication skills groups such as 'Colourful Semantics' where we explicitly model and teach language and social skills such as turn-taking and listening to others. We use strategies such as individual visual timetables, specific support with recognising emotions and providing visual cues. We also support children to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. We also identify families with wellbeing needs or concerns and put into place appropriate interventions or support strategies for them.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- The SENDCO regularly attends local network meetings to ensure they are up to date with new information and this will be cascaded to all staff.
- Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, as far as possible, services available as part of the Local Offer.
- Specific training will be put in place to address a specific need so that the child is supported correctly and the adults working with that child can meet their needs appropriately and confidently fulfilling all objectives.
- External agency support will be regularly used in school to ensure that the children are receiving the most up to date support available.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- All areas of Brambleside Primary School are wheelchair accessible.
- Disabled parking spots marked and located next to the school reception.
- We have 2 disabled toilets and a medical room.

Arrangements for consulting parents of children with special educational needs

At Brambleside Primary we involve parents in their child's education by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. instilling confidence that the school will listen and act appropriately
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs
- Involving parents in the drawing-up and monitoring progress against these throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.
- Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEN review meetings.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Brambleside Primary School believes that a close working relationship with parents is vital in order to ensure a) early and accurate identification and assessment of SEN leading to the correct intervention and provision b) continuing social and academic progress of children with SEN c) personal and academic outcomes are set and met effectively.

Arrangements for consulting young people with SEN and involving them in their education

At Brambleside we value the views and opinions of the children in our care. When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. For children with EHCPs, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We have developed 'One Page Profiles' to provide the people who work with children with an accurate summary of their interests, strengths and views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the

views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- EHA team
- CAMHS
- Educational Psychology Service
- NCC Specialist SEN Service
- School Nursing Team
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team)
- Multi-agency safeguarding hub
- SALT
- Occupational Therapists
- Physiotherapists

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

- For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our school from nursery or pre-school and from our school into secondary education.
- We will ensure early and timely planning for transfer to secondary education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32. (Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)

Arrangements for Supporting Pupils with Special Educational Needs During Full/ Partial School Re-Opening due to Coronavirus

- Staff are aware that there may be an increase in children needing additional SEMH (Social, Emotional and Mental Health) pastoral support following the period of lockdown and events which they may have experienced (e.g. family bereavement) due to coronavirus. Staff will look out for this and liaise with the SENDCO (who is also the Mental Health Lead) to ensure that extra support is put in place where needed.
- Meetings with parents may not be face-to-face at the current time. Virtual meetings will take place instead.
- Contact with external agencies will be virtual where possible. When meetings need to be in person, visitors to school will be asked to follow our coronavirus procedures for visitors as detailed in our risk assessment. •
- If a child on the SEN register or a child receiving SEMH support needs to isolate for reasons due to coronavirus, families will be contacted regularly by phone/email to discuss their child's learning and/or support strategies linked to their SEMH.

Northamptonshire County Council's Local Offer

All information regarding the County's Local Offer can be found at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>