



**School SEND
Information Report March 2019
Brocklewood Primary School**

Welcome to our SEND information report. At Brocklewood we are to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Brocklewood Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Jo Jeffs (SENCO) to discuss your concerns.

<p>Does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: <i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none"> <i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i> <i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”</i> <p>Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Jo Jeffs (SENCO) to discuss further.</p>
<p>How will staff across the school support my child/young person?</p>	<p>The class teacher: Responsible for...</p> <ul style="list-style-type: none"> • 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 coordinator (SENCo) know as necessary.

- Writing individual targets and a provision map (ITP) for Inclusion/Individual target plans and sharing and reviewing these with parents at least once each term in conjunction with the Senco
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO: Mrs Jo Jeffs

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEND Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Liaising with parents of pupils with SEND regularly
- Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, paediatricians
- Manage the transition process all the way through to secondary
- Ensure school keeps the records of pupils with SEND up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

The SEND Governor: Mr P Munro

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEND within the school.

<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>If a learner is identified as having an SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out based on the individual needs of the pupil.</p>
<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers/senco are accessible at the end of the day.</p> <ul style="list-style-type: none"> • Your child's progress will be continually monitored by his/her class teacher. • His/her progress will be reviewed formally and tracked by SENCO every term in reading, writing and maths. Through parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made. • 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. This is something the government requires all schools to do and the results that are published nationally. • Where necessary, children will have an SEND Support Plan based on targets set by outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. • The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place • Regular book scrutiny 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>What support will there be for my child's/young person's overall well-being?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this</p>

	<p>development. However, for those children who find aspects of this difficult we offer.</p> <ul style="list-style-type: none"> • Social awareness games and activities • Lunch time and play time support • Lego therapy sessions • Buddy system • Individualised programmes of work specific to the child – monitored by the Boxall Profile • Access external agencies and professionals and follow their advice • Teaching Assistant trained in how to support pupils’ mental health. • Teaching Assistant trained in how to support a pupil with anxiety, trauma and attachment issues <p>The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.</p> <p>Any pupils with additional medical needs are well catered for at Brocklewood Primary School. All medical requirements are requested from parents prior to admission and these are added to the school ‘list of needs’ located on the school server. All medicines are kept in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.</p>
<p>What specialism services, experience, training and support are available at or accessed by the school?</p>	<p>Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.</p> <p>School Provision:</p> <ul style="list-style-type: none"> • Wide range of Literacy and Numeracy small group interventions delivered by TA’s and

	<p>designated teachers</p> <ul style="list-style-type: none"> • ICT support in the form of reading, phonic and maths programmes. • Teaching assistants offering social skills support including ELSA • Lunch time nurture groups to support children with social development. • Speech and Language support • Teaching Assistants trained on how to support pupils with autism • Teaching Assistants trained to support pupils with mental health concerns • Teaching Assistants trained on how to support those pupils with anxiety and trauma with attachment issues • Majority of school staff trained in positive intervention and de-escalation techniques <p>Local Authority provision available:</p> <ul style="list-style-type: none"> • Autism team • Educational Psychology Service • Behaviour support • Parent Partnership service • Speech and Language Therapy <p>Health Provision available:</p> <ul style="list-style-type: none"> • School nurse • Occupational Therapy • Physiotherapy • CAMHs • School counselling sessions • Paediatrician support
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Specific literacy assessment for dyslexia • Makaton • Supporting pupils with social and communication difficulties– autism – all SEND team

	<ul style="list-style-type: none"> • Lego Therapy • ELSA – Mrs McNally • Domestic violence training – Miss Crossland
How will my child/young person be included in activities outside the classroom including school trips?	At Brocklewood Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.
How accessible is the school site?	<ul style="list-style-type: none"> • The school is fully compliant with DDA requirements. • The school is on a split-level with easy access, double doors, wall handles and ramps. • There are two disabled toilets and two changing facilities. • We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEND budget, used to ensure that all pupils have access to the very best equipment. • After-school provision is accessible to all children, including those with SEND. • Extra-curricular activities are accessible for children with SEND. • The school has an outside learning area and Forest School area. • The school has an up to date accessibility plan which is considered each year and whenever there is building work.
Provide examples of interventions, equipment, resources that settings/schools may allocate to match children's/young people's special educational needs?	<ul style="list-style-type: none"> • SNIP spelling scheme – dyslexia friendly • Specific I pad Apps for individual pupils/needs • Rapid reading including online resources accessible at home. • Time to Talk book and game • Teaching children with autism to mind read • Direct phonics programme. • Precision teaching • Lego therapy

	<ul style="list-style-type: none"> • Self-esteem programmes • Team building programmes • Gross and fine motor programmes • ELSA resources • Toe to Toe spelling programme • Sensory resources • 1-1 teaching and small group work targeting specific individual needs • Beat dyslexia • Gap teaching with Teaching Assistants
HLN funding	For pupils requiring further support or some specific 1-1 adult support the Senco can apply for further funding called Higher Level Needs funding (HLN).
How are parents involved in the setting / school? How can I be involved?	At Brocklewood, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing individual targets and a provision map (ITP) parents are informed and they are part of the review process each term. Mrs Madden-Hayman is our Parent Support Worker. She is available to speak with families in a morning or via the School Office. Part of her role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families. She also works closely with the Senco supporting specific families with children who have specific needs.

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