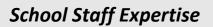


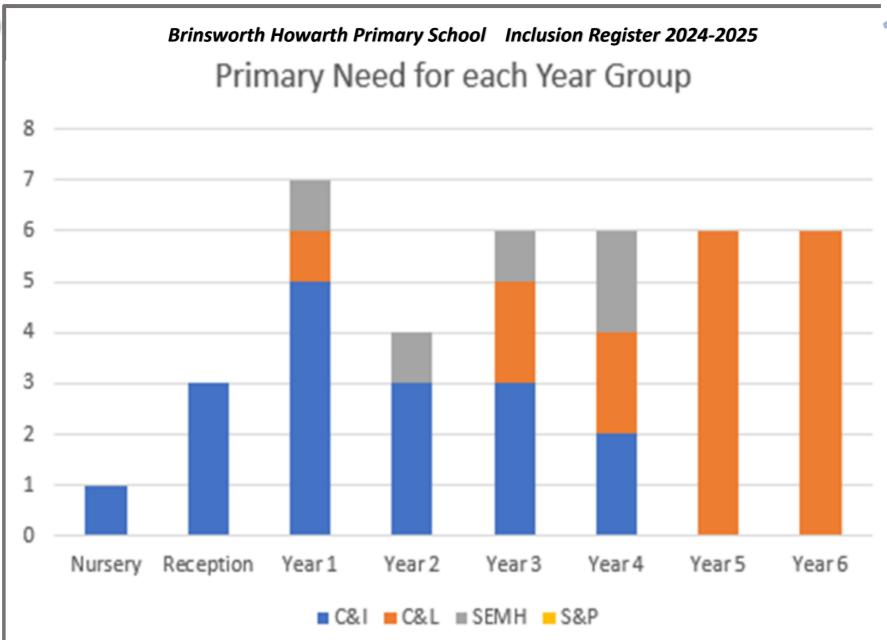
## **SEND Provision at Brinsworth Howarth Primary School**

JAMES MONIGOMERY
Academy Iratl

**@BH** Everyone is welcome, valued, safe and can achieve.



- SENDCo
- Mental Health Leader
- Trained ELSA
- Educational Psychologist
- Sports Coach
- Mental Health First Aiders
- Staff supporting in the delivery of speech and language programmes
- Staff skilled in supporting autism and neurodiverse conditions e.g. attention autism
- Team Teach trained workforce
- Positive Regard specialists
- Staff trained in ACEs
- Trauma informed practice throughout school



Brinsworth Howarth has 19.5% of children on the inclusion register with a relatively low proportion of children with SEND support at 11% (compared to 13.6% nationally) and Pupil Premium at 14.4% (compared to 24.6% nationally). We have 5 children with EHCPs in school and our attendance is 95.4%. Our EAL percentage is close to the national average at 9.6%. Although we are 90% white British the community is increasing in cultural diversity.











Staff CPD This Year:

Trauma Informed Project: Inclusive use of language

Bereavement training

Premature Awareness training

**ADHD Training** 

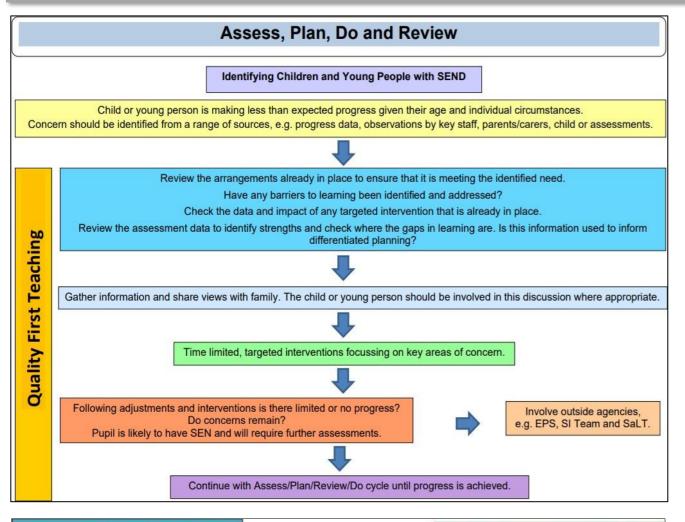
Sensory Toolkit Training



A school built on CARE



**Intent**: Brinsworth Howarth Primary School is committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school 'steps to success' practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We work hard to ensure staff have the training needed to support any additional needs and use expert support from outside agencies where needed.



## Assess - A clear analysis is made of needs

- · Views of the pupil and their parents/carers Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment · Tracking of progress and comparisons with
- Assessments by external agencies if

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include

- Time limited outcomes for the pupil
- The adjustments, support and interventions to
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the

This includes sharing information with the pupil and parent/carers and seeking their views

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching	Quality First Teaching	Quality First Teaching	Quality First Teaching
	Meeting with parents	Meeting with parents	Meeting with parents	Meeting with parents
	One Page Profile	One Page Profile	One Page Profile	One Page Profile
	Communication in	Communication in	Communication in	Communication in
	Print	Print	Print	Print
	Clicker	Clicker	Clicker	Clicker
	Same-day	Same-day	Same-day	Same-day
	intervention.	intervention	intervention	intervention
	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Targeted	As above and also:	As above and also:	As above and also:	As above and also:
	Regular meetings with	Regular meetings with	Regular meetings with	Regular meetings wit
	parents	parents	parents	parents
	SALT programmes	Teacher-devised	Teacher-devised	Teacher-devised
	Teacher-devised	specific interventions.	specific interventions	specific interventions
	specific interventions.	Published support	Published support	OT devised
	Specific support for	programmes.	programmes (e.g.	programmes.
	language and	Early Help if	Lego therapy)	Physiotherapy
	communication	applicable.	Early Help if	devised programmes
	difficulties.		applicable.	Early Help if
	Early Help if			applicable.
	applicable.			
Specialist	As above and also:	As above and also	As above and also:	As above and also:
	Fusion	Fusion	Behaviour Support	OT/Physio Team
	Autism SALT support	EPS	e.g. Aspire Outreach	Hearing and Visual
	EPS		EPS, ELSA Support,	Impairment Team
			Bereavement support	·

Impact: As a result, at Brinsworth Howarth:

- Children feel happy, safe and valued.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, accessing a curriculum that is rich in creativity.
- We have supportive and trained staff who make appropriate provision and adaptation for the child's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Teaching, an adaptive approach in the classroom and the use of resources and intervention to support learning.
- On leaving our school children with SEND have developed good independence and life skills. Pupils will make secure transitions between classes and educational providers e.g. EYFS or Secondary School.

Recent CPD:

Attention Autism

**Adaptive Teaching** 

**Sensory Circuits** 

**Autism Friendly** Classrooms

Sensory Classrooms

Relational and **Restorative Practice**