



# SEND Provision at Brinsworth Howarth Primary School

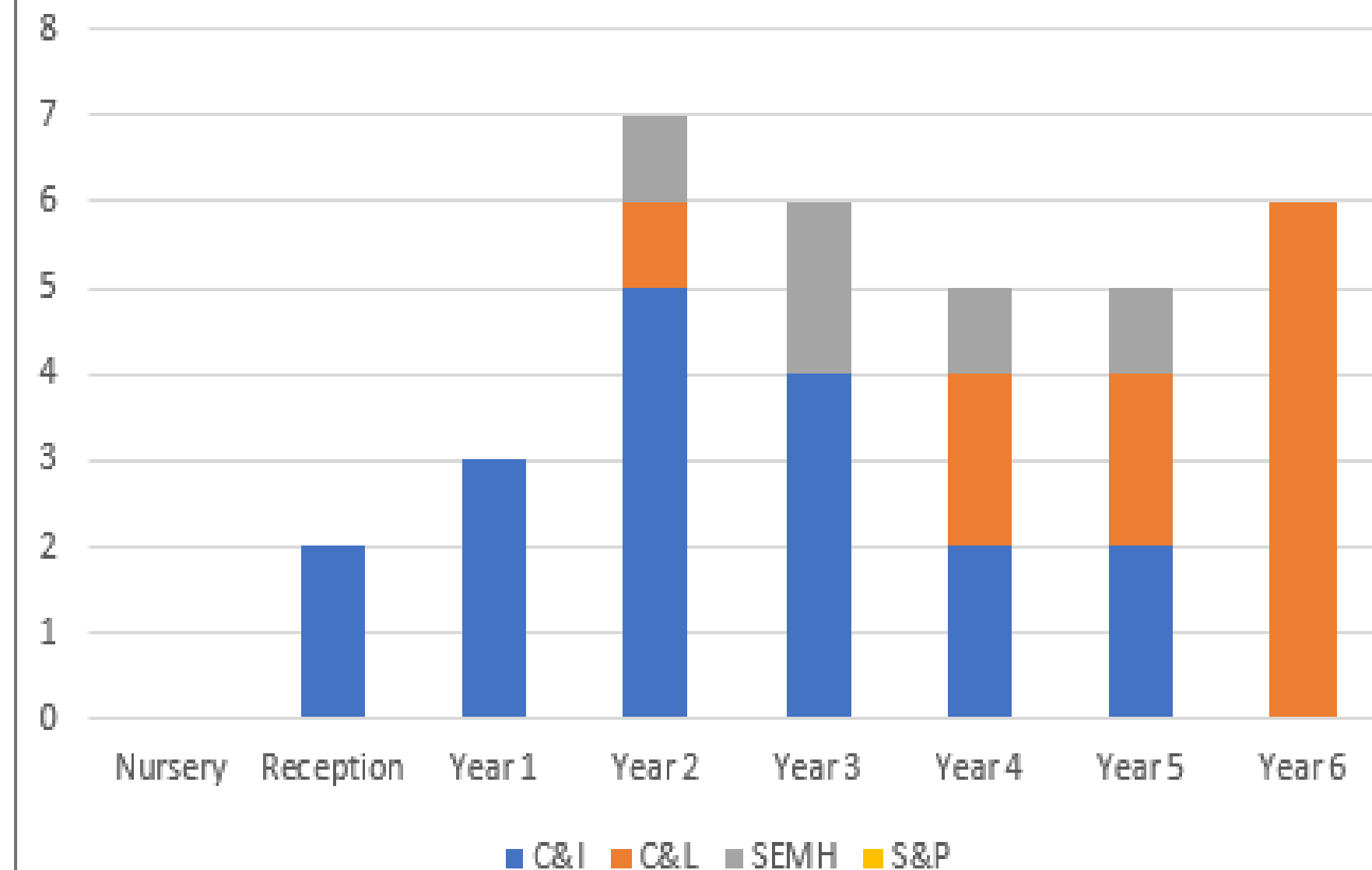


**@BH** Everyone is welcome, valued, safe and can achieve.

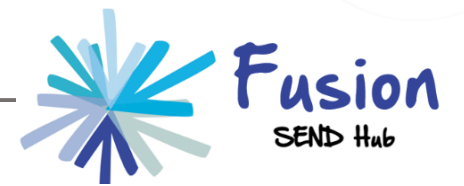
## School Staff Expertise

- 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

## Primary Need for each Year Group



Brinsworth Howarth has 19.4% of children on the inclusion register, compared with 19.6 nationally. The percentage of children with SEND support is at 11.7% (compared to 14.2% nationally). Our percentage of Pupil Premium children is at 17.5% (compared to 25.7% nationally). We have 5 children with EHCPs in school (2.8% compared with 5.3 nationally) and our attendance is 95.7%.



Staff CPD This Year:

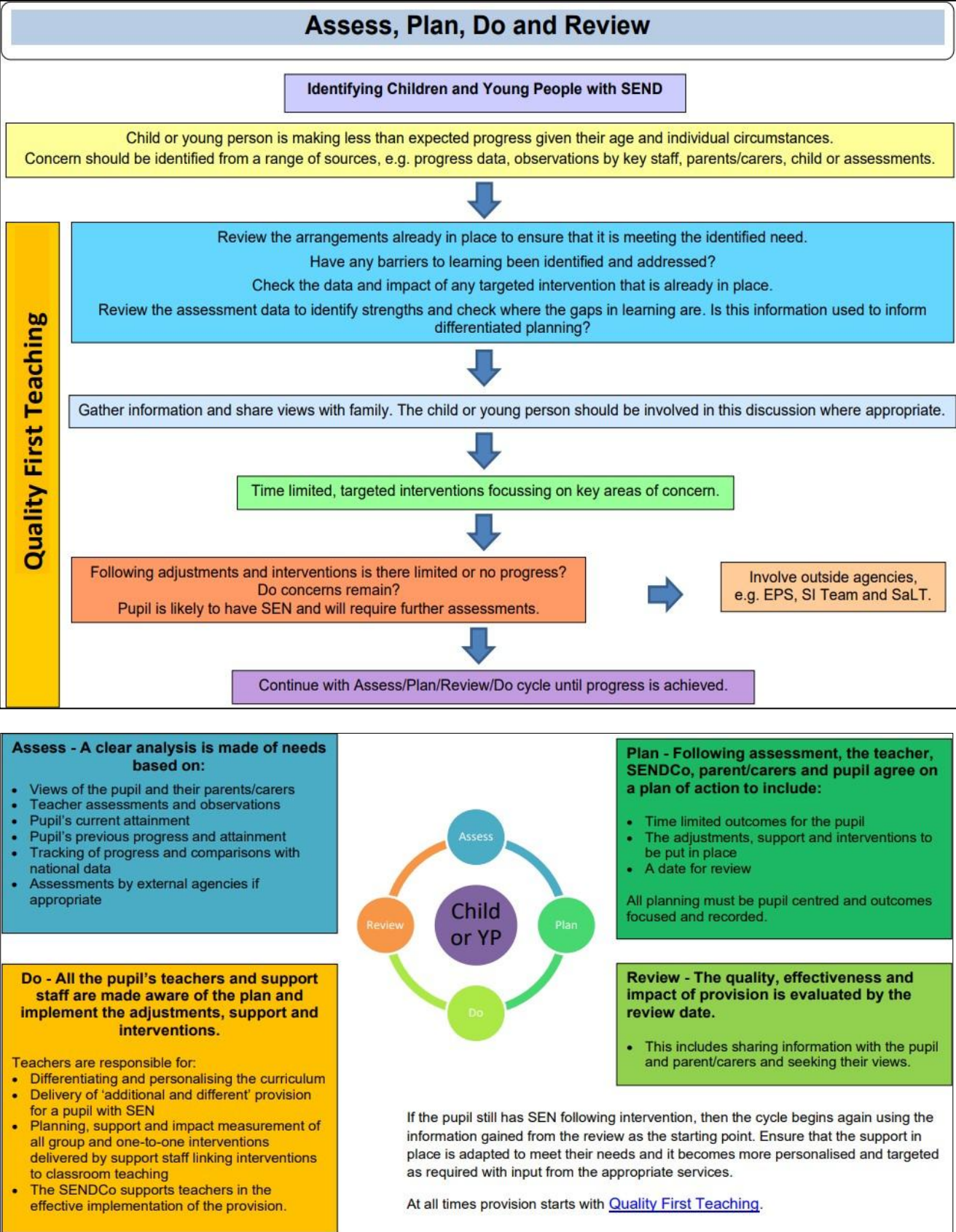
- Trauma Informed Project:
- Inclusive use of language
- Bereavement training
- Premature Awareness training
- ADHD Training
- Sensory Toolkit Training



**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.



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

**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