



## Brinsworth Howarth Primary School SEND Report

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A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The Code of Practice (CoP) outlines four broad areas of need. These are:

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

## **What is the Local Offer?**

### **The LA Local Offer**

Under The *Children and Families Act 2014*, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. This is called 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. Rotherham's Local Offer can be found here:

<https://www.rotherhamsendlocaloffer.org.uk/>

### **The School SEND Information Report**

Schools must publish information on how it will meet the needs of SEND pupils as determined by the school's policy, and the provision that the school is able to offer.

At Brinsworth Howarth Primary we recognise that every child and their needs are different, we will do our best to ensure that every pupil, including those with SEND get the right type of support, in a timely manner.

## **Identification**

### **How do we know which children have SEND?**

It is important to recognise that children start school with varied experiences and usually need a little time to settle in and engage with new learning opportunities.

Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child has difficulties in certain areas. For other children difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments.

The school regularly assesses all children and this will identify children that are making less than expected progress.

Children will be identified as needing extra support if, despite high quality teaching, their progress is;

- Significantly slower than that of other children of a similar age
- Failing to match or better the child's rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

The class teacher and SENCO will monitor the pupil's learning and development closely and make observations which will also include discussions with parents, with clear review points. This is referred to in the Code of Practice as the Assess, Plan, Do, Review model.

## **Support**

### **What skills, training and qualifications does our staff have to meet the needs of children with SEND?**

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on relevant areas of SEND. All teachers and support staff are committed to their own professional development and identifying their own training needs via appraisal.

The staff is committed to working together to improve learning for all, and we work together with other JMAT schools to share resources, training and expertise in order to meet the needs of learners with SEND.

Some pupils need specific interventions in order to boost their learning on a 1:1 or small group basis. At Brinsworth Howarth Primary School we use interventions such as Bespoke Learning Programmes, PAT Programme, Sounds-Write Phonics intervention, Number Sense, Fine Motor and Co-ordination

Support, Physiotherapy programmes, Team Teach, Lego Therapy and Bonding Through Play Therapy. We also have a trained ELSA in school (Emotional Literacy Support Assistant).

Training is arranged in response to specific needs/disabilities, such as Autistic Spectrum Condition (ASC), Dyslexia, Hearing Impairment etc.

All staff are trained in Trauma Informed Practice, Restorative Practice and Attachment Disorder.

The SENCO has completed the National Award for SENCOs training.

### **How do we support in the classroom?**

All children have a right to access quality first teaching in a classroom, delivered by a qualified teacher.

This would mean:

- That the teacher has the highest possible expectations for all pupils in their class, including those with special educational needs/disabilities.
- That all teaching is built on what your child already knows, can do and can understand.
- Adaptive teaching methods are in place, so that your child is fully involved in learning in class.
- That specific strategies (which may be suggested by the SENCO or other professionals) are in place to support your child with their learning.

If your child has been identified as having SEND, they may need additional support in the classroom. This may involve extra adult support, additional resources, prompts or reminders, visual timetables, behaviour support plans or adjusting the expectations of a task. Your child may have additional support in the classroom such as 1:1 reading, extra phonic sessions, support for developing maths skills, fine or gross motor skills exercises or handwriting practice. If your child is receiving support at this level, they will be placed at the 'monitoring' level of the SEN register.

For children with physical difficulties, adaptations may be made to the environment to enable access and movement and to encourage independence. Some children may require specific equipment and staff work with physiotherapy service and occupational therapy service to ensure this is fully accommodated into the environment.

### **What if your child still needs help?**

If your child still needs help, more specialised provision may need to be made. This may be 1:1 with a trained TA, or in a small group, and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. In some cases, a personalised plan will be put into place for your child, and a personal support plan will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set, how they are being supported and what the expected outcomes are.

Some children may have a SEND Support Plan which details their needs and the provision that they need to make school a successful experience. Other professionals who are supporting your child may be involved in writing and reviewing the plan, such as the Educational Psychologist, Specialist Inclusion Teacher, Fusion Hub Teacher, Speech and Language Therapist, Physiotherapist etc. Parents will always be involved in the discussion about target setting and opinions of parents are always valued.

Sometimes the decision may be made to request an Education Health Care Plan (EHCP) for a child. This would be considered if, despite a high level of support provided by school and other professionals, a child requires significant support beyond that which the school can reasonably provide. The local authority may make the decision to award an EHCP which means that extra funding may be allocated to support the school in meeting the needs of a child.

If your child is receiving support at the levels detailed above, they will be placed on the school's SEN 'Inclusion Register'.

Decisions about a child and their provision are always made in conjunction with parents / carers.

### **How do we make learning environments accessible to children with SEN and Disabilities?**

- The school is fully compliant with Disability Discrimination Act requirements.
- The school has disability access ramps to classrooms and the main entrance.
- There is a disabled toilet fitted with a hoist and disabled parking.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Breakfast club provision is accessible to all children from Year 1 to Year 6, including those with special educational needs and disabilities.
- Extra-curricular activities and trips / residential are accessible for all children including those with special educational needs and disabilities.

### **How do we know if the support is working for your child?**

Your child's progress will be continually monitored by his/her class teacher. Various assessment tools are used to track pupils progress towards their targets, including the EYFS end of year profile assessment, Birmingham Toolkit, O' Track assessment tool, national assessments and Sounds-Write diagnostic phonics assessment and these are used to measure how well support is working for in class support and interventions. We will also look at work in books, observe how well your child is learning and engaging in lessons and check how much new and old learning they are remembering and applying. Lesson observations and pupil interviews will also help us to identify how much progress your child is making and to ensure that the needs of all children are met and that the quality of teaching and learning is high. Pupil progress meetings are held regularly with the class

teacher, Head teacher and SENCO to monitor all children's progress and attainment. Parents' evenings and / or review meetings are held to discuss this progress with you so that your comments can also inform how well support is working.

### **Who else might we ask to support us in understanding your child needs?**

We have access to a range of professional services, who can advise us on how to meet your child's needs, if specialist intervention is required. These services include:

- Inclusion Services (Specialist Inclusion Team, ASPIRE SEMH Support)
- Educational Psychologists
- Fusion SEND Hub
- Visual Impairment Service
- Hearing Impairment Service
- SALT (Speech and Language Therapy)
- Occupational Therapy Service
- Physiotherapy
- CDC (Child Development Centre)
- CAMHS (Child and Adolescent Mental Health Services)

We will refer to these services in circumstances where school staff and parents agree that more specialised advice is needed. A referral will only be made once we have already put school based support in place, reviewed the impact it has had and decided in consultation with parents that a more specialised level of provision is required.

### **Communication**

#### **What should you do if you have concerns about your child's SEND?**

The first person you should talk to is your child's class teacher about any concerns that you may have.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO) or Head teacher.

The school's SEND Governor can also be contacted for support.

For further support then the Rotherham Parent Carers Forum can be contacted. They provide parents with confidential, impartial advice and information on special educational needs from staff and trained volunteers. Their contact telephone number is 01709 296262. Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is also available for support on 01709 823627. A link to SENDIASS is available on the website.

### **How do we communicate with parents?**

Parents' Evenings are held in the Autumn and Spring term where parents are invited to come in to speak to their child's class teacher. Children placed on the Monitoring Register will be offered additional time during parents' evening to discuss their child's needs, progress and support. In addition to this, you will also receive a formal school report during the Summer term, with an invitation to discuss the report with the class teacher.

If your child is placed on the Inclusion Register, you will be invited to Review Meetings to discuss your child's needs, progress and provision following the 'Assess, Plan, Do Review' model as outlined in the Code of Practice.

This will be an opportunity to:

- Share positive experiences of progress and discuss any concerns you may have
- Find out about what support your child has in school and the impact of this
- Plan any additional support your child may need
- Listen to the advice from other professionals that may be involved in the assess, plan, do, review process
- Discuss with you any referrals to outside professionals to support your child

An annual review will be held for children with Education Health Care Plans (EHC's)

Where external agencies are involved, all information will be discussed with you with the person involved directly, or where this is not possible, in a report.

### **How do we communicate with children?**

Where it is appropriate to, your child will be involved in the decision making about their learning including any setting and reviewing of targets that they may be working on.

When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children's views will be gathered beforehand.

### **How do we share information across school?**

Information in school can be shared via:

- Regular conversations/meetings with staff members who are working with the child
- Pupil Progress Meetings
- Records of meetings are recorded on the child's 'Diary of Intervention'
- Diaries of daily interventions are kept in class
- All SEND related information is stored in the SENCO's office and can be accessed by staff as required

- Emails

### **Transition**

**How do we support your child when they are leaving this school, starting this school or joining a new class?**

We recognise that transitions can be difficult for children with SEND, and we take steps to ensure that any transition is as smooth as possible. Children moving year groups or schools may be provided with:

- Extra visits to the new classroom or school, including when making the transition to secondary school
- Passports / Child Profiles to explain their strengths, needs, likes and dislikes
- Photograph books of the new setting and staff for parents to share in the build up to the transition

**If your child is joining us from another school:**

- The Foundation Stage Leader/Teacher will visit pre-schools in the Summer Term prior to joining us in September whenever possible and share relevant information with the SENCO.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

**If your child is moving to another school:**

- We will contact the school SENCO and ensure they knows about any special arrangements or support that need to be made for your child. If your child is moving to Brinsworth Academy or Aston Academy, a planning meeting will take place with the SENCOs from both schools.
- Whenever possible visits will be arranged to the receiving school for your child, prior to the move.
- 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 understand moving on, 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. Support plans or personal support plans will be shared with the new teacher.
- During the final weeks of the school year your child will visit his/her new class in order to become familiar with new staff.
- If your child would be helped by a book/passport to support them in understand moving on, 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. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.

## **Social Emotional and Mental Health Support**

### **How do we make sure your child is happy and joining in at school?**

At Brinsworth Howarth Primary School we strive to ensure that every child feels happy, safe, respected and valued by the whole school community. Your child's happiness and well-being is paramount in ensuring that they are able to achieve to their best potential.

We recognise that children may at times have barriers to their learning caused by social and emotional factors. This may be in relation to their home life or school life and may cause difficulties with behaviour, difficulties in expressing emotions, difficulties interacting with peers or adults or cause children to become withdrawn or anxious in different situations. In order to ensure that children are developing socially and emotionally we have the following supports available in school for children to access:

- SEMH Service - occasionally we may request support from the behaviour team to work with your child and their teacher to help pupils with behaviour / anger management.
- Restorative Conversations - as part of our relationships and behaviour management strategy, we hold restorative conversations with children to explore their understanding of their behaviour, feelings and next steps.
- ELSA - We have a specialised Emotional Literacy Support Assistant trained in school who can support your child through difficult times including friendship issues, low self-esteem, family break ups, bereavement etc.
- Early Help Team - at times, we work closely with families via a parent support advisor who helps to establish positive routines and behaviour strategies in the home setting. Occasionally a TAF (Team around the Family) meeting may be called which allows families, school staff and other professionals such as school nurse, social workers etc. to work to support a family.

Brinsworth Howarth Primary School has a no tolerance policy in relation to bullying. It is our aim to ensure that all children feel safe and secure in our environment. Our Anti-Bullying policy can be found on the school website. It also contains a child friendly version that was written by our school council.

At Brinsworth Howarth Primary School we ensure that every child is able to take part in curricular and extra-curricular activities. Should your child need extra support or resources to access these activities, provision will be made on an individual needs basis.

### **Complaints**

We endeavour to make Brinsworth Howarth Primary School a positive learning environment for all of our pupils and strive to build working partnerships with parents. However, should a concern arise about your child's support, please follow the Complaints Procedure, which is available on our website.

For further information please refer to the following which can be found on our website:

SEND Policy

Attendance Policy

Accessibility Policy

Accessibility Plan

Relationships and Behaviour Policy

Child Protection / Safeguarding policies

Administering Medication Policy

Supporting Pupils with Medical Conditions Policy

PSHE Policy

Intimate Care Policy

Anti-bullying policy

Complaints Policy