



Brickhill Primary School



SEND Information Report 2020-2021

(Special Educational Needs and Disabilities)

The aim of this SEND Information Report is to publish and keep under review information about services that we expect to be available to children and young people with Special Educational Needs and Disabilities in accordance with the Equality Acts 2010, the Children and Family Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years 2015.

SEND Response

Acronyms used in this report:

IEP: Individual Education Plan

EHA: Early Help Assessment

EHCP: Education, Health and Care Plan

SALT: Speech and Language Therapy

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Co-ordinator

SLT: Senior Leadership Team

TA: Teaching Assistant

We believe that all children should have full access to a broad, balanced and relevant education, whatever their needs.

Through careful identification and effective planning, we are committed to enabling every pupil to participate fully in all the learning opportunities and activities the school offers. We aim for each individual child to experience success and achieve the highest standard that they are able.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- The Head teacher
- The SENDCO
- The Class teacher

The Head teacher is responsible for:

- The day to day management of the school, including the overall responsibility for ensuring appropriate and effective provision to support children with SEND.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Head teacher is Mrs Wilson. Please make all appointments at the main office.

The SENCO is responsible for:

- Coordinating the provision for children with Special Educational Needs or Disabilities (SEND)
- Developing the school's SEND Policy
- Ensuring that you are:
 - listened to
 - involved in supporting your child's learning

- kept informed about the support your child is receiving
 - involved in reviewing the progress your child is making
- Liaising with other professionals who may be helping to support your child e.g.
- Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND Register
- Monitoring your child's progress and needs by:
 - ensuring records are kept
 - ensuring realistic targets are set and reviewed
 - ensuring new targets are set when goals are achieved
 - ensuring advice provided by professionals is followed
- Providing support for teachers and teaching assistants so they can help the children with SEND to achieve their best

The school SENCO is Ms Sara Munden. Please make all appointments at the main office.

The Class Teacher is responsible for:

- Ensuring that all children have access to good or outstanding class teaching
- Adapting the curriculum to meet your child's individual needs.
- Assessing and monitoring the progress your child is making.
- Identifying, planning and delivering any additional help your child may need.
- Writing Individual Education Plans (IEPs) in co-production with pupils and parents.
- Ensuring that everyone working with your child is aware of their individual needs and what adjustments need to be made to enable them to make progress.
- Supporting all staff who work with your child, enabling them to deliver a planned programme of work to help your child to make the best possible

progress. (This may involve the use of additional adults, outside specialist help and specially planned work and resources.)

- Ensuring that the school's SEND Policy is upheld in their classroom

If you would like to discuss your child's needs, please make an appointment with their class teacher directly or at the main office.

The Governing Body is responsible for:

- Making sure the school has an up to date SEND Policy
- Making sure the school has appropriate provision and has made necessary adjustments to meet the needs of all children in school
- Making sure any child who attends the school and has SEND receives the necessary support

The Governing Body appoints a governor with responsibility for SEND. The SEND governor is Mrs Marilena Barrett . Please make all appointments at the main office.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should first speak to your child's class teacher.

If you feel that your concerns are being addressed and feel that your child is still not making progress, you should speak to the SENCO or Head teacher.

If you are still concerned, you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

The school monitors the progress of pupils each term. If your child's class teacher is concerned that your child is not making progress, they will request a meeting to discuss this with you in more detail.

During the meeting, there will be an opportunity to:

- Share and discuss any concerns you may have
- Share and discuss any thoughts your child has on their learning
- Share and discuss the concern the class teacher has
- Plan any additional support your child may receive
- Discuss with you any possible referrals to outside professionals to support your child's learning.
- Give your permission for the school to speak to outside professionals about the concerns they have regarding your child and to request their involvement.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Bedford Borough, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and
- Disabilities in consultation with the school governors
- The Head Teacher and the SENCO discuss all the information they have about
- SEND pupils in the school, including:

- the children receiving extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

These factors help to determine the budget allocated to SEND by identifying what resources/training and support is needed to meet the needs of the pupils with SEND.

Who are the other people providing services to children with SEND in this school?

- Advisory Teacher for Sensory and Communication Difficulties
- Bedford Borough SEND Team
- CAMHS (Children and Adult Mental Health Service)
- CHUMS
- Educational Psychology Service
- Occupational Therapy
- Paediatricians
- Physiotherapy
- Play Therapy
- School Nurse (0-19 Team)
- Service for children with visual or hearing needs
- Speech and Language Therapy

How are the teachers in school helped to work with children with SEND and what training do they have?

Brickhill Primary School is committed to all staff gaining expertise in SEND in order that they may best meet the needs of the SEND children.

Training for the SENDCO is regular and ongoing. Whole staff training is discussed with the Head teacher and arranged by the SENDCO as appropriate,

in response to particular needs within the school. Additional training for individual teachers and teaching assistants is made available when necessary, to meet the specific needs of individual pupils.

Our teachers and TAs work closely with outside professionals to deliver speech and language programmes, follow Occupational Therapy advice and employ strategies to support children on the Autistic spectrum.

How will the teaching be adapted for my child?

- Class teachers plan lessons according to the specific needs of the individual children in their class. They will ensure that the teaching is adapted to enable your child to access the curriculum as independently as possible.
- Teachers and TAs will work together to adapt tasks to support your child's learning
- Specialist advisors can help teachers to adapt their planning to meet the needs of your child
- Specific resources and strategies will be used to support your child individually or in groups
- The children will work in a variety ways, including individual work (this may be with adult support), small group work (with children of a similar ability or mixed ability) and whole class.
- Support is offered during school clubs and trips, including residential trips, to ensure all children are able to access these activities.
- Support may be offered during playtimes and lunchtimes in order to develop social skills, gross motor skills and to encourage children to play appropriately.

How well is this school adapted to meet the needs of children with specific physical needs?

- The main school is on one level and is therefore accessible to all
- There is a disabled toilet in the main school and one in the 'Nest'
- Individual work stations are provided for the children under the guidance of outside professionals
- The lower and middle playgrounds are accessible to all children
- The main school can be accessed via a ramp
- There is a disabled parking space in the staff carpark
- Specialist equipment is provided under the guidance of outside professionals e.g. pencil grips, sloping desks and wobble cushions.

How will this school measure the progress of my child and how will I know about it?

- At Brickhill Primary School, we use a range of different assessments in order to track the progress and attainment of our pupils. This includes both formative and summative assessments which are carried out by the class teacher.
- Your child's progress is continually monitored by their class teacher through observation, assessment and review
- Your child's progress is reviewed each half term and the data is recorded
- Class teachers record each child's progress in Reading, Writing and Maths
- Children in the Foundation Stage are assessed according to the Early Learning Goals. This data is published nationally
- Children in Year 1 sit the Statutory Phonics Test
- Children in Year 2 are formally assessed through the Standard Assessment Tests (SATs). These results are published nationally

- Children in Year 6 are formally assessed through the Standard Assessment Tests (SATs). These results are published nationally
- If your child has an IEP, the targets will be reviewed with you each term and a plan will be made for the next term. The review process will evaluate the impact and quality of the support and interventions.
- The progress of children who have a statement or EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child
- All parents of all children are invited to meet with their child's class teacher each term to discuss their progress
- You will receive a written Interim Report for you child in February
- You will receive a written Annual Report at the end of the academic year
- Regular book scrutinies and lesson observations help to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will you support my child when they leave the school or moving on to a new class?

We recognise that 'moving on' can be difficult for all children but particularly for children with SEND. We aim to ensure that any transition is as smooth as possible.

If your child is joining Brickhill Primary School from another school:

- The SENDCO will visit pre-schools with the Early Years staff where appropriate.

- Your child will be able to visit our school to familiarise them with the environment and the adults who will be working with them. Additional sessions can be offered where necessary.
- If your child would benefit from a book or photographs to help them cope with the change, one will be made for them.
- Your child's new class teacher and the SENDCO will discuss your child's needs and how best to support them with their previous class teacher

If your child is moving to another school:

- Your child's class teacher and the SENDCO will liaise with the new class teacher or the appropriate staff from the receiving school to ensure all the information about your child's needs and how best to support them, are passed on.
- Arrangements may be made for staff from the receiving school to observe or meet your child at Brickhill Primary School.
- Arrangements may be made for your child to have extra visits their new school with an accompanying adult, if appropriate.

If your child is changing class at Brickhill Primary School:

- A planning meeting will take place so information can be passed on to the new class teacher in advance. IEPs will be shared with the new teacher.
- All children spend a morning with their new class teacher at the end of the summer term, if necessary, additional sessions/visits can be arranged for children with SEND.

How will you support me, as a parent of a child with SEND?

- All parents will have a meeting with the Head teacher prior to their child starting school. This is an opportunity to share any concerns you may have about your child's needs
- Your child's class teacher will be available to discuss your child's progress or any concerns you may have and to share information about what is working well. They will happily demonstrate strategies that are used in school, so that similar strategies can be used at home as well.
- Prior to entry, parents of a child who already has an EHCP will be invited to a meeting. This will be attended by all professionals who are involved with your child in order to share information.
- All the parents of children joining Foundation Stage will have a home visit from the class teacher and TA during which you can discuss your child's strengths and any needs your child may have.
- We would like you to talk to your child's class teacher regularly to ensure that we are doing similar things to support them both at home and school. We can share what is working well.
- The SENCO or Head teacher is available to meet with you to discuss your child's progress or any concerns or worries you may have.
- All information received from outside professionals will be discussed with you, either by the person involved directly, the SENCO or your child's class teacher.
- The SENCO will arrange to meet with you to discuss any assessment reports and strategies suggested by outside professionals for your child.
- IEPs will be reviewed each term. Your child's teacher will discuss the targets on the IEP with you and suggest ways in which you can support your child at home.

- Homework will be adapted in line with your child's individual needs
- A home/school book may be used to support communication between you and your child's class teacher.
- If your child is undergoing Statutory Assessment, the Local Authority SEND Team will support you. They will ensure that you fully understand and contribute to the process.
- The SENCO will recommend organisations which offer advice and provide support to parents e.g. SEND Advice Service, Autism Bedfordshire

How will we support your child's emotional and social development?

We recognise that some children have greater demands on their emotional and social wellbeing. These needs can manifest themselves in a variety of ways, including behavioural difficulties, anxiousness, isolation or being uncommunicative.

When children are identified by their class teacher or parent with a concern regarding their social and emotional wellbeing, they may be referred to our Pastoral Support TA. This support is offered 1:1 on a needs basis. It may be for a single session, several sessions or once a week for prolonged period. Parents may also ask to speak directly to our Pastoral Support TA.

The Pastoral Support Worker is Mrs Liz Stockton.

All classes follow a structured PSHE Ed. (Personal, Social, Health and Economic Education) curriculum to support children with their emotional and social development.

Support during times when the school is open to fewer children

During the current lockdown (Early 2021) the expectations and support for SEND learners is;

- All children with an EHCP to be learning in school wherever possible
- Children with SEND to be offered a place in school if deemed vulnerable
- Children with SEND learning remotely will be supported in their learning through
 - Differentiated work
 - Support online from their teachers and TAs where possible - this may include help such as immediate support within live lessons to answer questions to current learning, small group or 1:1 interventions on line, paper copies of work being sent home to work on.