

Special Educational Needs and Disability **SEN Information Report 2021**

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1. What kinds of special educational needs does the school provide for?

At Bradfield CE Primary School we support children with many different needs. We currently support or have supported children with the following needs and would endeavour to support children with other needs if requested.

- Speech, Language and Communication difficulties
- Autism Spectrum Disorder
- Attention Deficit Hyper-activity disorder
- Dyslexia
- Dyspraxia
- Motor Control difficulties
- Anxiety Disorder
- Attachment and Loss Trauma
- Anxiety based difficulties
- Diabetes
- Cystic Fibrosis
- Cerebral Palsy
- Coeliac disease
- Anaphylaxis
- Chronic asthma
- Working memory problems
- Foetal Alcohol Syndrome
- Elective Mutism
- Learning disabilities due to a genetic disorder
- Hyper-Mobility Spectrum Disorder

2. How does the school identify children/young people with special educational needs and disabilities?

Identification of SEND is a whole school responsibility and assessment and tracking of pupils a whole school process, undertaken on at least a termly basis. More detailed information can be found on our school website where you will find our SEND policy. The class teacher is responsible for checking on the progress of all pupils alerting the SENDCO when targeted

teaching has not met the child's needs. The senior leadership team is responsible for tracking progress termly and for ensuring that pupils who are not on track are given the appropriate support. The school operates a Graduated Approach to SEND, this means that a child may be monitored and support given before a decision is made as to whether they need to be placed on the SEND register.

3. What should I do if I think my child has SEND?

Parents are encouraged to inform the school of any concerns regarding their child's needs and/or disabilities. Contact can be made via the office, mail or telephoning the school and speaking to the class teacher. Meetings with the school SENDCo are then put into place as needed.

4. If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher will oversee and plan for the education of the child with SEND. Advice, guidance and support will be given by the school SENDCo who is also responsible for reporting outcomes and provision to external audiences. Additional advice may also be sought from outside agencies to inform the class teacher's planning.

5. How will I be informed / consulted about the ways in which my child is being supported?

Parents are always kept well informed of any additional help that is being offered to their child. Parents of children who have a Graduated Approach Form (GAF), Support and Achievement Plan (SAP), Therapeutic Thinking Plan (TTP) or an Education and Health Care Plan (EHCP) in place are invited to meet and review their child's progress at least termly and more frequently if needed. If any outside help is sought, parents are asked for their support and consent before any action is taken.

6. How will the school balance my child's need for support with developing their independence?

Monitoring takes place via the class teacher, who works closely with the teaching assistants, to ensure they develop as much independence as possible and access the full curriculum as much as possible.

7. How will the school match / differentiate the curriculum for my child's needs?

We are committed to doing all that we can to ensure that appropriate provision is made for children with SEND and that as far as possible, they are taught alongside their peers. It is the school's policy to ensure that they have full access to our broad, balanced curriculum. The class teacher will plan accordingly for a child with SEND to ensure their needs are met.

8. What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The school will look at the child's individual needs and take advice from outside agencies when needed to help plan for the child with SEND. Opportunities for CPD for all staff, as well as the SENDCo and/or class teacher will always be sought to ensure that appropriate teaching strategies and methodologies are employed to address individual pupil's needs. We aim to deliver a child centred curriculum that provides many and varied opportunities for active and collaborative learning, providing for different learning styles. Class teachers have had training on how the classroom environment can support children with learning difficulties and resources are sought to help support and access learning whenever possible. All class teachers also write termly provision maps which outline the specific support and strategies they are using to ensure that they meet the needs of all their pupils fully.

9. What additional staffing does the school provide from its own budget for children with SEND?

- TA support in class
- TA run interventions
- ELSA support
- For a few children a dedicated TA is needed to support the child's needs.

10. What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

We believe that it is important for children to access class teaching where possible. However, when a specific need can be more through a recognised intervention they, where possible are put into place.

Programmes are run according to need and can include;

Individual:

Precision Teaching, Reading including SNIP, STAR, ELSA, SNAP Maths, Wordshark (computer based), OT programmes, Accelerated/Accelerwrite, (Computer based), Speech and Language bespoke programmes.

Group Based:

Handwriting, Fast Track Phonics, Time to Talk, Bespoke friendship groups.

See below for Emotional / Social support.

11. What resources and equipment does the school provide for children with SEND?

The school will respond to the pupil's individual needs. Equipment that can be loaned are: gym ball, laptops, writing slopes, triangular grip pencils, software on computers, reading resources including dictionaries for those with dyslexia. Computer based support is provided when a need is identified, these include Wordshark and Clicker 7. Resources to support sensory needs are also provided on an individual basis these might include fiddle toys. Other resources include visual timetables and other visual prompts. Areas for children to enable children emotional space when needed are being developed / in use.

12. What special arrangements can be made for my child when taking examinations?

There are a range of special arrangements that can be made for a child with SEND when taking examinations. These are set out by the JCQ regulations and the SENDCo/Class teacher will inform parents about the eligibility and advisability of these arrangements. Special arrangements may include additional time, access to a scribe and / or access to a reader.

13. How will the school monitor my child's progress and how will I be involved in this?

Pupil progress will be monitored and tracked on at least a termly basis through the school's normal assessment and reporting processes. The class teacher communicates with parents via parents' consultation evenings and additional arranged meetings are held with the class teacher, SENDCo and other relevant school staff as needed. The SENDCo is also responsible for reporting on the progress of all pupils with SEND to the head teacher, and, with the head teacher, the governing body and the local authority.

14. When my child's progress is being reviewed, how will new targets be set and how will I be involved?

The class teacher and the SENDCo will lead an initial meeting with parents to discuss and set specific targets for learning which can be both home and school based. This meeting will inform and generate a 'Support and Achievement Plan,' or equivalent. These are then reviewed with the parents on a termly basis and new targets are set as and when pupils are ready.

15. In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

The school encourages all parents to be as involved as possible in their child's education. Parents can contact the school office to arrange additional meetings with the class teacher and SENDCo at any time in the school year.

16. What arrangements does the school have for regular home to school contact?

Regular letters and newsletters are sent home and the website is regularly updated. All children have a home/ school reading record book which can be used for communication. Conversations between parents and class teachers are encouraged at the end of the school

day. Individual arrangements can be made, depending on the needs of the child with SEND to make regular contact.

17. How can I help support my child's learning?

Each class has an established homework routine which includes reading, maths, and spelling work as well as additional extended topic based activities. Some of this is through computer based programmes. Adaptations will always be made for children who have additional learning needs. You can help by checking your child's homework and encouraging completion and organisation at home. It is also important to listen to your child read.

18. Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

There are evenings arranged during the school year to help parents with understanding the school curriculum, for example, phonics and maths. These events will be communicated home via Parent Mail. There are also class pages on the website for each year group, with comprehensive curriculum information and many of the homework tasks.

19. How will my child's views be sought about the help they are getting and the progress they are making?

Via their Support and Achievement Plan / Development Plan and through talking to the child after their SEND input. Regular conversation and feedback with the class teacher and/or TA. Pupil voice, where pupils are asked for their opinions, is also part of our school's regular monitoring process.

20. How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Pupil progress is monitored half-termly by the class teacher. At the end of every full term the progress made by groups of pupils is analysed in detail. This feeds in to the School Improvement Plan and review process. The school is always interested to receive parental feedback throughout the school year. A nominated governor is tasked to audit and review outcomes and provision and he/She meets with the SENDCo on a termly basis. An annual report is given to the Governing Body by the SENDCo. The school also seeks parental views through annual surveys and occasional group parent meetings.

21. What support is available to promote the emotional and social development of children with SEND?

All staff support our whole school ethos and values and all children are nurtured and supported as individuals. As a school we use a therapeutic approach, more about this can be read about in our Behaviour Policy available through our Website. Additionally, we look at how our extended curriculum and after school clubs can support pupils' social and emotional development.

We have a comprehensive programme of ELSA support (Emotional Literacy Support) which is run by qualified ELSA assistants. This comprises of 1:1 support sessions and can also be in the form of group support if children need support in building relationships with others. The ELSAs work closely with the SENDCo / Head Teacher and class teachers so that strategies for support provided in 1:1 sessions can be extended in the classroom.

Our SENDCo and a TA are strategic leads in Attachment and Trauma. We have a specific areas and projects for children to spend time away from the class or playground environments should they become over whelming. We are also supported by the Mental Health Support Team who work with staff to support children with significant difficulties in this area. This can be individual or as peer groups. Many of our children who receive support are not on the SEND register but are monitored through school systems.

22. What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

As a school we use a Therapeutic Thinking approach to our teaching and guiding, both in and out of the classroom. We work closely with parents to try and support children who are finding aspects of school life difficult.

Initially, in consultation with the class teacher/SENDCo/Headteacher and parents, short term targets are agreed to support the child's emotional regulation, encourage pro-social behaviours and ensure everyone in the school environment remains safe. These are then written into an IDP. These plans are under constant review and are formally reviewed at least termly. Outside agency, support can be sought, including the Therapeutic Thinking Inclusion Team and the Educational Psychologist. If a higher level of support is then needed a Therapeutic Plan is actioned. This works in the same way as an IDP but would have other professionals involved and might include other additional specialised support.

23. What medical support is available in the school for children with SEND?

Our classroom assistants, some teachers and lunchtime supervisors have up to date first aid training. We have facilities available to address particular needs that are addressed on a on to one basis. All pupils with specific medical needs have a Health Care Plan in place which is set up between parents and the Medical Manager and/ or Headteacher.

24. How does the school manage the administration of medicines?

Parents have to fill in a 'Medical Consent Form' and most medicines are kept in a tamperproof cupboard or the fridge in the medical room. Medicines are administered by trained staff. Some medications are kept in locked first aid cupboards in classrooms so medication can be administered in an emergency, where prescribed. Staff have annual asthma and allergy training.

25. How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

Appropriate provision for individuals is provided including close liaison between the class teachers and lunchtime supervisors. There are two toilets for disabled people in the school.

26. What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

Special Educational Needs and Disabled Children's Team
Pre-school Teach and Counselling Service
Sensory Consortium Service – teachers of hearing impairment and visual impairment
ASD advisory teacher
Child and Young Persons Integrated Therapies (CYPIT) (including Speech and Language Therapy)
Child and Adolescent Mental Health Services (CAMHS)
Educational Psychologist Service
Ethnic Minority and Traveller Achievement Service (EMTAS)
Occupational Therapist Specialist Inclusion Support Service (SISS)
Cognition and Learning Team
SEN Assess Team
Emotional Health Academy (EHA)
Therapeutic Thinking Inclusion Team
Mental Health Support Team
Looked After Children Educational Services team (LACES)

27. What should I do if I think my child needs support from one of these services?

Contact the school's SENDCo to establish if your child meets the criteria to access support from these services.

28. How are speech and language therapy, occupational therapy and physiotherapy services provided?

All these services can be accessed through the school or the GP. The processes differ, we encourage parents to work with school when making a referral.

29. What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Make an appointment with the school office to speak to your child's class teacher along with the SENDCo.

30. What arrangements does the school have for liaison with Children's Social Care services?

The Head Teacher is the named designated person and safeguarding lead who works closely with social care services to support individual children. Alongside her works the SENDCo who is the deputy safeguarding lead and the lead teacher for vulnerable pupils who monitors and tracks pupil progress in school and liaises with social care services as required.

31. What SEND training is provided for teachers in your school?

In house training from SENDCo

Staff induction programmes

SENDCo engages in LA opportunities to share best practice and keep abreast of current local and national issues.

National SENDCo training

Some initial Team Teach training for staff, for some extended course has been completed

Speech and Language Support (KS1)

We believe in a therapeutic approach to supporting all pupils, all staff have had some training in this way of being. This approach is supportive of children with additional needs and disabilities

Trauma Network training for lead staff

32. What SEND training is provided for teaching assistants and other staff in your school?

STAR reading

ELSA

SNAP Maths

Precision Teaching

Phonics

Occupational Therapy Specialist services and expertise available at or accessed by the school

Training of school staff in SEND

Accelerate/Acceleratewrite

Speech Therapy (using school SALT)

Talk and Draw

Clicker 7

33. Do teachers have any specific qualifications in SEND?

Masters Accreditation SENDCo

Nationally Accredited SENDCo

Strategic Lead in Attachment - Masters Accreditation in Attachment Trauma and Loss - SENDCo

Some initial Team Teach training for some staff

34. Do teaching assistants have any specific qualifications in SEND?

Training is reviewed regularly and is designed to support them to cater for immediate needs in the school.

One TA Strategic Lead in Attachment

Initial Team Teach training for some staff

35. How do you ensure children with SEND can be included in out of school activities and trips?

Appropriate planning and risk assessments are carried out prior to the trip, always in close consultation with the parents. We always carry out a pre-site visit to ensure that the needs of pupils will be met. This includes residential visits in KS2.

36. How do you involve parents / carers in planning the support required for their child to access activities and trips?

Parents will be contacted to discuss activities and trips according to SEND need.

37. How accessible is the building for children with mobility difficulties / wheelchair users?

The school is accessible for wheelchair users. It is single storey with a door ramp for easy access and there are disabled toilets.

38. Have adaptations / improvements been made to the auditory and visual environment?

We have a development programme in place to improve the quality of visual resources via the interactive whiteboards.

39. Are there accessible changing and toilet facilities?

There is a disabled toilet facility at each end of the school.

40. How do you ensure that all the schools facilities can be accessed by children with SEND?

The environment and equipment can be adapted to meet individual need. These are always considered as part of the Support and Achievement Plan. We work with OTs and other specialist staff when needed to ensure children have suitable equipment and the environment is set up as best as possible.

41. How does the school communicate with parents / carers who have a disability?

Parents are consulted on the best way to communicate and every effort is made to accommodate need.

42. How does the school communicate with parents / carers whose first language is not English?

Parents are consulted on the best way to communicate and external assistance is sought if necessary. (ETMAS team)

43. What preparation will there be for both the school and my child before he or she joins the school?

Information is shared from feeder nursery schools to the Early Years teacher. Visits from the Early Years teacher and or/ Headteacher / SENDCo to the feeder nursery school. The Pre-school Teacher Counselling Service will continue to liaise with both settings until the term after the child's 5th birthday to ensure that the transition has been smooth. Each child's needs are considered on an individual basis and additional visits and transition activities can be arranged as necessary. Children are assigned an older peer buddy to help support them as they start school.

44. How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

SEN information is shared with staff and appropriate intervention is put into place for an easy transition to the next class. There is always an internal transition morning when each pupil is able to meet their new class teacher before the end of the year. When moving to secondary school, there will be extra liaison and provision put in place. This is personalised to the child and their needs.

45. How will my child be prepared to move on to his or her next school?

Extra visits can be put into place to meet key staff and to help your child become familiar with a new setting.

46. How will you support a new school to prepare for my child?

SEND information will be sent to the new school in readiness for the new start. We will liaise with the SENDCo's of the respective schools and ensure that contact is made and information is exchanged. We will set up transition meetings with the parents and SENDCos of both schools if required. We will ensure that additional resources are shared between schools so that familiar strategies for support can also be transferred.

47. What information will be provided to my child's new school?

Previous interventions and outcomes along with any individual plans or Education and Health Care Plans will be sent to the child's new school. Reports that have been shared with our school will also be passed on

48. Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The child's class teacher should be the first point of contact if you are worried and want to discuss anything.

49. Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Bradfield Primary School can recommend West Berkshire Parent Partnership Services.

50. What arrangements does the school have for signposting parents / carers to external agencies, which can offer support, such as voluntary agencies?

Information from external agencies is sent out to parents and is on display on school notice boards.

The SENDCo and the lead teacher for vulnerable pupils will also support parents to find the appropriate agencies to support their needs.

51. What arrangements does the school have for feedback from parents, including compliments and complaints?

Full School Report
School Complaints Procedure
Email feedback
Communications Folder
Questionnaire Feedback

52. Where is the Local Offer published?

You can find our page on the West Berkshire Local offer at:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=0lhRfl34s>
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