

Bramley Grange Primary School

SEND Information Report 2022-2023

The information provided in this report includes that which is set out in the Special Educational Needs and Disability Regulations (2014) and fully complies with the SEND Code of Practice and the The Equality Act 2010. The definition of special educational needs has been taken from section 20 of the Children and Families Act 2014.

What kinds of special educational needs does Bramley Grange make provision for?

Bramley Grange Primary School is a mainstream primary setting with a hearing impaired integrated resource. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to meet their potential.

We support pupils with physical and medical needs, pupils on the autistic spectrum, pupils with ADHD, pupils with social, emotional and mental health needs, pupils with communication and interaction difficulties, pupils with sensory needs and those who have cognition and learning difficulties. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We identify the needs of pupils as early as possible by gathering information in a variety of ways through assessment, parent consultations, education, health and care services and early year providers prior to the child's entry into the school. Throughout a child's education with us, we assess them continuously using a variety of strategies to monitor progress. We have regular pupil review meetings for all children in which the class teacher, support staff and senior leadership team look at a child's progress to determine their progression and whether or not they may need additional support. We will communicate with parents throughout this process during parent evenings and informal conversations with the class teacher.

If you think your child may have special educational needs, you should speak to your child's class teacher in the first instance. The class teacher will then speak with the SENCO. The Academy's SENCO is Mrs L Davies who can be contacted at the school on 01709 543664. Further information can be found on our SEND Policy.

How does the Academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a half termly basis through our tracking system and reviews following the process of Assess, Plan, Do, Review are held termly in line with the SEND Code of Practice for pupils on the SEND Support Register. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources. This will be collated and shared. Evidence collected will help inform school development and improvement planning.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

Bramley Grange Primary School believes that a close working relationship with parents is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of children with SEND
- C) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parents' evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority SENDIASS service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What is the schools approach to teaching pupils with special educational needs?

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs. All teaching staff have access to the SEND register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly. All children with SEND will have access to high quality classroom teaching. Any interventions will be planned carefully to ensure that children do not miss teaching by a qualified teacher or the wider curriculum.

How will the curriculum and learning be matched to my child's needs?

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Pupils identified as requiring SEN support will access appropriate intervention. We will ensure that all staff know and understand the needs of pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How are decisions made about the type and amount of support my child will receive?

We follow the 'graduated response' to meet the needs of children with SEND. This means that we put support in place to help a child to overcome any barriers to learning and then following review meetings, parent consultations, SENDCO support or advice from external agencies we will adjust that support where necessary. When supporting individual needs, the school will use our notional SEND funding and in some instances other sources where appropriate such as Pupil Premium funding to fulfil our duty to use our 'best endeavours' to secure that special educational provision for pupils with SEN. Some pupils with SEND may meet the Local Authority criteria to access additional funding through their EHCP.

The decision to consider an assessment for 'top up' funding via EHCP is made after careful consultation between the SENCO, and families. All children in receipt of this funding will have support in line with the recommendations from their EHCP.

Teaching Assistants

Pupils on the Special Needs register, who are externally funded, may be allocated TA support. TAs work closely with the child, parents and staff to meet the child's needs within the school. The SENCO and is always available for pupils to talk to.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive school, we ensure that pupils with SEND take as full a part as possible in all activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No pupil is omitted from a trip due to their specific needs. If necessary,

a Health Care Plan will be drawn up and we will ensure the staff are fully aware of pupils with special educational needs and what those needs are and are given training and support to help them meet those needs, both in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that pupils are included in all aspects of school life. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all aspects of school life. We know that the most important aspect to supporting our pupil's wellbeing is to build effective relationships with them and their family.

Pupils who have additional emotional needs will receive further support from the outside agencies as required. Our support partners include the school nursing service, CASY Counselling and Child and Adolescent Mental Health Service (CAMHS). All staff have training on supporting children's wellbeing. Each class has weekly PSHE lessons and we ensure that these are adapted to meet the needs of our SEND pupils.

Who is the Academy's special educational needs co-ordinator (SENCO) and what are their contact details?

The school's SENCO is L Davies who can be contacted on 01709 543664.

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The inclusion team attend relevant SEND courses and all staff have access to relevant SEND focused internal and external training opportunities. The SENDCO regularly attends Local Authority SEND Network meetings.

The SENCO is a member of the Senior Leadership Team who work together to ensure that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for teachers and TAs is organised as and when required. If a particular pupil's needs require specific staff training then this will be put in place, for example: manual handling and fire evacuation procedures for pupils with severe needs.

What specialist services and expertise are available or accessed by the Academy?

Bramley Grange Primary School invites and seeks advice and support from external agencies in the identification and assessment of and provision for SEND. The school continues to build strong working relationships and shares information and links with external support services in order to fully support our SEND pupils. Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our school. If a concern is raised it will be brought to the attention of the SENCO, who will then inform the child's parents/carers in line with our safeguarding policy.

The following services will be involved as and when is necessary:

CAMHS

Social Care

Educational Psychology Service

Specialist Schools and Families Services

School nursing service

MIND counselling Service

Speech and Language Service

Specialist Inclusion Team

Hearing and visual impairment Teams

Anti-Bullying Company

Occupational Therapists

Child Development Centre (CDC)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and to keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How accessible is the school?

A copy of the school accessibility plan can be found on our website.

Physical environments

Bramley Grange Primary School incorporates facilities for pupils and staff with disabilities. The majority of teaching and learning spaces are on one level and are easily accessible for all visitors. There are marked parking bays at the front of the Academy for blue badge holders. We have a lift to gain access the second floor and wheelchair access to all rooms. A loop hearing system is available on request. There are several accessible toilets on both floors, all equipped with handrails and emergency alarms.

Assistive Technology

The Academy provides access to a limited number of laptops and i-pads on a needs led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning.

Exam Access Arrangements

An identification of SEND does not result in test access arrangements. Access arrangements will be applied for by the SENCO in consultation with class teachers via the NCA tools website.

School Transport

Where pupils with SEND require specific transport to and from school, this is arranged by the local authority transport department.

How do we manage transitions and prepare children for the next stage of their education?

We work closely with local early years providers and other primary schools to make sure that all pupils have an appropriate transition for their needs when they are either starting Bramley Grange School or moving on to another provision.

To facilitate the smooth transition for pupils with support needs to secondary schools, there will also be, prior to admission:

- The attendance of a representative of the school at Year 6 Annual Reviews for pupils with an Education Health Care Plan, where possible:
- A transition programme
- The gathering of additional relevant information from the transferring schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package
- Special Evening Events where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents/carers, are also invited to talk to SENCO about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.

We will pass on all information including reports and assessments we have regarding a child with SEND to their next provision in a timely manner so that the child's school have all the information required to support that child.

What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

Bramley Grange Primary School believes that a close working relationship with parents/carers is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- B) continuing social and academic progress of pupils with SEND and
- C) personal and academic targets are set and met effectively.

Parents/carers are kept up to date with their child's progress through progress reports, parents' evenings and review meetings. In cases where more frequent regular contact with parent/carers is necessary, this will be arranged based on the individual pupil's

needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What are the arrangements for consulting young people with SEN and involving them in their education?

We believe that pupils who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are encouraged to attend their review meetings.

The school is an environment where pupils feel safe to voice their opinions of their own needs. This means we will seek the views of the pupils and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all pupils.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

What do I do if I have a concern or complaint about the SEND provision made by the school?

We value the partnership between Parents and the school but should a problem arise, parents are asked to contact the SENCO in the first instance to discuss the issue.

If a parent or carer has any concerns or complaints about the care or welfare of their child, an appointment can be made to speak to the SENCO, who will be able to advise on the formal procedure for complaint. Any complaints will be treated in line with the schools complaints procedure. A copy of this can be found on the school website.

How is the governing body involved in supporting children with SEND.

Bramley Grange Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

The services used by the school are listed in an above section. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

The governing body is kept informed about the involvement of other organisations and services through meetings with the SEN Governor.

Looked after children

If a child is under the care of the Local Authority (LAC) and is also on the SEND register we will ensure that the provision that we put in place for their SEND needs is also reflected within their LAC Personal Education Plans (PEPs).

Where can I access further information?

More details about the reforms and the SEN Code of Practice can be found on the Department for

Education's website:

www.education.gov.uk/schools/pupilsupport/sen

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information on the SEND Local Offer can be found at:

<http://www.bramleygrangeprimaryschool.co.uk/special-educational-needs/>

www.rotherhamsendlocaloffer.org.uk