



Brinsley Primary and Nursery School Special Educational Needs Information Report.

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

At Brinsley Primary and Nursery School, we are very proud of our school, pupils, families, the wider community and their achievements. Our school enables all children to achieve their full potential regardless of race, gender, religion, culture, social class or disability. We believe our school is special and the relationships we develop with our children, their families and the wider community enable us to create a school atmosphere which is welcoming, inspiring, and secure and where everyone's opinion is valued. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. This encompasses children with learning difficulties, physical disabilities, and emotional or behavioral difficulties.

2. 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?

Children may be identified as having Special Educational Needs and Disability (SEND) through a variety of ways including the following:

- Liaison with previous school/nursery
- Child performing well below age expected levels
- Concerns raised by parent
- Through termly pupil progress meetings held between teachers and Head teacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor.

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child identifying areas where they are improving and where further support is needed. As a school, we track children's progress from entry into Foundation One through to Year 6.

Children who are not making expected progress are picked up through our termly pupil progress review meeting with class teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

If you think your child has an educational need- talk to us. Firstly contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to do the same with us.

3.a) How does the school 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. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Senco, Head Teacher and the SEND Governor and information is gathered from different sources such as child and parent surveys and parents evening's forms. The outcomes of these evaluations will be collated and published by the governing body on an annual basis.

In addition to this the Head Teacher will liaise with the class teachers to monitor the progress of any child who has been identified as having SEND and discuss the interventions that have been put into place to support their learning. Any interventions which are carried out to support a child are tracked and monitored to ensure they are having the required positive impact.

The schools SEND Policy is reviewed yearly as a way to evaluate the effectiveness of the provision provided.

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

The SENCO will hold details of all SEN Support records such as group provision maps, pupil support plans for individual children, year on year progress charts for each child and letters from external agencies e.g. medical/ speech and language.

These details are also kept with the class teacher in the child's class folder. All staff can access:

- The Brinsley Primary School SEND Policy;
- A copy of the full SEND Register and SEND tracking document for this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their pupil support plans or alternative records of targets set/outcome monitoring/ review information.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

Teachers and parents will meet on a termly basis to discuss the support and progress of their children, and pupils support plans will be updated and new targets set if needed.

3.c) What is the school's approach to teaching pupils with special educational needs?

As a school we believe in 'High Quality Teaching'. We seek to deliver a broad, balanced and engaging fully inclusive curriculum so that all children are given the opportunity to reach their potential.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- j) Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

Depending on the complexity of the child's needs, a graduate response may be used and therefore external agencies may be contacted. This is normally facilitated by the SENCO during termly Springboard meetings, where advice and help can be sought.

3.d) How will the curriculum and learning be matched to my child's needs?

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

High Quality Teaching and clear differentiation is the key. Children's areas of need are identified and work is planned to address their needs. We scrutinise assessment materials to identify areas of difficulty and provide appropriate intervention.

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

Brinsley Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services - The family SENCO may be invited to liaison meetings throughout the year to discuss SEN provision and progress and 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.

3.f) How will my child be included in activities outside the classroom, including school trips?

Brinsley Primary and Nursery School is an inclusive school, no child is excluded from any part of school life. Where necessary, for example, on a school trip, parents may be invited to support their child if necessary.

Child specific risk assessments are included, within a school risk assessment and visit and school staff are briefed and made aware of any children with additional needs.

3.g) What support will there be for my child's overall well-being?

The adults that work at school strive to foster positive relationships with children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another adult.

A pupil may, at any time, experience difficulties in their personal and social circumstances which impair their ability to learn. Staff should be alert to the signs of distress and equipped appropriately. Staff will offer support to pupils at vulnerable times.

School works closely with all children to ensure their overall well-being. In specific cases we will liaise closely with Health, CAMHS and NCC PSED team and independent organisations to ensure the well-being of children.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs Emily Patterson - 01773 783898

- Office19@brinsley.notts.sch.uk

5. a) 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 SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and offer opportunities for training through the family twilight sessions.

5.b) What specialist services and expertise are available or accessed by the school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. This is a two-way process and all parties including parents/ carers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher, who will share the information with the SENCo and following discussions, will then inform the child's parents.

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

- SALT (Speech and Language Therapist)
- EPS (Educational Psychology Service)
- SFSS- (Schools and Family Specialist Support Services) including cognition and learning, autism team and communication and interaction team
- EYFSS (Early Years Family Specialist Support Services)
- PDSS- (Physical Disability Specialist Service), including visual impairment teams
- CAMHS- (Children and Adolescent Mental Health Services)
- Emotional Health and Well-Being
- Health, including dieticians and specialist nurses
- Bereavement services
- Child Protection
- Social Care
- PSED Support Services (Personal, Social, Emotional Development Team)
- Family Support Workers

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

Brinsley Primary and Nursery School provide appropriate equipment and facilities that children with SEND may require.

The school has accessible entrances and there is a disabled toilet and hygiene suite within the KS1 and Foundation building.

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

Brinsley Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Our school had an open door policy for parents/carers to make contact if they have a particular concern about their child and / or the provision being made for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. 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. The school's SEN governor, may be contacted where requested in relation to SEN matters.

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

At Brinsley, pupils feel safe to voice their opinions of their own needs. This means a formal termly review between pupils and their teacher/ teaching assistant/SENCO and regular informal meetings about their progress/ learning and successes and concerns. This 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.

Children are involved within their target setting, and in order to encourage motivation in a child, their teacher will spend time tailoring provision in school to meet their learning styles and interests.

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

If a parent or carer has any concerns or complaints regarding the SEN provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The school has a full complaints procedure which is explained in the complaint policy.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SEN Governor works closely alongside the Mrs Patterson (SenCO) to ensure that families are supported and signposted to relevant organisations.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Brinsley Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

The SENCO is the designated person responsible for liaising with the following:

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- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

The family SENCO may be invited to liaison meetings throughout the year to discuss SEN provision and progress and 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.

12. How will the school prepare my child to: i) Join the school/setting?

Smooth transition between key stages and between schools is important for all children. For children with SEN and/or a disability, this process will generally include additional advance planning in order to provide reassurance for parents/carers and children and to ensure that the needs of the child are understood so that appropriate provision is put in place.

For pupils joining this school, the following identification and planning processes will take place:

- The SENCO will liaise with the SENCO/member of staff from the previous school
- All pupils with SEN and/or a disability will be identified through discussion with staff at the previous setting or through discussion with EYFSS during the year prior to transition
- Parents will be involved at all stages and will be encouraged to contact the school directly and arrange an early meeting
- Where it is helpful, a member of staff from our school may attend a review meeting at the previous setting

- If the pupil is receiving additional support the SENCO will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage
- Additional visits will be arranged for pupils with SEND if required prior to admission

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Within school a number of transition visits are set up to enable the children to become familiar with their new class teacher and classroom.

When transferring to secondary school, the Year 6 teacher liaises with the appropriate secondary schools to arrange transition visits between sites. Where necessary the SENCO and class teacher will work closely with the secondary school to transfer information about specific needs and pupil support plans that are in place. Visits will then be set up to ensure that a smooth transition will take place.

iii) Prepare for adulthood and independent living?

As a Primary School we aim to help all of our children develop values and behaviours that will enable them to become well rounded, confident and valuable members of society. These core values are embedded as they journey through our school and form a strong foundation on which secondary and further education can further build in order that are prepared for adulthood and independent living.

13. Where can I access further information?

For further information please refer to the school website, specifically the Special Educational Needs and Disability Policy (Reviewed September 2017)

For more information on the Local Offer, please refer to the Nottinghamshire County Council website:
<http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

If you have any questions or queries, please contact

Mrs Emily Patterson (SENCO) on 01773 783 898 or e-mail office19@brinsley.notts.sch.uk