



Bramley Church of England Primary School

Special Educational Needs and Disability Information Report

Date: September 2020



Bramley C of E Primary School Local Offer for SEN

Bramley C of E Primary School is a mainstream primary school providing education for all children from the ages 5-11. We are an inclusive school; we welcome and celebrate diversity and aim for all children who attend Bramley to enjoy their time here as well as achieve their best.

Bramley aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible, where families want this to happen.

1. What should I do if I think my child may have special needs?

We pride ourselves on building positive relationships with you as parents. We are open and honest with you and hope that you are able to do the same with us. If you have any concerns regarding your child, talk to us.

Contact your child's class teacher as a first point of contact. You are also welcome to contact the SENCO (Special Educational Needs Co-Ordinator) directly to discuss your child or any concerns. Jane Derry is the school's SENCO, contact her by email at j.derry@bramley.hants.sch.uk. Or the Inclusion Manager (Kylie Thomson) at k.thomson@bramley.hants.sch.uk and they can be contacted by phone on 01256 881339.

2. How does the school know if my child needs extra help?

Children may have special educational needs either throughout, or at any time during their school career. We use a variety of strategies to identify children with special educational needs. These strategies include:

- liaison with previous settings such as playgroups, nurseries or other schools
- a range of assessments carried out in school, for example, language screening, dyslexia screening, phonics, reading and spelling assessments.
- concerns raised by parent/guardian
- concerns raised by class teacher
- liaison with external agencies, for example speech and language
- health diagnosis through doctor.

3. How is the decision made about the type of support and how much support my child will receive?

Every child is different and requires different levels of support to bridge the gap to achieve expected levels and/or make expected progress. The class teacher, alongside the SENCO and you, will discuss the needs of your child. From these discussions, a decision will be made about the most appropriate support to give your child.

4. How will you involve my child in decisions about their education?

We value and celebrate each child being able to express their views on all aspects of school life. We have a school council who meet regularly to discuss school. The school council are children voted for by their class peers from every class.

Children who are on the SEND register have Individual Support Plan (ISP) which have individual targets. If your child has a Plan, they will:

- discuss with their class teacher what they are finding difficult
- meet with their class teacher at least once a term
- agree their targets
- sign their target sheets
- discuss how they feel they've achieved on their targets and discuss new targets.

If your child has an IPA (Inclusion Partnership Agreement) or EHCP (Early Health Care Plan), their views will be sought before any review meetings and copies given to you in advance of these meetings.

5. How will the school staff support my child?

Teachers respond to children's needs by:

- providing support for children who need help
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and creative activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress, and to take part in learning.

Children on the SEND register are based predominantly in the classroom. They are supported through suitable, flexible grouping using appropriate strategies and a differentiated curriculum. Extra help is provided within the classroom and managed by the class teacher.

At times children will work outside the classroom with a teaching assistant (under guidance), to work on targets which are broken into smaller steps, either individually or in a small group.

6. How will the curriculum be matched to my child's needs?

Teachers plan an engaging and challenging curriculum that recognises individual needs and abilities. It offers your child the opportunity to reach the highest standards of personal achievement. Within each individual lesson, tasks are differentiated so your child is able to access the learning at their level.

7. How will both you and I know how my child is doing?

As a school we measure children's progress in learning against national age related expectations. The class teacher continually assesses every child and notes areas where they are improving and where further support is needed.

As a school, we track children's progress from entry in Year R to Year 6, using a variety of different methods including National Curriculum and Foundation Stage expectations. For core subjects, pupils will have a Pupil Profile which tracks through the curriculum to ensure that coverage meets the needs of the pupil and supports progress through the primary curriculum.

For children who are on the SEND register, ISP targets are also reviewed regularly. You will be informed of any changes to targets either through a parent/teacher meeting or via letter.

The school has an 'open door' policy, where you are welcome at any time to make an appointment to meet with your child's class teacher, and if appropriate SENCO or Headteacher, to discuss how your child is getting on in school.

In addition to the normal reporting arrangements, we build a firm partnership with parents. We will keep regular contact with you through:

- home/school book or planner
- termly meetings (this can be as part of parents' evening), if appropriate with additional members of staff, such as SENCO, and where appropriate outside agencies.

In light of the current pandemic any meetings may take the form of a phone call, video call or an email exchange. This will be at the school's discretion.

8. How will you help me to support my child's learning?

The relationship between you and the school plays a crucial part in your child's progress and the effectiveness of school-based intervention.

Any additional support will be fully discussed with your child's class teacher, subject teachers, and if appropriate SENCO, reflecting on her/his needs, support, progress and future action. At the start of any provision, we will provide support in relation to how and what your child is learning so the intervention is fully understood and can be supported at home, if appropriate.

9. How are parents involved in the school? How can I get involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- the school website: www.bramley.hants.sch.uk
- regular Parent Mail and newsletters informing you about what is happening at the school
- a school text messaging service.

As well as working closely with the school to support your child, you, as parents, can also get involved with the school community. As a parent you can get involved with the school by:

- joining the school's parent group, Bramley School Association, who run regular fundraising and community events
- volunteering with school activities such as helping out on school trips or helping with classroom activities like cooking (DBS check required). ***Due to the pandemic, these will take place in line with the current guidance from the Department for Education.***

You will also be kept up to date on school events and news through the school newsletters.

10. What expertise or training do the staff supporting children with SEND have?

The SENCO:

- is a fully qualified teacher
- has completed the SENCO accreditation
- is part of the Senior Leadership team
- attends termly local and area Cluster Group meetings
- attends LEA (Local Education Authority) in-service training courses, in relation to legislation, current educational practices and subject specific courses.

All staff receive regular training and updates on:

- SEND conditions
- specific resources to support SEND
- interventions available for pupils
- how to support children with epi-pen, epilepsy and diabetes (annually)

We have a Learning Support Partner (LSP) who is our Family Support Worker who is also trained as an ELSA (Emotional Literacy Support Assistant) and receives regular support from the Educational Psychologist. We also have members of staff who have had training in delivering Speech and Language programmes from Speech and Language therapists and have attended training courses on dyspraxia. In addition, we have several staff who have developed the use of Makaton through training.

We have members of staff who are trained first aiders and paediatric first aiders available in school.

We constantly look at the training needs of the staff at Bramley and should we need to arrange specific training for new pupils, then this would be arranged at the earliest opportunity.

11. What specialist services and expertise are accessed by the school?

Support services play an important role in helping the school assess and make appropriate provision for children with SEND. The support services available to provide specialist advice include: Educational Psychologists; Specialist teachers and Advisory teachers; Speech and language therapists; Occupational therapists and Physiotherapists; and the School nurse team.

At Bramley, we would request support from outside agencies if we needed advice or additional specialist support for your child. If we were to request support from an outside agency, we would contact you for permission before they became involved.

12. What support services are available in the area for pupils with SEND?

There are a wide variety of services available in Hampshire for you. The Local Offer details what is available within Hampshire [Hampshire Local Offer Website](#).

As part of the Hampshire Local Offer parents and young people are able to access the impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They can be contacted via the website; <https://www.hampshiresendiass.co.uk/>, emailinfo@hampshiresendiass.co.uk, or telephone on 0808 164 5504.

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

All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after your child. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is required, the class teacher liaises with the SENCO. Our Family Support Worker and ELSA, is also available to work closely with families and works, under the direction of the Head of School/SENCO, with some children during the school day.

The school has a policy regarding the administration and managing of medicines which you can view from the school website.

There is a positive behaviour management system, based on clear rewards, and if necessary sanctions, that is followed throughout the school by all members of staff.

Attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported to the Executive Headteacher or Head of School. Personalised support is given to address any issues and ensure improvement.

14. How will my child be included in activities outside the school classroom including school trips?

All children are included in all parts of the school curriculum including activities outside the classroom. We also run a range of after school clubs each term which your child can opt to join. We will provide the necessary support to ensure that this is successful.

With regards to school trips, we aim for all children to be included. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety can be assured. In the unlikely event that it is considered unsafe for your child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided by the school and you will be informed.

Due to the pandemic, these will take place in line with the current guidance from the Department for Education.

15. How will you prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Preparing children to join us and move on to another school is important to us and we aim to ensure all children feel ready for the next part of their education. In the summer term, all children will have the opportunity to spend at least a morning with their new teacher (if possible) and class. Information about all children will be passed to the new class teacher.

If you or the school feel extra support is needed, we also offer (if appropriate):

- extra visits for your child
- visiting your child at their current school/setting
- attending meetings with outside agencies/review meetings
- preparing a photobook with key staff members and areas of the school.

As part of transition we ensure

- in Reception, there are induction events during the summer term for all children who are joining the Foundation Stage in September.
- in Reception, your child's Reception class teacher will arrange individual home visits.
- in Year 6, staff meet with secondary staff to pass on key information relating to the children
- in Year 6, work will be done in PSHE to prepare them for moving into secondary school
- all documentation relating to children is passed on to the next school
- we receive all documentation from previous schools or pre-schools when a child joins us
- key information is made available to all relevant staff

When considering whether Bramley is the right school for your child, we highly recommend you visit the school with your child to ensure you are happy with the setting and school ethos for your child.

These are planned transition arrangements and adjustments to these may need to be made due to the pandemic.

16. How accessible is the school both indoors and outdoors?

We ensure that the learning environment is fully accessible and inclusive for all learners. The school site is all on one level and accessible for wheelchairs. We have disabled toilets that are large enough to accommodate changing and lifting equipment if necessary. Visual timetables are used in all classrooms and are helpful for many learners with knowing what is happening in the school day.

17. How does the school respond to concerns about provision made for my child?

If you have a concern about the provision made for your child, your first discussion would be with your child's class teacher. Concerns will be logged and joint action agreed. This will be monitored by the Executive Headteacher. The Executive Headteacher, Head of School, Inclusion Manager and the SENCO are available if needed.

18. How does the school work alongside the local authority?

- There is dialogue between the LEA and school
- The Inclusion Leader and SENCO speaks to the SEND team regarding any children with Statements or Education Health Care Plans
- The LA runs regular SENCO briefings and conferences which keep the SENCO up to date with new legislation and approaches as well as offering training courses
- LA advisors are available to provide support to us if necessary.