



Special Educational Needs Information Report

1. What kind of special educational needs and/or disabilities (SEND) are provided for?

Braybrook Primary Academy is an inclusive, mainstream school that aims to meet the needs of all SEND pupils. Our pupils are aged between 4 and 11 years old and include those who have:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

2. How does the school identify children with special educational needs?

We aim to identify children with SEND at the earliest opportunity. Class teachers make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, we will invite you to discuss this with the class teacher.

In some cases it will be the parent/carer who first raises the possibility of SEND with the school. We will listen to your aspirations for your child and, together with your child, plan what to do next.

If you are concerned about your child you should, in the first instance, speak to their class teacher. They will listen to your concerns and be able to explain how they support your child on a day to day basis, and how you could help to support them. Together you will be able to decide how best to support your child.

There are many reasons why a child may be experiencing difficulties and many children need periods of extra support to help them at different points in their learning journey. It does not necessarily mean that they have Special Educational Needs. Sometimes targeted support will be enough to address their difficulties. Your child will continue to be closely monitored to establish if this support has resulted in the child's progress improving over time.

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3. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Parents/carers of children who receive any SEND support will be notified by their child's class teacher. If you are concerned about your child's progress, you should talk to your child's class teacher in the first instance. S/he will then make any reasonable adjustments and seek advice from the SENCo if needed.

4. What are the arrangements for consulting children with SEND and involving them in their education?

We make sure that, where possible and if appropriate, children are included at some point in the meetings we hold with parents/carers. The child will be invited to share their views and we aim to ensure that they contribute to and understand any intended outcomes. It is our aim to find out just how every child feels about their learning and our support of this.

5. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

We will first ensure that your child is receiving high quality teaching and learning experiences. If, despite this, your child is not making the expected progress after assessments have taken place, the class teacher will plan support through an 'Assess, Plan, Do, Review' cycle. This will help to identify your child's needs more fully and will also show the actions which have been undertaken and their outcomes. Often these will be adjustments to how the curriculum is delivered, and the strategies and resources used with and by your child to support in their learning.

If additional assessments are required, the SENCo will support the teacher in carrying out the appropriate assessments.

For some learners, we may want to seek advice from specialist teams. We have access to services provided by Peterborough City Council, which are described on the Peterborough Local Offer website available [here](#).

6. What arrangements are there for supporting children in moving between phases of education?

We ensure that, where possible, transition arrangements are put in place to support children with SEND whenever there is a change of setting.

During the summer term, the EYFS teacher and SENCo liaise with nursery settings to discuss individual children's needs, to ensure that we have all the information needed for your child to aid in their smooth transition into primary school. A transition meeting with Nursery staff, parents, the EYFS teacher and SENCo will usually take place, where needs have already been identified.

During Year 6, there are opportunities for children to visit secondary schools. Where a pupil has SEND, there are additional opportunities for further visits to their new school where we feel the child may find transition more difficult.

Where children transfer to our school or to another school mid-year, our SENCo will arrange a discussion with the SENCo of the previous or receiving school. Information and paperwork is shared in a timely and confidential manner.

7. What approaches to teaching children with SEND are in place?

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding. Part of our criteria for a good or outstanding lesson is that children with SEND are supported appropriately in their learning.

We expect that:

- Teachers have high expectations of our SEND pupils and of all they can achieve.
- Each lesson is considered in relation to the needs of all the pupils in the classroom.
- Teachers support each other by sharing their areas of SEND expertise, in order to meet the needs of all our pupils.
- Teachers vary the strategies they use and the way they approach their lessons, to address the different learning needs of the pupils in their classes.
- Teachers and teaching assistants work closely together in supporting pupils whose assessments have indicated that they are making less than expected progress.

8. How are adaptations made to the curriculum and the learning environment of children with SEND?

We aim to ensure that all of our children can access all aspects of the curriculum and can use all of the facilities in school. We make reasonable adjustments within the classroom and adapt resources to meet the range of needs within a class.

Although we have long-term plans to ensure a broad and balanced curriculum across the school, class teachers are responsible for planning on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the pupils within each class. Resources are selected specifically and are tailored, with the support of the SENCo, to the individual needs of the child and any intended outcomes, as identified as part of their Education, Health and Care Plan (EHCP).

Class teachers receive advice from occupational therapists and other experts on ways in which the classroom can best suit the needs of children with disabilities, in order that specific needs can be supported or addressed.

9. What expertise and training do staff have to support children with SEND?

Staff training is audited regularly to identify training needs and this is delivered through both internal and external provision. Where we admit a child with medical needs or SEND that we have not previously experienced, the SENCo and person responsible for administration of medicines will organise training, with the support of the school nurse.

10. How is the effectiveness of provision for children evaluated?

Our regular class 'Core Group Meetings' and termly pupil progress meetings provide opportunity for the class teacher to discuss progress of individuals and the effectiveness of strategies being used to support in class.

We track pupil progress for individuals, but also for identified groups, to ensure that our provision is correctly targeted and enables all of our pupils to progress. Class provision maps are completed by class teachers termly, and are reviewed and monitored by the SENCo to ensure the positive impact of interventions on pupil progress.

Our Local Governing Board is closely involved in monitoring the ongoing effectiveness of our SEND provision. This includes our link SEND governor:

- Having meetings with the SENCo.
- Discussing provision with the pupils with SEND.
- Reviewing the SEND policy when amended.

11. How does the school promote inclusion, and support the engagement of SEND pupils in all activities?

We provide a range of enrichment activities which include:

- After-school clubs
- Every year group has at least one outside visit each year
- Each year group (Yrs 1 – 6) engages in activities led by a sports coach each week

These activities are available to all of our children. If there is an activity that you would like your child to take part in, but you are unsure of how we can support them in this, please contact your child's class teacher.

Class teachers liaise with the SENCo to ensure that arrangements are made for each trip, to accommodate any specific medical or SEND there might be. In this event, we will liaise closely with you to ensure that you have all of the necessary information.

12. What support is available for improving social and emotional development?

We recognise the importance of building into our curriculum opportunities for our pupils to:

- Develop resilience.
- Recognise their own strengths.
- Build upon their self-esteem.
- Make friends within and across year groups.
- Recognise their important role as valuable members of our school community.
- Develop leadership skills.

Our Personal, Social and Health Education curriculum (PSHE) includes units that allow children to explore who they are and how they feel. We have an agreed set of values as a school community that are shared and discussed in assemblies. Circle time and talk time provide opportunity for children to discuss issues on an individual, class and school basis.

For children where there are particular concerns about social, emotional or behavioural needs, we have members of staff who run intervention groups or 1:1 talk time. These members of staff are well known to the children, as our Family Liaison Officers, and are available in and around school for any child who would like to raise a concern or simply to talk. If we think sessions might be beneficial for your child, then we will discuss this with you.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and in supporting their families?

When necessary, referrals are made to the relevant external agencies for support. The range of services include:

- SEND Specialist Teaching Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Community Paediatrician
- Educational Psychology Team
- Multi-Agency Support Group (MASG)

These specialists usually observe or assess the children and offer advice and strategies, for you as parents and the school, in how best to support your child's needs.

Parents will always be party to any decision to involve specialist support. Any discussions with external agencies will be shared with parents, and with the staff supporting the child in school. In order to access this support, an Early Help Assessment (EHA) will often be started, to ensure that everyone who works with you and your child has the same information.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We aim to ensure that parents are closely involved in their child's education at all times. If you are not happy with the SEND provision at the school, please contact your child's class teacher in the first instance to share your concerns, or raise these with our SENCo.

Any complaint made by the parents of a pupil with Special Educational Needs should be raised and addressed in the manner described in the Academy complaints procedure, as published on our website at www.braybrookprimary.co.uk.

There are formal means of pursuing a complaint, where you are unhappy with an EHC needs assessment or EHC Plan. Details of this can be found on the Peterborough City Council Local Offer.

Reviewed by: Caroline Browne (SENCo)

SEPTEMBER 2020