



## Transcript

### SEND Information Report 2023

#### Slide 1

##### **Introductions**

Hello and welcome to Braybrook Primary Academy's Send Information Report. The report aims to explain what the school does to identify children with special educational needs and disabilities and the support that the school provide for children who require additional support. This is also published on our school website.

My name is Anna Rumbles; I am the SENDCo at Braybrook Primary Academy

You can contact me on my email addresses which is

[arumbles@braybrook.peterborough.sch.uk](mailto:arumbles@braybrook.peterborough.sch.uk)

You can also call me on 01733 232159.

We also have our Family Liaison Officer (FLO)/Pastoral Lead working at Braybrook, Daveen Culver. You can contact her on the same number and her email address is

[dculver@braybrook.peterborough.sch.uk](mailto:dculver@braybrook.peterborough.sch.uk)

This SEND information report has been written alongside the SEND Policy and Accessibility Plan and complies with the SEND Code of Practice 2015, Children and Families Act 2014 and the Equality Act 2010.

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##### **How do we make the school inclusive and a positive environment for children with special educational needs and disabilities?**

- We offer unconditional positive regards, for example every day is a new beginning and a fresh start.
- We engage our learners and ensure that everyone can achieve success and we do this by adapting the learning to ensure that the specific needs of our children are met and barriers are alleviated.
- We offer caring and therapeutic attitudes, making sure we are kind, making sure that that we listen and understand what our children are communicating and we have a fair and consistent approach to all.
- We make sure every child in school feels valued and a part of our school community through inclusive practice and inclusive education.

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##### **How do we identify that a child has Special Education Needs?**



We monitor progress and achievement through regular class assessments. We may also use some other assessments to unpick the children's individual needs if we have concerns, to ensure that we put the right support in place for the child.

We also carry out observations and we discuss what is going on at school and at home so that we capture a holistic view of the children's needs.

We may have conversations with previous schools or nurseries which ensures that all relevant information is passed on to ensure a positive transition for the children too.

In some situations, we may seek advice and support from external professionals such as an occupational therapist, educational psychologist, social care or outreach teams.

Most importantly, if a parent has concerns about their child – we encourage them to come and talk to the class teacher - they will share your concerns with us, or you may wish to contact us directly. We will then be able to work with you to explore further.

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##### **How do we support children with Special Educational Needs?**

How much children are supported can be described using the graduated approach. Children can move up and down the stages based on their needs.

All children get stage 1 support which is Quality First Teaching, ensuring that the children have access to an inclusive environment, making the reasonable adjustments and teaching adaptations necessary to ensure all children can access the learning. We may also provide an additional teacher or Teaching Assistant to support a child in that class. Progress is monitored and if progress is not made, we would move on to

Stage 2 and 3: which is a short term additional targeted support or intervention – this is provision that is additional to or different from that for most children

If a child isn't making any progress, even with the additional provision that is in place, we would then move on to Stage 4 level support, which is EHCP level support and I will talk to you more about this later in this report.

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##### **How do we support children with SEND?**

It is important to note that a child may be added to the SEND register if they are receiving long term intervention or provision that is additional to or different from other children in their class.

They may also be added to the SEND register if they are receiving specialist support from external agencies.

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## **How do we support children with SEND?**

Every child at Braybrook Primary Academy is unique and every child may require different provision to meet their needs and to ensure that they can access the curriculum.

Many children will require reasonable adjustments to be made to support them in their learning. These may include the use of ear defenders, a fiddle toy, use of a wobble cushion, coloured overlays, and a variety of communication tools. Some adaptations may include the use of ICT to support children with their learning, talking tins and scribes,

Targeted support for children at Braybrook Primary Academy may include: Speech and language therapy sessions, Sensory circuits interventions, fine and gross motor skill exercises, additional phonics support, additional reading and maths. If a child has SEMH needs, they may also benefit from having mentoring with our pastoral lead – Mrs Culver, this may be on a 1:1 basis or as part of a group, depending on the needs of the child. Children may also attend interventions such as attention autism bucket or Outdoor learning sessions.

The additional provision is monitored through the use of APDRs (Assess, Plan, Do, Review cycles). For children with continuing difficulties and those that have made less than expected progress, we may consider stage 4 level support.

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#### **What is an EHCP?**

The majority of children and young people with SEN and disabilities will have their needs met through SEND support. For children with complex needs that cannot be met by the ordinarily available provision put in place by school, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

Schools must carefully consider the evidence required to meet the threshold before deciding to apply for an EHCP. This includes multi-agency involvement as well as assess plan do review cycles.

An EHCP is a legal document that identifies a child's SEND. The document outlines the needs, targets and help that is needed to support the child – it may include support that is required from outside agencies too.

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#### **Peterborough Local Offer/ SEND Hub**

Further information about how Peterborough Local Authority aims to support children and their families, can be found by clicking on the link available.

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#### **How do we monitor progress?**



Progress for all children is measured termly through assessments and informal observations. Baseline information is gathered prior to targeted support taking place and the impact of the provision is measured after completion of the interventions

Targets are set and communicated through the use of APDRs. These are reviewed termly and discussed with parents at parents evening. This also includes pupil voice as it is important that the child has the opportunity to share their views about the support that they are receiving

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#### **How do we work with families to support children with SEND?**

We believe that communication with parents is the key to success, so we make sure we are available at all times; at the classroom door, senior leaders on the school gate, we make regular phone calls and emails and we are available for you to contact at any point - so please do come and speak to us as it is vital that we work together in the best interests of the child.

We also ensure that parents are well informed about their child's progress, and if a child is receiving provision at SEND support or EHCP level, parents will be invited to attend a SEND parents evening, which means that they have a longer session to discuss the needs and progress of their child with both the class teacher and the SENDCo.

We also engage our parents in the APDR cycle on at least a termly basis and often these are shared at parents evening. However, in some cases it may be more frequent depending on the needs of the child.

We also prepare annual reviews for children with EHCPs. This is an opportunity to go through the Education Health and Care Needs plan so that parents are informed about the progress that their child has made in relation to the outcomes in the plan, but parents will also be involved in developing new outcomes for their child, alongside the class teacher and the SENDCo.

It is important for us to gather the voice of pupils, as they often they know their needs best and have some inciteful ideas on how school can support them. Pupil voice may be gained through informal conversations with the child, games and observations.

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#### **How does the school work with external agencies?**

Here at Braybrook, we work very closely with a range of external agencies. These include health services such as: Speech and Language service, paediatricians, occupational therapists, physio therapists, the school nursing team, health visitors and emotional and mental health services such as Younited and CAMH.



Referrals to these services are made through school and require evidence of need and initial support in school before a referral will be accepted. It is important to note that it can take a while to gather this information. The referrals may be quite time consuming to do and, once referred, waiting lists for some services can be long. In addition to this, when making a referral for a General Developmental assessment, families in Peterborough must have an open Early help assessment, and they must have completed an evidence based parenting course.

We may also refer children to SEND services in Peterborough which include specialist teachers from the autism and ADHD outreach team, Educational Psychologists, sensory services for children with needs including vision and hearing impairments and when appropriate, we work closely with Children's Social Care (SCC)

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#### **How do we support children with medical needs and disabilities?**

These are discussed according to a child's individual needs – which may include; diabetes, anaphylaxis, asthma, epilepsy, medicated ADHD, and toileting difficulties, as well as physical needs and mental health needs. There will often be close liaison with healthcare professionals and, of course, parents.

A plan to meet the medical needs of the child may be required in the form of an Individual Healthcare Plan which may include an agreement to administer medication. The plan may also include an Intimate Care Plan, if the care that is required is of an intimate nature – for example toileting support or nappy changing.

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#### **How do we support children's emotional wellbeing?**

We support the children's emotional health and well-being through the use of education. Our Personal Social, Health and Economic Education (PSHE) includes regular consideration and discussion of emotional wellbeing, including how to recognise when your mental health is good and when it is not. It also aims to give children the tools and strategies to improve their mental health and well-being, if they need it.

We also support children's emotional well-being through positive professional relationships and interactions with all staff working within school. Children are greeted in the mornings, there may be daily/weekly check ins with key staff or mentoring sessions with our pastoral team,

More complex needs may require outside agency involvement from agencies such as the Emotional, Health and Well-Being team, YOUnted and CAMH. In Peterborough we can also access support from our SEMH hub.

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#### **How do we support children to access the wider curriculum?**



Extra-curricular activities include trips, visitors and after school clubs. Reasonable adjustments are made for children with SEND to ensure that they can access all activities. Sometimes we ensure that children have access to additional SEND events too, such as local area SEND PE events and Young Carers club.

Risk Assessments are completed to ensure that events are accessible to all. For example, additional preparation and consideration may be required if a child has physical needs, as we would need to ensure that the child had safe access. We may also need to ensure that the setting that we are visiting has the necessary space required for intimate care or cleaning of medical equipment if a child requires this.

We will of course, liaise with parents to seek their advice and ensure that they are happy with the adjustments that have been made. Parents know their child best and we as a school are keen to work in partnership to ensure the best provision for the child. On some occasions we may also invite parents to attend the trip, if possible.

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#### **What training have staff had for supporting children with SEND?**

**This is different** every year depending on needs of children and staff in our school.

Training is provided through staff meetings, training days and online courses as well as externally provided courses which may include: provision for children with SEN, meeting needs of children with Autism, writing APDRs and it also includes first aid training.

Training for specific individual needs is in place as required; including statutory training to meet the varied medical needs of children in our school (for example; diabetes and allergies). There is direct training for staff working with individual children with speech and language needs, Autism or other communication needs, physiotherapy needs or complex SEMH behaviours.

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#### **What will happen when my child moves class or school?**

Transition information for all children with SEND such as what works well, what is not effective, support in place, outside agency involvement etc, is shared verbally and in written form with the previous or new setting such as nursery to Braybrook, Braybrook to Special school or Braybrook to secondary school.

For children with more complex needs, we will strive to communicate with the next setting to arrange additional visits, if possible.

For children with SEND transferring to our school within the school year, it may be appropriate for staff to visit the child at home or for the child to come into school to visit key staff and see the classroom. We will also consider the use of social stories to support the child's transition.

For children moving class within school, they will have the opportunity to meet their teacher and we will also complete a one page profile also known as a pupil passport, which will go with them to the new class. This includes information such as their likes, dislikes and what helps them.



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### **What if I am not happy with the provision for my child?**

In the first instance, it is important to speak to your child's class teacher as they work directly with your child.

Next come and speak to me - Anna Rumbles the SENDCO as I have more specialist SEND knowledge. You can email or phone me or come in and speak to me directly if you prefer. Failing this then do feel free to speak to our Headteacher – Mr Gross. If you are still unhappy with the support you have received you can follow the complaints procedure which is available on the website.

At all points we would always expect to work with you to unpick and address your concerns so that together we can best meet the needs of your child.