



## Bratton Primary School

### Special Educational Needs Information Report 2017-18

All Wiltshire Local Authority (LA) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. [\(SEND code of Practice 2015\)](#)

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible.

The four broad 'areas of need' are; ***Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical Needs***

#### **The LA Local Offer - *What is it?***



Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged between 0-25. [\(The Children and Families Act 2014\)](#)

The intention of the local offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. [\(The Wiltshire Local Offer\)](#)

#### **The SEN Information Report - *What is it?***

The Schools SEN information report helps to meet the needs of SEN pupils within the school as determined by school policy, and utilises the LA Local offer to ensure the provision can meet those needs.

## 1. How does School know if my child might need extra help with learning?

We identify and assess children with SEND as early and as thoroughly as possible using the revised [SEN Code of Practice \(2015\)](#).

We work in partnership with parents and involve them with establishing any new strategies to help with consistency at home and school.

At Bratton Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- *Liaison with any previous school or early years setting*
- *The children performing significantly below expected progression levels*
- *Concerns raised by parent/carer*
- *Concerns raised by teacher*
- *Liaison with external agencies, e.g. physical health diagnosis from paediatrician*

If a child is identified as having SEND then their name will be added to the SEN register in school, but we recognise that children's needs may change over time and provision must reflect this. The aim of any additional provision is for the children to achieve age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

There are four types of Special Educational Needs and Disabilities (SEND), described in the SEN code of practice:

- *Communication and Interaction*
- *Cognition and Learning (including speech and language and social communication)*
- *Social, Emotional and Mental Health Difficulties*
- *Sensory and Physical Needs* (previously behaviour, emotional and social difficulties)

## 2. What should I do if I think my child may have SEN?

Please contact your **class teacher** in the first instance. The school SEND Inclusion Manager will also be happy to discuss any concerns you may have.



The SEND Inclusion Manager at Bratton primary School is: **Alison Callaway**

The SENDCo at Bratton Primary School is: **Ian Bolton (Headteacher)**

### 3. How will the school support my child?

#### **Class teacher input, through Quality First Teaching (this is excellent targeted classroom teaching)**

- The class teacher has the highest possible aspirations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand, using high quality ongoing assessment.
- Different ways of teaching are in place, so that your child is fully involved in their learning in class.
- Specific strategies (which may be suggested by the SENDCo or other professionals) may be in place to support your child to learn.
- Your child's teacher regularly checks on your child's progress against national standards and will have assessed whether your child has a gap, or gaps, in their understanding/learning and needs some extra support to help them make the best possible progress.

As well as quality first teaching, some children require additional support to help them make progress across the curriculum. Once needs are identified, these children often participate in small intervention groups, either as individuals or a small group of children, which might include the following:

- Carefully targeting resources, including adult time and specialist input, for individuals and intervention groups
- Monitoring and managing emotional, health, wellbeing and behaviour closely and involving outside agency support where necessary
- Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
- Monitoring attendance closely and liaising with parents to ensure this is managed in line with attendance guidelines
- Working in partnership with parents/carers and involving them with establishing any new strategies to help with consistency at home and school
- Additional Support in the classroom ensuring it is given in such a way as to minimise disruption to the child and to maximise impact
- Withdrawal sessions when children come out of class for sessions for specialised one to one or small group for support for example, handwriting, reading, numeracy, social, etc.
- Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork
- Involving the child in the identification and review of targets through discussion, guided groups and 'My Next Steps' learning goals in school.
- Group or individual work can be planned in a targeted way by school staff from their own assessments, or on advice from outside agencies. It usually then takes place both in and out of the classroom and may be led by a teacher or a teaching assistant (TA) or other specialist staff from within school, or an external agency, such as 'behaviour support service' BSS

## What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively. The specialist professional may meet with teachers or work with your child to understand their needs and make recommendations as to the ways your child is given support. You will always be asked for permission for such involvement and you will always be involved in the outcomes.

## 4. What type of SEND does your school provide support for?

We provide support for children with a range of needs including; ***Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical Needs*** in line with the SEN Code of Practice and we strive to be a fully inclusive school. All children are treated according to their needs in line with the school's policy for equality of opportunity.

### **Specific Needs and Disabilities**

Where a child has a particular need, e.g. wheelchair access, the governors make reasonable adjustment to ensure that the barriers are addressed and the child's needs are suitably met. If a child is transferring into the school with a statutory Education and Healthcare Plan (EHCP) or a Statement, or has been receiving extra support from a Local Authority's centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of Wiltshire's LA to ensure that their needs can be met.

### **Adapted Curriculum**

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.

## **5. How are the schools resources allocated and matched to children's SEN?**

Special Needs resources for most pupils can be found in their classrooms. Class teachers and teaching assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). The governing body works with the Headteacher, SENDCo and Inclusion Manager to determine the necessary budget provision each year according to the children's needs. Intervention rooms and corridors provide areas that may be used for intervention groups and can be used by teachers, teaching assistants, voluntary helpers and outside agencies.

Teachers and teaching assistants work together in teams to ensure effective differentiation for all children. The deployment of adult support is planned, in liaison with the SENDCo and Inclusion Manager, with specifics finalised during weekly planning meetings, cohort reviews and SENDCo surgeries.

- We have a range of resources within the classrooms for a range of needs
- Effective Interventions are available for a variety of identified needs, resourced as those needs become clear.

## **6. What specialist services and expertise are available or can be accessed by the school?**

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support.

The services we have access to include are as followed:

- Child and Adult Mental Health Services (CAMHS)
- Physiotherapy, Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- The Behaviour Support Service (BSS)
- Educational Psychology (EP)
- Special Educational Needs Support Service (SENS) - which includes the Physical and Sensory Impairment Service.

We also have support from the Community Paediatrician and School Nurse.

We have access to training to provide alternative methods of communication and interaction where appropriate.

## 7. What training do the staff supporting children with SEND receive?

There are members of staff who have a range of qualifications and experience in supporting, assessing and teaching, children with additional needs. They are deployed as appropriate in a range of ways including:

- *Direct teaching or support*
- *Identification and assessment*
- *Supporting planning*
- *Providing staff training and development.*

All staff access a wide range of training and development opportunities. Two of our TAs have degrees, 7 TAs have, or are about to complete, NVQ 3 Level qualifications and one has their NVQ Level 2.

The Teaching Assistants and Midday Supervisor (MDSA) teams also have regular meetings and training. The content depends largely on the needs of children with SEND in the school at the time. Training maybe led by the Head, SENDCo, Inclusion Manager or other qualified staff members or an appropriate outside agency.

### **Medical training**

Designated Teachers, Teaching Assistants, Midday Supervisor Assistants (MDSAs) and Admin staff have undertaken first aid/paediatric first aid training and administering medications training in line with the medical policy and national guidelines.

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

We firmly believe that class teachers are responsible for teaching all children in a way which meets their needs. In line with the Code of Practice there is an expectation that Quality First Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad and balanced differentiated curriculum that provides for the development of the knowledge, understanding and skills that they will need in order to become active and responsible citizens.

**Examples of differentiation include:**

- *Pre-teaching topic vocabulary*
- *Adapting language*
- *Giving choices of tasks*
- *Grouping children*
- *Questioning styles*
- *Visual prompts and task cards*
- *Multi-sensory teaching and learning*
- *Ensuring that children are challenged in a safe way allowing their strengths and successes to be celebrated*
- *Resources including ICT*
- *Targeted adult support*

Class based Teaching assistants are trained in a variety of types of additional needs and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent learning skills.

**Personalised learning**

- *Learning how to learn*
- *Assessment for learning*
- *Teaching and learning strategies*
- *Curriculum adaptation*
- *Mentoring and support*

We consider children's individual needs and make reasonable adjustments and offer flexibility to the curriculum and learning environment. For example for short periods of time some children benefit from learning breaks away from the busy classroom, part-time hours or alternative provision/s.

## **9. How will the school prepare and support your child to join our school or transfer to a new one?**

We work in close partnership with all parents and carers including those of children who have SEND. We offer flexible support and adaptations to our environment and curriculum to allow successful inclusion of children with more complex needs.

Continuity for all children while transferring either from class to class or school to school, involves carefully planned transition programmes and transfer of paperwork. We liaise closely with former schools of the children, secondary schools, nurseries and opportunity groups, to ensure a smooth transition occurs for new children starting or leaving the school.

If Special Needs resources have been created for individual children these are then handed to the next teacher during transition meetings at the end of each academic year. Where appropriate, transition booklets are made, including photographs of designated staff, the layout of each class, corridors, toilet and coat areas, etc to ensure visual support is provided to cater for the child's needs.

- We encourage the use of buddies to support social inclusion when children first arrive in school
- For some children who require additional support with out of class routines, as part of their Support Plan, we have additional adults working with them at playtime to help with learning lunch and playtime routines

## **10. How will I know how well my child is doing? And how will you help me as a parent, to support my child's learning and development?**

The class teacher has regular parent/carer consultations throughout the year to discuss and share any achievements, progress, attendance, academic levels and to review Individual Education Plans or individual targets through 'My Next Steps' plans.

In addition school reports are sent home in the middle and at the end of each year and regular meetings are held for children with a My Support Plan in order discuss and review the outcomes and make any changes as appropriate. Parents of children with Statements or My Plans (EHC's) are invited to attend yearly sometimes biannually Annual Review meetings to discuss the progress of their child and review the outcomes and targets in their Statements or My Plans. Alternatively, all staff are happy to facilitate additional opportunities to meet as required.

## 11. What cultural backgrounds does the school cater for and how?

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

### Travellers

We are fully inclusive to children from the traveller community and engage the backing of the *Traveller Service* for additional advice and support.

### EAL

Children with English as an Additional Language (EAL) may require additional support within school and for their families. We have access to trained staff to provide advice, resources or individual group activities in order to help children to develop as confident English speakers. Where possible, we can provide translators for non-English speaking parents and try to ensure that school communications like; *newsletters and our website* are accessible to families with English as their additional language.

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

We offer a holistic approach to understanding and meeting the needs of our children, focussing on the children's needs, through working closely with parents/carers and all members of staff. To support this development we also offer;

- *A wide variety of activities and Teaching Staff and/or MDSA's on duty at play and lunchtimes, along with additional support staff where required.*
- *ELSA (Emotional Literacy Support Assistant) support for individual or small groups of children*
- *HLTA Pastoral and Learning support work*
- *Part time Intervention Teacher (fully SENDcO trained)*

## 13. What percentage of the school has SEND needs?

The percentage of children with SEN needs fluctuates throughout the year, reflecting the needs of the children at any one time. Some children may only require short term intervention, while others require SEN support on a long term basis. We currently have **13%** of our children with SEND needs.

## 14. How will the school communicate with me?

We have many forms of communication tools available for parents and carers to access support. These are things like;

- *Inclusion manager meeting*
- *Parent contact system*
- *Text messages*
- *Our website*
- *Parent consultation meetings & workshops*
- *Newsletters*
- *Parent support advisor*

However, we always encourage you to talk to your child's class teacher in the first instance should you have any concerns.

## 15. Who are the best people to talk to in this school about my child's difficulties with learning or SEND?

In the first instance, please talk to your child's class teacher.

<b>Email:</b>	<a href="mailto:admin@bratton.wilts.sch.uk">admin@bratton.wilts.sch.uk</a>
<b>Tel:</b>	01380 830 511
<b>SENDCo:</b>	Mr Ian Bolton
<b>SENDCo Inclusion Manager:</b>	Mrs Alison Callaway
<b>Parent Support Advisor:</b>	Mrs Alison Callaway
<b>SEN Governor:</b>	Mr Martin Mangan

## 16. What support do we have for you as a parent/carer of a child with SEND?

We are fully committed to partnership with all our parents and carers. We offer a range of support from regular opportunities at the beginning or end of the day to meet teachers or our Inclusion Manager. We are constantly reviewing what we do and would welcome suggestions from you. If you have any thoughts or require some alternative advice, please let any of the following know;

- Your child's class teacher or teaching assistant
- The SENDCo/Headteacher
- The SEND Inclusion Manager

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council whose website [http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page) includes many useful links to other places and a great deal of information and support guidance;

- *PSA*
- *Parent courses*
- *Translators*
- *Workshops eg on the new Local Authority Offer*

## **17. How will my child be included in activities outside of the classroom, including school trips?**

Bratton Primary School is a fully inclusive school. All pupils are enabled to participate in all activities throughout the school day. The playground has a wide range of accessible equipment. A peer buddy system operates during playtimes as well as the possibility of adult supervised activities to support children who may need a quieter more structured environment in which to socialise.

- *Accessible playground equipment*
- *Additional adults for off-site visits*
- *Peer buddy if appropriate*
- *After school clubs – we encourage all our children to attend clubs and ensure a range of activities are available*

We recognise that extra-curricular activities, clubs and off site visits may require additional resources for pupils and/or staff and work in close partnership with parents to provide practical solutions that safely meet children's needs.

### **What social / out of school opportunities are there?**

There are a range of after-school clubs for all children from Y1 onwards, some of which are chargeable. Details of these are available from the school office. All children are encouraged to take part in such activities.

If any year group goes on off-site school trips to support or enrich the curriculum we include all of our children in these activities. Extra planning can be arranged for any children who may need more detailed information including social stories, photographs or adult support. Residential trips are planned annually for Key Stage 2 children and we will liaise with parents and agencies to provide appropriate additional care for children with special education needs. Please do talk to us about any concerns you may have so that we can work together to support your child.

## 18. How accessible is the school environment?

The site is accessed by a residential road with limited on road parking. The school is gated and accessible via the pedestrian gate in the morning for drop off.

The school is a sizeable building and as such is fully accessible to all pupils, staff and visitors. It is a single storey building with some single internal steps.

We have experience of supporting children with a range of physical and sensory needs and sensitivities and are able to adapt the learning environment wherever possible to support them.

## 19. How can you accommodate my child's special dietary requirements?

We can accommodate any child's dietary requirements as long as we have been made aware. Please phone the school office to discuss any special requirements.

## 20. How are children with SEN involved in their education?

All children create and review their own One Page Profile each year. This includes sections on learning and what best helps the child to learn well.

All children are involved in the next steps for their learning. Some children have additional individual targets generated from their specific needs so may have a My Support Plan.

Children who have My Support Plans will include further details of a child's needs, aspirations and support required. My Plans are statutory individual plans and the children's voice is always involved in these reviews.

Reviewed October 2017