

Braintcroft E-ACT Primary School

SEND Information report

1. The Types of Special Educational Need Provided for at Braintcroft Primary School.

Provision is made for the children with a range of needs including

- **Cognition and Learning**
Moderate learning Difficulties (MLD); Specific Learning Difficulties (SpLD) (Dyslexia and Dyscalculia)
- **Communication and Interaction**
Autistic Spectrum Disorder (ASD); selective mutism; Speech, Language communication Needs (SLCN) and attention listening difficulties.
- **Social, Emotional and Mental Health**
Attention Deficit Hyperactivity Disorder (ADHD), Emotional Difficulties and Mental Health Needs.
- **Physical and Sensory**
Hearing and Visual impairments.

Some of our children have SEND as well as medical needs

2. How Braintcroft Primary School identifies children with Special Educational Needs

The school identifies children with SEND through regular pupil progress meetings and pupil tracking. Special Educational Needs and Disabilities are also identified when progress is significantly below National Expectations and/or has slowed or stopped with Quality First Teaching Strategies. The Graduated Approach of Assess, Plan, Do and Review is then implemented to help accelerate progress.

The identification of SEND needs is built in the approach of the school and we closely monitor the progress and development of all the children.

The class teacher will inform parents at the earliest opportunity to discuss concerns and ensure that the school and parents are involved in supporting the child.

Parents can also raise concerns to the class teacher at any point during the year.

Early Identification

- The class teacher will assess the child's current skills and attainment. This is in line with the schools assessment policy. This is reviewed to ensure that the support is matched to the needs of the child.
- Information from the EYFS
- The child's development compared to their peers.
- Discussions with parents and any informal meetings.
- Child's own views
- Advice from external services.

Assessment

- Please refer to the assessment policy for further information of how children are assessed.
- Individual Education Plans (IEP's) are written by the class teacher and shared with the parents and child. This is reviewed 3x during an academic year. A final plan is written to be carried over to the next academic year.
- Tracking of Pupil progress
- The progress of children with speech and Language Needs is reviewed by the Brent Speech and Language therapy service.
- Annual reviews are held for children with EHC plans.

If you have concerns about your child you are invited to speak to the class teacher initially and if needed the schools SENCO will discuss this with you further.

3. Who our Special Educational Needs Coordinator is and how they can be contacted.

The SENCO at Braintcroft Primary School is **Ms Claudia Mills** and she can be contacted by telephone on 020 8452 2413.

4. How we consult parents of children with SEND and involve them in their child's education.

Parents are always informed if their child has SEND. Communication is regular and informal through home/school link books, text messages, Phone calls, letters and discussions at the beginning and end of the school day.

The class teacher is regularly available to discuss your child's progress or any concerns you may have. This is also an opportunity to share strategies that are working well both at home and school and also what further strategies can be used.

The school has good links with Brent SENDIASS who support parents of children with SEND. Further information can be found in the Brent Schools Local offer. The school holds termly review meetings with parents and the class teacher. Parental workshops and coffee mornings are held during the school year.

The SENCO readily meets parents during parent's evenings 3 times during the year. You are also able to have a separate meeting to discuss any further concerns you may have about your child by making an appointment.

All information from outside professionals who are directly involved with the child will be discussed with parents/carers directly.

All IEP's written about your child will be reviewed and new targets set for the following term.

A home school link book is set up to be used as a communication link between home and school.

Parents are encouraged to support the targets and goals for their child at home.

5. How we consult with children with SEND and involve them in their education.

We are Rights Respecting School where we value and celebrate each child being able to express their views on all aspects of school life. The school has a school council which includes pupils with SEND needs. This is where the children are able to discuss and bring matters that are important to them.

We also have Braintcroft Buddies which are present in the playground during lunchtimes to support and mediate with pupils when they bring concerns. This also includes children who have SEND needs.

Children with IEP's are involved in the reviewing of their targets and setting new ones.

The class teacher is also able to use circle time with the class to discuss any thoughts of feeling that they have.

If your child has an EHC plan then they will contribute their views before the meeting and they will also have the opportunity to share some of their work during the review if they are happy to do so.

6. How we assess and review children's progress towards their outcomes.

All children are provided with Quality First teaching and the children's work will be differentiated to meet their needs.

This is monitored in the following ways;

- Classroom observations conducted by senior leadership.
- Local authority learning walks conducted with Headteacher and Senior Leaders.
- Children working below level 1 in the national curriculum are assessed using the BARS system.
- Discussions with children and looking at samples of work that the child has produced.
- Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of children with SEND needs
- Attendance and behavior is discussed with parents as and when needed.
- Information about interventions is shared during parents meetings with the parent. This includes if the intervention has worked and what further needs to be done.

Children with additional needs are provided with reasonable adjustments at school. This is to ensure that they have access to the curriculum. Some of the adjustments that have been made include auxiliary aids, movement breaks, and access arrangements.

Children with IEP's are set targets termly to ensure that children are on track to meet the expectations set for them individually.

Children with EHC plans are set outcomes for the end of the phase they are in. The school then set termly targets towards these.

7. How we support children moving between different phases of Education

At Braintcroft Primary School we are aware that transitions for children with SEND needs can be difficult for both the child and the parent. We try to ensure all transitions are smooth.

Nursery/Reception

- We will conduct home visits for all children coming to the Nursery setting. This is to help familiarise the child with staff and also to visit the child where he/she feels the safest.
- If the child attends a Nursery setting the Brent Early Years team will be involved in helping with the transition to Nursery School.

- A transition booklet is completed with the child and any opportunity to visit the setting is also made.
- At all points joint discussions are made with the parents and the school if your child needs additional support.
- The school also holds Multiagency Team around the child (TAC) meetings so help with transition and support for the child at the school.

If your child is moving to another school

- The school that your child will be attending will be sent all information about your child.
- The SENCO will contact the school your child will be attending to let them know about your child's additional needs.

When moving classes or moving into a new year group

- A special meeting is conducted at school where the current class teacher will discuss your child's needs with the new class teacher. Information that is specific to your child will be discussed such as seating arrangements, familiar routines
- For children who find it difficult to transition to a new year group a special booklet is created to support them. This is also sent home for you to read with your child.
- All children will meet their new teacher and classroom. However at Braintcroft Primary School we are aware that some children will need to visit their new class and teacher more than once. This is arranged for individual children if needed.

Year 6

- Pupils with EHC plans in Year 5 have the opportunity at the Annual review to discuss transition to Secondary schools. It is advised that secondary schools are explored before the child begins year 6.
- In year 6 all children will have discussions and activities to prepare them for Secondary school.
- Most children are invited to the new school for a taster day which is very useful.
- Additional visits are arranged for SEND pupils with EHC plan to ensure that the next phase of the transition is smooth.
- On some occasions the teachers from Secondary school will visit your child.
- The SENCO will also contact the secondary school SENCO to discuss the needs of the child and any routines and strategies that need to be used to ensure a smooth transition.
- All records of the child will be sent to the Secondary school as soon as possible.
- Children who are known to the speech and language therapist will also prepare the children for Secondary school this may include completing a special passport.

- The school also has links with the inclusion support service where a member of the team will support children with additional needs to Secondary school and make visits to their new setting.
- The school offer an opportunity to all parents to complete the forms online for secondary transition with a member of staff in Autumn term

For pupils in Year 6 the final annual review will be conducted with all professionals involved with the child but also the SENCO from the secondary school will be invited for this meeting which will support the transition of the child.

8. Our Approach to Teaching Children with SEND

At Braintcroft Primary school we want all children to do their best; we aim to provide the following;

In addition to quality first teaching

- Planning is differentiated to meet the needs of SEND pupils in the class.
- Teaching Assistants are trained on specific interventions and will carry this out
- The staff are trained on specific needs such as Hearing Impairment and ASD and MAPA.

The teachers are also provided with reports from external agencies and the staff use this to support the child in class. The SENCO will also support with this by providing advice and resources.

9 How do we adapt the curriculum and the learning environment of children with SEND

At Braintcroft we aim to ensure all children have access the curriculum and if the school needed the school will make reasonable adjustments for them.

All children will have access to quality first teaching and if needed further support for children will be put in place.

The school is on one level and currently both sites are accessible for wheelchair users or children with a physical disability.

There are various clubs which are available at the end of the school day and during lunch time. These can be adjusted to meet the needs of SEND pupils such as football, choir and street dance.

The environment in the classroom is adjusted to meet the needs of children with SEND e.g. some classrooms have work stations and IPADS that are used to help facilitate learning.

10. The Expertise and Training of staff to support children with SEND

The SENCO is fully qualified and has completed the National SENCO award. The Assistant SENCO also holds the same qualification.

The SENCO attends training in the Local Authority as well as attending cluster group meetings in the locality.

All teachers have training in SEND throughout the year on specific areas such as ASD, Hearing Impairment.

We have a Reading Recovery Centre where there is a central lead and in addition to this we also have a reading Recovery Teacher who reads daily with selected children. More information about this programme can be obtained from the school office.

Our TA's have an opportunity to also attend training with the class teachers where appropriate. They are trained in Literacy and Math's interventions such as paired reading, Precision teaching, Daily Supported Reading (DSR), and Better Reading Partnership (BRP).

We currently have 2 TA's which have the ELKAN qualification to support children with Speech and Language difficulties. One of the TA's has also attended a specific approach to support children who have attention and listening difficulties (Attention Autism)

In 2016-2017 all teachers and TA's in KS1 were trained by the Lead Speech and Language therapist in supporting children with communication difficulties.

Teachers and TA's are sent on training and relevant courses to ensure the needs of children are appropriately met.

11. Evaluation and Effectiveness of the Provision Made for children with SEND.

Any child requiring additional provision at the school is put on the year group provision map.

This map is reviewed termly by the Class teacher and AHT. This information is shared with SENCO and also advice is sought if children have not made the progress intended.

The AHTs look at the progress for each year group and a careful analysis of this is completed.

The staff meets with the SLT on a termly basis to discuss the provision and impact of interventions.

The Assistant head teachers review the data termly and look closely at what further support the year group needs.

12. How Braintcroft supports children with SEND to engage in activities available at the

The school ensures that activities that are planned can be adjusted to meet the needs of SEND pupils.

We aim that trips and visits to places of interest allows children with SEND to also take part.

Adjustments to transport to places of interest have been made for some children with Physical disabilities e.g. this has included a different route for children to get to their destination.

Many of our SEND pupils have also taken the opportunity to go to residential trips such an outdoor activity area and with appropriate planning it has taken into account the needs of the children.

We ensure that any trips that are planned for year groups that all children can attend and take an active part in the day this is in line with the schools trip policy.

13. How we support children with Emotional and Social Development.

At Braintcroft Primary School we are a caring and network for children with emotional and social difficulties.

- The class teacher has responsibility for the pastoral, Medical and Social welfare for all children in their class.
- The school has a behavior system which is positive approach in dealing with behavior in the class. The class teachers have their own system of rewarding positive behavior and this also includes dojo points for the class. The staff are expected to follow the Schools behavior policy.
- The staff have had training in conducting circle time in the class and this is done at least once fortnightly.
- The school has bought into TAMHS (Targeted and Mental Health Service) and we have a clinical psychologist which comes every week to work with individual children and also groups of children. We also have an Art Therapist who also comes to work in the school with individual children.

- If any child has behavioral difficulties Parent are always involved and kept informed. The child as well as the parent help with creating a plan to support the child. If needed then Brent Inclusion team is involved in supporting the school and family.
- The playground and Lunchtime are staffed during both of these times. They are easily identifiable as they were a reflective jacket. The school has also developed a peer mediation programme called Braintcroft Buddies. This helps children resolve conflict and ensure that playtimes and lunch are harmonious.
- The school also tracks and ensures that children who are not at school are followed through at school. Lack of attendance is taken very seriously. Good attendance is actively encouraged at school through class rewards and individual prizes for 100% attendance.

14. How the school involves other organisations in Meeting the needs of Pupils with SEND and supporting their families.

The school works in partnership with many outside agencies. They are called on for support if there are further concerns regarding your child e.g. lack of progress even if targeted through specific groups.

Any child who the school feels need this support is always discussed with you as a parent. No intervention can take place until formal consent has been obtained.

The following services are used at Braintcroft Primary School

- Brent Educational Psychology service
- Brent specialist service for children with Hearing and visual Impairment
- Brent Inclusion and Alternative Education Service
- Health including- School Nurse, Speech and Language service, Occupational Therapy ,Physio Therapy and pediatricians
- Brent Autism Outreach Service (BOAT)
- Brent Carers Centre and SENDIASS
- Social workers/services
- Educational Welfare services
- Brent complex needs consultant(Physical and Medical Needs)
- Child and Adolescent Mental Health Service (referral from GP)

The school also specifically funds the following

- Private Educational Psychologist

- TAMHS- Clinical Psychologist
- Art Therapist

15. How to make a complaint regarding the provision made at school for pupils with SEND.

The school will always aim to resolve any complaints made and they are taken very seriously.

The following process is used if you would like to make a complaint.

- First point of call is the class teacher where you are able to raise concerns.
- If the class teacher is unable to resolve the issue then you are able to take an appointment to see the Assistant Head (AHT).
- If the AHT feels that the SENCO needs to be involved this will be arranged.
- You are also able to make an appointment to see the Headteacher or Deputy Head if you feel your matter is not resolved.

A separate procedure to complain regarding EHC plans and naming of placements can be made directly to the Local Authority.

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