

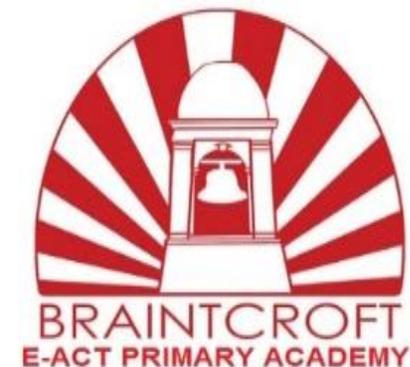
Special Educational Needs School Information Report

“What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT



Please also refer to our SEND and Learning policy and our Accessibility Plan

Date Completed: September 2020

Review Date: September 2021

How do you teach children or young people with special educational needs and disabilities?

At Braintcroft, we provide a graduated response to students with Special Educational Needs. In the first instance, class teachers deliver 'quality first' teaching for all students within their class. This may include writing frames, differentiated class work, scaffolding and well placed seating plans.

Learning Support Assistants (LSA's), in coordination with the class teacher will support students in their learning through individual, group or class based activities or interventions. Students' individual support will be outlined on their Learning Plans/Pupil Passports and provision maps, which are available to all staff.

The relevant staff are trained on specific needs such as Hearing Impairment and ASD with Eklan and Communication Keys knowledge. 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.

Parents and students will be involved in discussions and decisions made regarding their provision. Whilst accessing our provision, if progress appears to be limited, the SENCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has special educational needs or disabilities?

Class Teachers and Learning Support Assistants at Braintcroft closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some specific learning difficulties.

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, which 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 is obtained to track expected progress
- The child's development is compared to their peers
- Discussions with parents and any informal meetings will take place
- The child's own views are recorded
- Advice from external services is requested

Assessment

- Please refer to the assessment policy for further information of how children are assessed
- Learning Plans 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

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

Teachers can refer students through the SENCO. We seek outside agency support for Speech and Language (S&L), Physiotherapy and Occupational Therapy Support (OT). We also have regular staff training from the Hearing and Sight Specialists, Brent Outreach Autism Team and CAMHS to ensure all students' needs are met.

We use an intervention called 'Speech Link' for EYFS-LKS2 students with Speech, Language and Communication difficulties and 5 Minute Box, a multi-sensory approach for teaching early literacy and numeracy skills. We also have English as an Additional Language (EAL) class where students spend timetabled slots to increase their knowledge and understanding of the English language.

We often seek advice from specialists to ensure we are providing the best possible teaching and learning experience.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

We offer a graduated response for students with Special Educational Needs. Firstly, 'Quality first teaching' will be provided to all students and the class teacher will continually differentiate work to meet the needs of the children and review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, additional 1:1 meetings where necessary and school reports. Where a class teacher has concerns about a child's progress, the Assistant Head Teachers will be informed in the first instance and parents or carers informed of extra targeted support in class that may be provided.

Where progress continues to be limited, more individualised support may be provided from the LSA and the SENCO. All individual and small group support is recorded on a class provision map. Children with Learning Plans 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. 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.

Finally, provision such as support from outside agencies will be provided following specific assessments, support mechanisms and in line with the type of specific need. Alongside the class teacher, the Assistant Head Teachers and the Senior Leadership team track the progress of all pupils to ensure good progress is being made.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.'

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

How do you adapt the curriculum and the learning environment of children with SEND?

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

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

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 and other ball based activities.

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

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

The SENCO is fully qualified and has completed the National SENCO award. 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 (BOAT), Hearing Impairment and Mental Health first aid. Staff are also regularly briefed on Keeping Children Safe in Education in line with Government Guidelines and complete EDUCARE training on a variety of other skills necessary to understand and support all children.

We have Read Write Inc trained teachers who provide daily phonics and reading support for children.

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), which we continue to adopt skills from as a school, as and where necessary. 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).

Good practice is regularly shared at staff meetings and CPD by the SENCO and the school receives the most up to date information regarding SEND which is distributed to staff at regular intervals. The school has access to a link Speech and Language Therapist (borough and private), Educational Psychologist, School Nurse, Occupational Therapist, outreach services and a range of alternative provisions. We receive regular updates and support from E-ACT Regional Schools for SEND and Behaviour.

What the legislation says:

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels: - awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN) - enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and - specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

We have a clear behaviour and anti-bullying policy. The school has a zero tolerance approach to bullying. The schools Designated Safeguarding Lead (including Deputies), work closely with Brent to support families and children with their emotional, mental and social wellbeing. Brent Inclusion team is involved in supporting the school and families. The school has prioritised Mental Health First Aid training and have trained all staff and members of the Senior Leadership team.

The school currently make referrals to Brent Inclusion Support and the Well-being, Emotional Support Team (WEST) to work with individual children or groups of children where appropriate.

Risk assessments will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school supports the distribution of Personal Social and Health Education (PSHE) and this is reinforced through our whole school assemblies, form time activities and external visitors. All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 3 training.

There are a number of staff members who hold a current first aid certificate/paediatric first aid, which is updated when required. The medical team collates information provided by parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only designated staff are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).' **SEND Regulations 2014 5(j):** how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

How do the school involve other organisations in meeting the needs of pupils with SEND and supporting their families (specialist equipment, services or support)?

The school distributes its resources according to the different needs within the school, with priorities dependent on the level of need. If a child has a specific Special Educational Need, it may be the case that the school applies for additional support to aid the learner, which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child.

If a child is thought to need specialist equipment, services or support; a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an Education Health and Care Plan being submitted for assessment.

If a student requires 1:1 support, we endeavour to provide this provision within the means of the school and the resources made available to it. If a Learning Support Assistant is away from school at any point, we will redistribute staff to ensure cover is provided to ensure the child's needs are still met.

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:

- 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 paediatricians
- Brent Outreach Autism 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

- Unlocking Language – Speech and Language Therapy Support

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

Parents are always informed if their child has SEND. Communication is regular and informal through 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 supports 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 your child will be discussed with you directly.

All Learning Plans written about your child will be reviewed and new targets set for the following term. Parents are encouraged to support the targets and goals for their child at home. To ensure students with Educational Health Care Plans needs are being met, the school will organise annual reviews. Where the school has concerns regarding a child's progress or well-being, an annual review may be called earlier. This may also be requested by the parent or carer.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

How do you support children with SEND to engage in 'out of school' activities?

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 planned for year groups, all children can attend and take an active part in the day this is in line with the schools trip policy.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children moving between different phases of Education?

At Braintcroft 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 Multi-agency 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.
- If your child is moving to a Special Needs School, visits and transition days are organised.

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 and 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, 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. We advise parents, 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 plans 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 the autumn term.

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

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

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.

If there is a concern of a safeguarding nature, students, parents or carers can contact the schools Designated Safeguarding Lead.

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

**Who should I contact
for more information?**

The SENCO at Braintcroft Primary School is Miss Claudia Mills.

**She can be contacted by telephone on
020 8452 2413.**

Where can I find out more about what support there is for children and young people with SEND in the local area?

The Brent Local Offer Website contains full information of the services available to children, young people and their families under the Brent Local Offer

<https://www.brent.gov.uk/localoffer>



BRAINTCROFT
E-ACT PRIMARY ACADEMY