

# **Braishfield Primary School**

## **Special Educational Needs and Disability (SEND) Information Report**

**Completed by Rhiannon John (SENDCo): September 2024**

**Reviewed by Governors: October 2024**

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# BRAISHFIELD PRIMARY SCHOOL SEND INFORMATION REPORT



## OUR MISSION

- *To inspire each child to develop a love of learning for life*
- *To grow children with the ambition to be the best that they can be*

## OUR VISION

*We want to continue to be recognised as an excellent school which:*

- *Provides a rich, purposeful curriculum, which all children can access in a stimulating learning environment*
- *Encourages high expectations for our children so that they fulfil their true potential*
- *Fosters a warm, welcoming and safe community in which every individual feels valued and understood*
- *Equips children with the life skills to play a positive and active role in the future society which they will create*

This report outlines Braishfield Primary School's provision for children with special educational needs or disabilities (SEND). The report forms part of Hampshire's Local Offer detailing services that they expect to be available for children and young children with disabilities and special educational needs aged 0-25.

<u>Type of School</u>	Mainstream Primary (Village setting)
<u>Accessibility</u>	<p>Due to the limits and restrictions of an old building, the school has limited wheelchair accessibility. There are no auditory/visual enhancements. There is a disabled toilet.</p> <p>The school's Accessibility Policy can be found here: <a href="#">Accessibility   Braishfield Primary School</a></p>
<u>Core Offer</u>	<p>Braishfield Primary School ensures all children are welcomed whatever their abilities and needs and the school is committed to ensuring all children successfully reach their potential. At our school, all children with SEND are fully integrated within the school and have opportunities to participate in all activities within and beyond the school, such as after school clubs, educational visits and residential trips. No child is excluded from taking part in these activities because of their SEND.</p>

	<p>All children have access to a broad, balanced and relevant curriculum through high-quality teaching which is differentiated to meet individual needs. We work closely with parents, previous schools, nurseries and the Local Authority SEND Team to ensure that the needs of children with SEND can be met.</p> <p>If a parent is considering whether their child with SEND should join the school, we would encourage them to contact the school admin office to arrange to meet the Headteacher, who will willingly discuss how the school could meet the child's needs.</p>
<p><u>Identification of SEND</u></p>	<p>Children are identified as having SEND through a combination of approaches such as:</p> <ul style="list-style-type: none"> <li>• liaison with previous schools or external agencies</li> <li>• monitoring of the academic performance and progress of the child</li> <li>• monitoring of the development and behaviour of the child</li> <li>• views of the parent/carer and the child.</li> </ul> <p>We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Low attainment and/or slow progress does not automatically mean a child is recorded as having SEND.</p> <p>If parents have any concerns about their child's learning, development or progress, or think that their child may have SEND, they should discuss this with the class teacher in the first instance. They can also arrange to speak to the SENDCo or Headteacher.</p>
<p><u>Provision for children with SEND</u></p>	<p>The school adheres to 'The Special Educational Needs and Disabilities Code of Practice: 0-25 years' when identifying the individual needs of children with SEND and, as outlined in the Code of Practice, high quality teaching, which is appropriately personalised for the child, is the first step in responding to possible SEND. By successfully adapting the curriculum, class teachers are able to ensure potential barriers to learning are reduced. These adaptations can include but are not limited to: pre-teaching techniques; allowing for longer processing times; reading instructions aloud; pictorial representations; practical resources; use of word banks and prompt sheets; use of 'talking tins' to verbally rehearse writing; and using aids such as coloured overlays, visual timetables or larger, clearer font.</p>

	<p>If your child is identified as needing SEN Support, they will receive provision which is additional to or different from our core offer. This may involve working individually or as part of a group on an intervention to help them with an area they need support in.</p> <p>Targeted provision is carried out by the teachers and LSAs using specialised programmes and resources. The following support in the four broad areas of need is offered, but is not limited to:</p> <ul style="list-style-type: none"> <li>• <u>Communication and Interaction Need</u>: Early Talk Boost programme; Solent NHS Trust referrals and outreach support; and Speech and Language Therapy.</li> <li>• <u>Cognition and Learning Need</u>: Precision Teaching; <i>Little Wandle</i> Phonics Intervention; Dyslexia screening; Toe-by-Toe Phonics and Spelling; and Plus 1 Maths programme.</li> <li>• <u>Social, Emotional and Mental Health Need</u>: ELSA sessions in 1:1 and small groups with a trained ELSA; Helping Hands Team; Talkabout Social Skills groups; Social Stories; Sensory Circuit sessions; and liaison with the Early Help Hub and Family Support Service who provide tiered support to families having difficulties at home or those with a high level of need.</li> <li>• <u>Sensory and Physical Need</u>: Clever Hands and Clever Bodies programmes to build up motor skills and core strength; Schools Therapy Pack providing key exercises which target physical, sensory and speech needs; Write from the Start handwriting programme; and liaison with advisors for physical disabilities, visual and hearing impairments.</li> </ul> <p>As a school we work closely with external agencies that we feel are relevant to individual children's needs. These include the Primary Behaviour Support team, speech and language therapists, occupational therapists, physiotherapists, GPs, school nurse, Children's Services, social workers, educational psychologists and outreach support.</p>
<p><u>Assessing and Reviewing Progress</u></p>	<p>As a school, we measure all children's progress in learning against the national Age-Related Expectations (ARE) for each year group, we assess all children's reading and spelling ages and we use Hampshire SEN Trackers to evaluate the progress of children with SEND.</p> <p>The provision for children with SEND is monitored regularly by the SENDCo using provision maps to monitor interventions and impact across the school. The SENDCo, Headteacher and class teachers meet regularly to discuss provision and progress and SEND reports are shared with the SEND Governor and Governing Body. We evaluate the effectiveness of provision we have in place for children with SEND using The Graduated Approach to ensure</p>

	<p>good progress and good outcomes are achieved. This is a four-part cycle (Assess, Plan, Do, Review) which aims to ensure that children with SEND are given effective intervention to remove barriers to learning.</p> <p>Every child who is on the SEND Register has an Individual Education Plan (IEP) and we ensure that the targets on these plans are broken into manageable, achievable steps and are reviewed at least once a term. For children with more complex needs, an Education, Health and Care Plan (EHCP) may be necessary and a report will be written applying for additional support from the Local Authority. This is a long process which is not undertaken lightly, requiring the submission of documents and evidence to support the child's additional needs. EHCPs are formally reviewed annually alongside the termly IEP reviews.</p>
<p><u>Parental Involvement</u></p>	<p>We believe that a child's education should be a partnership between parents and teachers. Therefore, we aim to keep communication channels open and we pride ourselves on having good relationships with the parents of children at our school. Parental visits to our school are warmly welcomed and we offer this in a number of different ways such as: open mornings to view the children's work; concerts and plays; assemblies for celebrating achievements; the school's PTA events; and parent consultation and information evenings.</p> <p>We are open and honest and hope that parents can speak honestly with us about any concerns they might have about their child. If a parent has a concern about their child's development, or would like more information, they should arrange a meeting with their child's class teacher. They may then be referred to the SENDCo or Headteacher for further advice and guidance about specific needs. We can also offer advice and practical ways to help support a child with SEND at home.</p> <p>If appropriate, the child will receive early intervention support or, if they meet the criteria, they will receive targeted SEND Support and will be added to the SEND Register. We will formally notify parents when a child has been placed on the SEND Register. When a child is on the SEND Register, they are given an Individual Education Plan (IEP) which is individualised with SMART (specific, measureable, achievable, realistic, and timed) targets. A copy of this IEP is given to parents and a meeting is held with parents at least once a term in order to discuss progress towards the IEP targets.</p> <p>The staff at the school will do everything within reasonable expectations for a school to ensure that a parent's worries are listened to and concerns are addressed. Further advice for parents can be obtained by contacting Sendiass if they feel that they need more</p>

	<p>assistance with managing their child's SEND – 0808 164 5504  <a href="mailto:info@hampshiresendiass.co.uk">info@hampshiresendiass.co.uk</a></p>
<p><u>Concerns about SEND provision</u></p>	<p>Any concerns about the SEND provision should follow the usual course and is described fully in the <a href="#">Complaints Policy</a>. If the matter is not resolved through discussion with the class teacher, SENDCo, or Head Teacher it can be referred to the Governing Body and then if necessary it can be passed to the Local Education Authority for consideration.</p>
<p><u>Pastoral Support and Pupil Voice</u></p>	<p>We are an inclusive school and all the staff at our school believe that, in order for children to develop and achieve, it is crucial that they have high self-esteem and a sense of belonging. We have a caring and understanding team who strive to make each child's school experience a happy one. We value, respect and celebrate each child and their opinions. The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the first point of parental contact. If further support is required, the class teacher then liaises with the SENDCo and Headteacher for advice.</p> <p>During assemblies and in class time, children regularly learn about the Braishfield School's Citizenship Values of Respect, Kindness and Honesty and class teachers carry out regular "circle times" to discuss any issues which may have arisen or need to be discussed with everyone in class. There is a 'worry box' in school where children can post their worries and staff ensure time is made each week to chat with the individual child about their worries. The school has a trained ELSA who works 4 hours a week offering targeted pastoral support for vulnerable children and those requiring social, emotional and mental health support. We have a School Council run by children who have been elected by their peers, which is an open forum for the children to discuss issues and viewpoints.</p> <p>The school's policies for supporting children with medical conditions and for administering medicines can be found here: <a href="#">Medical   Braishfield Primary School</a>. The administrative staff have the responsibility for administering medicines and have attended the Administration of Medicines training. Parents are required to fill out a form when they bring in the medicine which is signed. This form is then signed each time a medicine is administered.</p> <p>As a school, we have a positive approach to behaviour management as outlined in the behaviour policy found here: <a href="#">Behaviour   Braishfield Primary School</a>. If required, an Individual Behaviour Management Plan (IBMP) is written together with the child to identify any concerns and set targets. If an incident of challenging behaviour were to occur this</p>

	<p>would be reported to the Headteacher to take appropriate action and the parents would be informed if appropriate.</p>
<p><u>Supporting children moving between phases and preparing for adulthood</u></p>	<p>We encourage all new children to visit the school prior to starting and for children with SEND we would encourage further visits to enable a smooth transition. If the child has very complex needs, the SENDCo and class teacher would visit the child at their current school depending on location.</p> <p>When children are preparing to leave our school, typically to go to secondary, we arrange transition meetings and visits for the children and parents. If a child has specific complex needs or has particular anxieties about moving on to secondary, extra visits can be arranged and 'social stories' can be prepared in the run up to the move to make the transition smoother. We liaise closely with the staff of other schools when receiving from or transferring to different schools to ensure all relevant paperwork is passed on and all needs are discussed and understood. If a child has complex needs, then a Transition Partnership Agreement (TPA) is drawn up or EHCP Annual Review is held as a transition meeting with staff from both schools attending.</p>
<p><u>Inclusion in school activities</u></p>	<p>All children are included in all parts of the school curriculum and all of our extra-curricular activities and school visits are available to all our children. All children are encouraged to go on our residential trips and to take part in sports day, school plays and any special workshops. We provide the necessary support to ensure the inclusion of all children in school activities, for example, 'social stories' can be used for children who need additional support or understanding of an unusual event such as a residential trip.</p> <p>A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the very unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p>
<p><u>Expertise and Training of Staff</u></p>	<p>The school has a strong commitment to professional development and staff regularly attend continuous professional development courses to enhance their skills.</p> <p>Our SENDCo is fully qualified and accredited (National Award for Special Educational Needs Co-ordinators with Merit) and has TQUK Level2 Certificates in 'Supporting Children with Specific Learning Difficulties' and 'Understanding Children and Young people's Mental Health'. She is allocated half a day per week to manage SEND provision. The class</p>

	<p>teachers have overall responsibility for the children’s wellbeing and academic progress; the class teachers and SENDCo are in regular, close contact.</p> <p>All staff have had training in supporting children with social, emotional and mental health difficulties and we have an LSA who provides targeted pastoral support tailored to the child’s needs. This LSA has completed training to be an ELSA (Emotional Literacy Support Assistant). We have a team of Learning Support Assistants who are trained to deliver specific SEND intervention programmes.</p> <p>Every member of staff in the school has completed First Aid training and have had epi-pen training. Two staff hold the Paediatric First Aid qualification. If a child was to be admitted to the school with complex needs, staff would prepare extensively and obtain any training required.</p>
<p><u>Hampshire’s Local Offer</u></p>	<p>Under the Children and Families Act 2014, Local Authorities are required to publish and review information about services that they expect to be available for children and young children with special educational needs and disabilities aged 0-25.</p> <p>Follow the link to access Hampshire Local Authority’s Local Offer:  <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page">https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</a></p>