

Link Learning Trust

Brookburn Primary School

SEND Information Report

2023-2024

Brookburn Primary's SEND Information Report 2023

Aims

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

By consistently focusing on the quality of teaching and learning at Brookburn and putting student achievement at the heart of all we do, all groups of children are given the opportunity to develop and meet their potential, including those who have been identified as having additional needs. We are committed to closing the attainment and progress gaps between SEND and non-SEND pupils.

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENDCO

The SENDCO is Harriet Ikin- Tomkinson. and she co-ordinates SEND provision for the school.

She will:

- Work with the Head of School and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Academy Councilor

The SENDCO contributes to the Headteachers report for the Academy Council every term to inform them about the progress of the children with SEND. The SENDCO will provide information detailing area of need by year group and provision across the school. Any report will not refer to individual children and confidentiality is maintained at all times. The SENDCO is supported by the Academy Council Member for SEND, and Member of the Standards Committee and Trustee for the Link Learning Trust, Theresa Regan.

The SEND Academy Councilor will:

- Help to raise awareness of SEND issues at Academy Council meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Council on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head of School

The Head of School is Mrs Jen Holden. She will:

- Work with the SENDCO and SEND Academy Councilor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The kinds of SEND that are provided for

All pupils in school receive 'quality first' teaching. This means that a range of teaching strategies and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All of our classes are supported by teaching assistants and pupils are also offered additional 1:1 support, small group work or catch-up interventions where needed.

In accordance with the 2014 SEND Code of Practice, and the 2010 Equality Act, Brookburn is committed to meeting the needs of all of our young people so that no individual or group is disadvantaged or discriminated against in any way. Consequently, the various changing profile of SEND within Brookburn is monitored closely by the SENDCO, to ensure appropriate support is provided that is 'additional to or different from' standard mainstream classroom provision. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The process of assessing pupils' needs is part of the school's continuous programme of monitoring and review. Through accurate assessment of each child's development, progress is tracked throughout the year. If a child is not making the expected rate of progress, then we investigate the reasons why this might be the case. This may lead to identification of a special need and changes to the provision for that child.

Consulting and involving pupils and parents

Teachers meet regularly with the SENDCO to discuss their concerns so that support can be put into place quickly and contact with parents/carers can be made swiftly, where necessary. Furthermore, should parents/carers have concerns about their child they can contact the school; speak to their child's class teacher before or after school and arrange a meeting with the SENDCO via the school office. You will normally be informed about your child's general progress and targets through twice yearly parent's evenings and the annual report.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEND) and be placed on the SEND register. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

Assessing and reviewing pupils' progress towards outcomes

The Special Educational Needs Code of Practice, 2014 gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a graduated approach: Assess, Plan, Do, Review. All pupils on the SEND register will have an Individual Education Plan (IEP) which documents this graduated approach. You will meet termly with your child's class teacher to discuss the IEP document. An IEP is a teaching and learning plan which sets out targets and actions for the child that are different from or additional to those that are in place for the rest of the class. Pupils and parents are included in the setting of these short-term targets.

Targets set in the IEP should be "SMART", which stands for:

Specific, so that it is clear what the child should be working towards

Measurable, so that it is clear when the target has been achieved

Achievable, for the individual child

Relevant, to the child's needs and circumstances

Time-bound, so that the targets are to be achieved by a specified time.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SEND Stages and Terminology

SEN Support

Children receiving SEN support are registered on our school's SEND register. They will receive the appropriate additional support. If your child continues to have difficulty even with extra support, we will seek advice from:

- Speech and language therapists
- Visual, hearing impairment therapists
- Educational psychologists
- Occupational therapists
- Other health professionals

Education Health and Care Plans

If your child's needs are complex or severe, we may suggest that we ask the Local Authority for an Education, Health and Care (EHC) Assessment. This may result in a document that will describe your child's SEND and the additional help they should receive, called an Education, Health and Care Plan (EHCP). You can also request an EHC Assessment yourself and school will then be invited by the Local Authority to share reports.

An EHCP will outline the additional resources provided by the Local Authority to help your child which could include money to fund additional support in school. The EHCP will outline clear outcomes for your child and actions to be taken to achieve them. It will demonstrate how education, health and care provision be co-ordinated. The EHCP will be reviewed annually or sooner if required and will involve all parties involved in the child's care.

Transition

At Brookburn every effort is made to ensure transition times are successfully managed. Some children may complete transition booklets introducing themselves and their needs and some children may benefit from additional visits to reassure them about the change. Transition for pupils with EHCPs is planned carefully and will be tailored to the individual needs of the child. For SEND pupils moving on to high school, the SENDCO and class teachers share key information with colleagues at the corresponding high school and extra visits or summer schools may be arranged.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Play therapy
- Reading Recovery
- Fisher Family Trust Reading Intervention
- 1:1 additional reads
- Guided reading inference support
- SNIP spelling support
- Sounds Linkage

- Maths Hospital
- Fine motor skills
- Gross motor skills exercises
- Memory games
- Lego Therapy
- Social communication support
- Games club
- Playground games group
- Speech and language support

Interventions will change dependant on staff availability, expertise and pupil need.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants support all pupils in the class however we also have a number of learning support assistants who work alongside individual children with significant additional needs.

As part of our support for all children in school we have regular opportunities to consult with and work alongside services and health agencies. Professionals we may consult with include:

- Our school nurse, who may help to put a care plan in place around medical needs.
- A speech and language therapist who can advise on strategies from home and school and may suggest assessments.
- Our Educational Psychologist who can suggest and complete assessments and offer advice and strategies.
- Behaviour support professionals who give advice and strategies if required.
- Outreach support who are professionals from specialist schools and offer advice and support.
- High school SENDCOs who are involved throughout the transition period from primary to secondary.

Expertise and training of staff

To ensure our staff have the knowledge, understanding and skills to support children with SEND there is a programme of ongoing training. Recent training has included sessions around attachment, dyslexia and positive handling. The SENDCO works alongside Senior Leaders to plan appropriate training, to meet the needs of pupils.

Securing equipment and facilities

We ensure that all Special Educational Needs are met to the best of the schools ability with the funds available. The budget is allocated on a needs basis. The children with

the most complex needs are given the most support sometimes involving a teaching assistant.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IEP targets each term
- Reviewing the impact of interventions regularly
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Communicating with pupils and parents regularly to ensure they are happy with current provision.

Enabling pupils with SEND to engage in activities available to those in the school without SEND

All of our extra-curricular activities are available to all our pupils, including our before- and after-school clubs. All children are included in all parts of the school curriculum and we aim for children to be included on school trips. We provide the necessary support to ensure this is successful. 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 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. All pupils are encouraged to go on our residential trip to Gyll Head. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

Accessibility

We have adapted toilet facilities; a disabled parking bay and a lift. Audits are undertaken for pupils, staff, parents and visitors with hearing or visual impairments to improve access.

Medical Needs

If a child has a significant medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with the parent. These are discussed with all staff involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Who to contact

If you would like to know what provision is in place for your child or if you have any concerns that your child might have additional needs, please speak to your child's class teacher, in the first instance. The teacher will then put a plan in place to support your child. Your child's class teacher is available informally at the start and end of each day and longer appointments can be arranged via the school office.

Your child's teacher may suggest that parents meet with the SENDCO, if further support is required. The SENDCO provides professional guidance to colleagues and works closely with professionals and parents, to ensure pupils with SEND receive appropriate support and high quality teaching. Appointments can be made to meet your child's class teacher and the SENDCO via the school office on 0161 881 8880 or admin@brookburn.manchester.sch.uk.

The following numbers and websites may be useful for advice outside of school:

- Parent Partnership: 0161 245 7300
- SEND Families Support Group: 0161 755 3482
- School Admissions: 0161 234 7188
- School Nurse Services: 0161 215 2012
- Manchester Families Service Directory: <http://manchester.fsd.org.uk>

The local authority local offer

Our local authority's local offer is published here: http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Council and Trust Board.

Links to other policies

This Information report links to the following policies:

- SEND policy
- Accessibility
- Communication Strategy: behaviour
- Medication in school policy