



S.E.N.D information report 2017

SENCo: Miss L Tait

SEN Governor: Mrs Janice Moran

Dedicated SEN time: 1 day (6 hours per week)

Date: 31st July 2017(annually reviewed)

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Local Offer Contribution:

Whole School Approach:

At Brumby, we believe in a high quality first teaching approach with additional, well-resourced and experienced led interventions delivered to support all of our current pupils needs. We regularly review and record what we offer every child or young person in our care. These discussions also serve to embed our high expectations among staff about our high quality first teaching and the application of a differentiated and personalised approach to teaching and learning. Staff personalise and tailor the National Curriculum to the meet the individual needs of our pupils with Special Educational Needs to enable them to achieved and feel success. We ensure we discuss the aspirations with all our pupils and that pupil voice is paramount.

We recognise the importance of early identification and assessment of children with Special Educational Needs and we aim to ensure that all children's learning difficulties are identified and assessed as early as possible and monitored half termly through a curriculum that meets their needs and ensures all pupils are receiving full access to a broad, balanced, relevant and purposeful education.

Underpinning all of our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with Special Educational Needs. (Reference: [Teacher Standards – DFE – 1.7.2011](#)) If a child's progress is limited and there is a barrier to the child's learning which is preventing them from making expected progress, the child's class teacher will adapt the learning where appropriate and discuss any concerns with the parent. Additional support is put in place to support the young person and monitored closely by the class teacher, TA, learning mentors, parents and SENCO. The following Assess, Plan, Do and Review cycle is put in place to record and closely monitor the additional support and interventions put in place to support pupils with making progress.

Assess:

The class teacher / adult working with each pupil will assess daily in class as well as half termly through a whole school approach test what each pupil is accessing, how they are developing, what type of learner they are (visual, kinaesthetic, auditory) and their individual needs and ability. What they can already achieve and what they are still requiring support with to achieve? Any gaps in a child's learning will be addressed in lessons by the teacher and through additional interventions when a child may be facing a barrier to learning and making little or no progress.

Plan:

The class teacher will then put in place additional resources and interventions in school to support each pupil, as well as liaise with experienced staff within the school including the SENCo how best to support the pupil to ensure they achieve and succeed. If additional intervention or support by an outside agency such as Speech and Language is required, the SENCo and class teacher will complete a request form to ask the outside agency to visit / observe / recommend new strategies or/and resources and carry out any initial or further assessments to be able to support the child. Parents will be notified if an outside agency is required to support their child further in school.

Do:

An intervention time table will be put in place to support pupils and monitor and record progress. The class teacher and adult leading the intervention will assess half termly if the intervention is successful and if the pupil needs to continue the intervention if they are making the expected progress.

Review:

The intervention support will be reviewed half termly and teaching staff and outside agencies involved will decide if the pupil requires this intervention for a longer period of time to make expected progress and if the intervention is supporting the pupil's needs and abilities. The teacher and outside agency will cease an intervention if the child has made the expected progress and no longer requires this intervention of support or if the intervention is not meeting the child's individual needs fully, then an alternative support approach will be sought in discussion with parents/carers.

SEND Needs:

Children and young people with a Special Educational Need or disability are supported within one or more of the four broad areas of Special Educational Need support and intervention:

1. Communication, Language and Interaction

Brumby Junior School caters for and provides the following interventions to support pupils with developing their communication, language, Literacy skills and social interaction:

- Read, Write, Inc
- Fresh Start
- Lexia
- 1-1 reading
- C.A.L.L.
- Kagan in the classroom
- Speech and Language Therapist support (outside agency)
- EMATAS

2. Cognition and Learning

Brumby Junior School caters for and provides the following interventions to support pupils with developing their cognition and learning:

- Lexia

- Fresh Start
- Read Write Inc
- Handwriting practice
- St Luke's Outreach support from Gill Dickens to provide staff training and assessment tracking using the B squared small steps programme
- TT Rockstars – ICT times table practice
- Sumdog –ICT maths game to support pupils with their 4 operation skills (x, -, + and divide)
- Memory games
- Educational Psychology referral / support
- Dyslexia interventions

3. Social, Emotional and Mental Health

- Educational Psychologist support (outside agency)
- Learning Mentor support (1-1 talking and drawing, 1-1 discussions, nurture room lunch time activities, social stories)
- School Nurse (outside agency)
- CAMHS (Child/Adolescent Mental Health Services (outside agency)
- ASET Autism team (outside agency)
- Social Services (outside agency)
- Humberside Police (outside agency)
- Primary Behaviour Support (outside agency)

4. Sensory and/or Physical Needs

- St Luke's Outreach support from Gill Dickens to support with staff training and use of the B squared small steps programme assessment tool
- Liaison to use St Luke's Special School's facilities and resources
- Physical Disabilities Team (outside agency)
- Visually Impaired Team (outside agency)
- Hearing Aid Support (outside agency)
- Occupational Therapist (outside agency)
- ASET -Autism team (outside agency)

Reference: SEND Policy dated 31st July 2017.

As of the 5th of July 2017 we have 474 children enrol, 41 children on our SEN register receiving some form of SEN additional support or intervention and 11

of those pupils with a Special Educational Need or Disability who have an EHCP (an Education and Health Care Plan).

We have internal processes for monitoring quality of provision and assessment of need. These include the outside agencies within the Local Authority we liaise with closely to ensure all pupils needs and abilities are being supported to make the very best progress they can.

Staff Deployment

Considerable thought and planning goes into utilising our support staff to ensure all children achieve the best outcomes, gain independence and are prepared for future life. We believe that all support staff are a vital element in supporting both the class teacher and all of pupils within the classroom. It is crucial that positive and trusting relationships are formed between individual children and all staff so that they feel secure and valued. The class teacher has the overall responsibility for providing targeted and affective support to children requiring extra help. These additional activities are provided by both the class teacher and support staff.

Finance

This year all pupils requiring additional support are supported within school and this is financed from within the usual school budget. Pupils with an Educational Health Care Plan or current statement receive additional funding which school use to supply and implement dedicated Teaching Assistant support and implement specific learning resources to support these pupils individual needs.

Within school we have a range of skills and strengths across the staff team. In order to fully support all children we work closely with a range of professionals from external agencies. This year our staff have collaborated and worked alongside the following agencies to support our pupils to make progress:

- Educational psychologists
- Speech and language therapists
- Education preparation unit
- St Luke's outreach team
- Visually Impaired Team
- Hearing Support Team
- ASET (Autism and Safety Training team)
- CAHMS (Child and Mental Health Services team)
- Primary Behaviour Support team
- Ethnic Minority and Traveller Achievement Services (EMTAS)
- Social Care Services
- North Lincolnshire Police

The effectiveness of the provision

- Strategies used have ensured that all children continue to make progress
- The ASET team have led whole school staff training to support our pupils with Autism in the classroom

- For those pupils making very small steps, additional support from the Outreach team has been provided and shared with our most experienced Teaching Assistants who can provide 1-1 targeted and very focussed learning to support these pupils with learning.
- Personalised planning and individual targets ensured progress is maintained.
- Whole staff Dyslexia training in January 2017
- Staff epi-pen training delivered by our school nurse (4th July 2017)
- Speech and Language Therapy plans implemented into class based teaching and interventions

School Partnerships and Transition

For all children when entering or leaving our school transition plans are followed to ensure everyone involved is informed, prepared and ready for these transitions.

On entry to our school this involves:

- Visits to our school for both the parents and the children as many times as necessary for the child and parents to feel happy and prepared for their child's transition.
- Visits to the child's current/last educational setting by key staff members who will be working with the child and for our staff to observe and work with the child to start to develop a positive working relationship with the young person as well as collaborate with staff currently working with the child to ensure they can adapt and support the child's individual needs
- Discussions and visits with all other professionals involved with the child.

Likewise when children leave our school we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents and the child for any questions, concerns and worries to be answered.

Within school, a child with special educational needs will be fully prepared for any changes be this moving to a new classroom with a new teacher or to a new school. This includes many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all children.

Complaints

The Complaints Procedure is the same as for any other aspect of the work of the school.

If parents or perspective parents have any questions, require further information or would like to visit our school please do not hesitate to contact us. If your child is currently attending our school please speak to your child's class teacher in the first instance. The schools special needs coordinator is also available for any further discussions you would like to have.

This year we have had 1 complaint.

Challenges this year

This year challenges for our school have included:

- Planning and settling into our new building
- Adapting to the new and more challenging end of Key Stage 2 demands
- Ensuring a consistent approach and ensuring that day to day teaching expects the highest standards from pupils
- Ensuring pupils read effectively and read for enjoyment
- Removed set-by-ability maths and taught in mixed ability maths classes across the school, with scope for more precise groups as-and-when teachers feel it is appropriate
- Cost-saving demands have meant that we have lost 60% of our teaching assistant time so teachers and pupils have had to adapt

Further Development

Our strategic plans for developing and enhancing school provision in our next school year include:

- Further developing in-class intervention to maximise the progress of all children
- Embedding a cross-curricular approach to ensure that basic skills are taught throughout the day
- Embedding literacy and maths into the above
- Enriching the curriculum with specialist language and music teaching
- Continuing to address training needs that arise throughout the year
- Making amendments to policies and reports in line with the guidance provided by the local authority and also changes in our school practice. -

Relevant school policies underpinning this SEND information report include:

SEND Policy (31st July 2017)

Equality Policy (January 2018)

Accessibility Plan Policy (July 2017)

Legislative Acts taken into account when compiling this report include:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date Presented to/approved by Governing Body: 31st July 2017