Brandesburton Primary School
SEND Information Report

1. The kinds of special educational needs for which provision is made at the school

Brandesburton Primary School is a mainstream primary school with nursery provision. We are an inclusive primary school and strive to offer the best support we can to any pupil with special educational needs within our catchment area or for children placed with us by the LA. In accordance with SEND Code of Practice 2014, we recognise four areas of special educational needs which cover a range of difficulties and conditions.

The four areas are;

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

Category of Need	Examples of Need	Examples of provision
Cognition and Learning	Dyslexia Dyscalculia Dyspraxia Processing/memory difficulties SPLD - Specific learning difficulties MLD - Mild learning difficulties.	Reading Intervention TA support Use of Overlays and coloured paper Targeted teaching strategies Memory aides and teaching strategies to help processing difficulties Outside Agency support Use of additional technologies e.g. lap top / recording devices
Communication and Interaction	Speech and language difficulties Social Communication difficulties ASD - Autism Processing difficulties	Links to Speech and Language dept. Social Communication groups Direct strategies tailored to the child Adapted curriculum
Social. Emotional and mental health	ADHD Anxiety/Depression/Self-harm Attachment Disorder Obsessive Compulsive Disorder -OCD	ELSA support Use of fidget toys Supportive Pastoral system Links to CAMHS Robust staff training around SEMH
Sensory and/ or physical needs	Hearing Impairment Sight Impairment Cerebral Palsy Medical condition that impedes mobility. Hypermobility	Sensory resources Adaption of equipment and resources Adjustments to alleviate visual stress

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented. It is the responsibility of all staff to assist in identifying pupils with SEND. The identification procedure involves the use of parental information, pre-school records, class teacher observations, baseline assessments, National Curriculum key stage results and the appropriate testing procedures that take place in school.

Once a child has been identified as possible SEND, the class teacher informs the SEND Co-ordinator (SENDCO). The child can then be placed on the school's 'Cause for Concern/Monitoring' register after

discussion with parents. At this stage it is the responsibility of the class teacher to adapt/differentiate and scaffold work, monitor progress and keep parents informed.

SEND support

When a class teacher identifies that a pupil has SEND the class teacher devises interventions additional to or different from those provided as part of the school's usual quality first teaching, with support from the SENDCO. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – a graduated response plan will be devised in consultation with the parents. The graduated response document also encompasses the four areas of need outlined in the SEN Code of Practice 2014 and will identify pupil strengths as well as weaknesses. The Class teacher will take the lead in planning future interventions for the child in discussion with colleagues. Graduated response plans are reviewed termly with the pupil, teaching staff, support staff, the SENDCO and parents and new targets for the next term are set collaboratively. If a child requires further support, the SENDCO and the class teacher, in consultation with parents, may request help from external services and specialists.

Pupils with EHC plans - The SENDCO is responsible for submitting an EHC request to the LA. If an EHC plan is agreed, the SENDCO, class teacher and relevant outside agencies, in consultation with parents agree strategies to be put in place to support the child based on their individual needs. A graduated response plan will be devised alongside the EHC plan. The SENDCO will take the lead in any further assessment of the child and an annual review, involving the child, teachers, parents and the SENDCO, will take place in addition to SEND reviews.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

Class teachers are responsible for setting, monitoring and adapting provision for all of the children in their class, including those with SEND.

The SENDCO, in conjunction with the SEND governor, will also monitor effectiveness of provision through, observation of teaching, data analysis, work scrutiny and stakeholder feedback.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Graduated response targets are reviewed termly in consultation with the class teacher, SENDCO and parents/carers.

Children with an EHC Plan have their plan reviewed annually in addition to any graduated response target reviews.

All pupils are involved in evaluating their own progress towards targets.

A breadth of evidence is used to demonstrate progress. This includes standardised assessments, curriculum-based assessments, formative assessment and observed learning behaviour.

(c) the school's approach to teaching pupils with special educational needs;

- Quality-first teaching with appropriate, targeted adaptation/differentiation in place according to pupil need.
- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-specific programmes.
- Personalised provision through adapted resources and interventions.
- A provision map is completed to allocate support to pupils with special educational needs. This is updated termly.
- Clear communication, robust plans, ongoing training, strong parental links and support from external agencies all contribute to providing a positive and productive environment for pupils with special educational needs.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The basic philosophy at Brandesburton Primary School to meeting the educational needs of children with Special Educational Needs and Disability can be summarised as:-
All pupils, regardless of their initial starting point, should be enabled to participate in Brandesburton's school curriculum. This may require additional teaching support, the adaptation of learning materials and teaching methods. Children with specific physical disabilities may also require the implementation of specific facilities/ tools and or resources. Brandesburton Primary School provides equal opportunities for all children. Teaching will be adapted/differentiated/scaffolded according to the needs of the child to ensure ongoing progress. Visual, audio and kinaesthetic adaptations will be made as appropriate. The year 5/6 residential trip and any class educational visits are carefully planned with the needs of all pupils in mind to ensure they have an equal opportunity to take part.

(e) Additional support for learning that is available to pupils with special educational needs;
Staff have a professional dialogue regarding the pupils in their care. Ongoing communication ensures that specific provision is made for groups of pupils with special educational needs and this forms the basis of the school provision map. Additional support is often in the form of small group additional teaching interventions led by an experienced teaching assistant. Occasionally support may be in the form of additional resources such as a modified keyboard, laptop access, modified pencils and scissors or special seating wedges for example.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;
There is a range of after-school clubs available that are fully inclusive of all pupils wishing to join. Additional activities run by external bodies, such as cycling proficiency and pedestrian training are also made accessible to pupils with SEND. Any pertinent information relating to these pupils will be shared with the relevant activity leader. School trips are always planned and executed with the needs of all pupils in mind and we ensure these trips are accessible for pupils with special educational needs.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.
We run ELSA support sessions and Lego therapy sessions to support children who have been identified with social and emotional needs. These sessions take place weekly by fully trained teaching assistants and/or outside agencies (e.g. KIDS).

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
Mrs Nicola Joplin 01964 542472

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
Brandesburton Primary School will always strive to contact an appropriate external professional body to access additional support for pupils where necessary.

Some of the external services accessed include:
Speech and language Therapy, Educational Psychologist and Behaviour Support, School Nurse, Sure Start Children's Centre at Beeford, Youth and Family Support
Occupational Health, SAPTS and CAMHS (Child and Adolescent Mental Health Service), KIDS (Hull SENDIASS)

Several teaching assistants have received training in Dyslexia and Active Listening and members of staff have had Team Teach training and restraint training. A number of teaching assistants have attended training in Autistic Spectrum Disorder, Speech and Language Difficulties and interventions/curriculum support such as Making Maths Magic and Reciprocal Reading. We have an ELSA trained teaching assistant who has also completed a course in Children's Mental Health.
The SENDCO has supported children with SEND for 10 years and holds the necessary NASENCO qualification.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

There are opportunities for both scheduled and also more informal meetings with parents and carers to discuss pupil progress and any concerns. Parents/carers are invited to make written comments to contribute to graduated response plans and EHCP statement reviews. A home school book for communication is sometimes used, particularly when a parent/carer is not usually the person who transports the child to and from school. In addition, our school has an 'open-door' policy and where possible staff are available to speak to parents regarding any concerns. When necessary referral to external agencies Sure Start Children's Centre or Youth and Family Support and signposting to help offered through FISH and Parent Partnership Service and SENDIASS.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil voice is very important at Brandesburton Primary School. All children are involved in self-reflection and, when age appropriate, reviewing their own targets and progress. Pupils with special educational needs are invited to contribute to EHCP reviews which can be written by the pupils themselves or scribed by a member of support staff.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The first point of contact for all parents/carers is the class teacher for the pupil concerned.
Parents/carers of pupils with special educational needs are very welcome to talk to the school SENDCO via the telephone or a schedule appointment. The Headteacher can also be contacted in the same manner.
The Governing Body has adopted the LA formal complaints policy. Information can be found on the East Riding of Yorkshire council website or alternatively a copy can be obtained from the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Please see information given in respect of part 5.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The school's local offer, SEND Policy, Anti-bullying Policy, Health and Safety Policy, Inclusion and Safeguarding Policy can be found on the school website **brandesburton.e-riding.sch.uk**

The LEA local offer can be accessed through FISH.
For more information relating to contact details for external agencies and supplementary information relating to SEND provision within the school, please contact Mrs Nicola Joplin, school SENCo, in the first instance on 01964 542472.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Support continues to be allocated in accordance with the provision map. Ongoing communication between staff ensures a smooth transfer of all information. We have positive links with our local secondary school and initiate a programme of additional visits as necessary. Meetings between the secondary school learning support manager and external agencies ensure smooth transitions.

13. Information on where the local authority's local offer is published.

The school has prepared its own local offer which is displayed on the school website **brandesburton.e-riding.sch.uk.** This local offer forms part of the overall LA local offer for Special Educational Needs which is accessible through FISH.