Brandesburton Primary School
Local Offer

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about our school?
Name	Nicola Joplin	Liz Lee/Michelle Marlow	Nicola Joplin
Contact number	01964 542472	01964 542472	01964 542472
Contact email	brands@eastriding.gov.uk	brands@eastriding.gov.uk	brands@eastriding.gov.uk
Address	Brandesburton Primary School Main Street Brandesburton YO25 8RG	Brandesburton Primary School Main Street Brandesburton YO25 8RG	Brandesburton Primary School Main Street Brandesburton YO25 8RG

1. What is the ETHOS of Brandesburton School regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

The basic philosophy at Brandesburton Primary School to meeting the educational needs of children with Special Educational Needs can be summarised as:-

All pupils, regardless of their starting points or SEND, 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. Brandesburton Primary School provides, equal opportunities for all children and promotes a fully inclusive culture.

2. To view the following policies on our school website visit www.brandesburton.eriding.net -

SEND Policy
Anti-bullying Policy
Health and Safety Policy
Inclusion Policy
Safeguarding Policy

3. Our standard admissions numbers are -

Children on roll : 115 (9 Nursery children)
Children with SEND : 17
Children with an EHC Plan : 3
% of pupils with SEN support – School 14.8% National 14.8%
of pupils with EHC Plan – School 2.6% National 6%

4. How do we

- **Identify and assess Children with SEND?**

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. 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 work, organise additional interventions/support, monitor progress and keep parents informed.

SEND Support

After an initial period of monitoring, and the potential barriers to learning have been identified, the child may be placed on the SEND register. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – personalised targets will be devised in consultation with the parents and the SENDCO. Where additional, outside support is required, the SENDCO and the class teacher, in consultation with parents, ask for help from external services.

Pupils with an Educational Needs or Education, Health and Care Plans (EHC Plans)

Where a pupil has significant and/or complex special educational needs that cannot be adequately met through ordinary available provision and SEN support, the school may request and Education Health and Care (EHC) needs assessment.

The SENDCO is responsible for submitting an EHC plan 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 document will be devised.

- **Evaluate the effectiveness of provision for Children with SEND?**

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.

- **Assess and review progress of Children with SEND?**

Graduated response documents are reviewed termly in consultation with the class teacher and parents/carers.
Children with an EHCP have their plans reviewed annually in addition to any graduated response reviews.
All pupils are involved in evaluating their own progress towards targets on their graduated response documents.
A breadth of evidence is used to demonstrate progress. This includes standardised assessments, curriculum-based assessments, formative assessment and observed learning behaviours.

5. Who are the best people to talk to in our school about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Initially the class teacher and then Mrs Joplin

6. What are the different types of support available for Children with SEND in our school?

This depends on the individual needs of each child. Examples include, additional TA support for both academic and social, emotional and mental health needs (SEMH), small group work, scaffolded tasks, personalised resources and environment.

Other external support may include:

- Education Inclusion Service (EIS)
- Speech and language Therapy Department
- School Nurse
- Community Nursery Nurse (Sure Start Children's Centre)
- Youth and Family Support
- Occupational Health
- SAPTS (Sensory and Physical Teaching Service)
- CAMHS (Child and Adolescent Mental Health Service)
- Communication and interaction specialists

7. How will our school ensure ALL staff are aware and understand a child's SEND?

Clear communication, robust plans, ongoing training, strong parental links and support from external agencies. Regular staff circles and staff meetings, allow time for staff to share concerns and updates about a child. Relevant staff are also informed vis CPOMs of any changes/incidents/concerns etc.

8. How will our school let a parent/carer know if they have any concerns about their Child's learning?

There is regular, positive, ongoing dialogue between staff and parents/carers.

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.

9. How is support allocated to children?

A provision map ensures the procedures stated above meet the needs of every child. 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.

10. How does support move between the key stages?

Support continues to be allocated in accordance with the provision map. Ongoing communication between staff ensures a smooth transfer of all information. Where necessary, a teaching assistant may move up year groups for continuity of support for the children in a particular class. A transition review form part of the graduated response process, in which old and new class teachers meet to discuss targets and strategies for individual children.

11. Which other people and organisations provide services to children with SEND in our school?

Including but not limited to:

Speech and language Therapy
Educational Psychologist and Behaviour Support
School Nurse
Beeford Children's Centre Youth and Family Support
Occupational Health
SAPTS (Sensory and Physical Teaching Service)
CAMHS (Child and Adolescent Mental Health Service)

12. What training have staff received to support Children and Young People with SEND?

Termly CPD from SENCO to teachers and teaching support staff

Regular offers of courses available shared with all staff: Several teaching assistants have completed training in dyslexia, speech and language difficulties, autism, mental health and emotional wellbeing. We also have an ELSA trained specialist.

Weekly TA and Teacher meeting where updates, training and shared resources are given.

13. How will teaching be adapted for a child with SEND?

Teachers adapt their teaching to meet the individual needs of children, ensuring that all pupils can access the curriculum and make progress. Adaptations may include clear modelling, breaking learning into manageable steps, visual prompts, practical resources and carefully planned scaffolding. Where appropriate, additional support and reasonable adjustments are provided to remove barriers to learning, build confidence and promote independence. These approaches are regularly reviewed to ensure they remain effective.

14. What support is available for parents/ carers of a Child with SEND?

Ongoing communication, 'open-door' policy, scheduled meetings, referral to external agencies Sure Start Children's Centre or Youth and Family Support, signposting to help offered through FISH and Parent Partnership Service.

15. How is our school's physical environment accessible to Children with SEND?

The building is single storey. We have wheelchair access to all ground floor areas, our floor covering in all areas is suitable for wheelchair use, the fire alarm is audible both inside and out, and we have a PA system in our hall and a loop system in one classroom. Throughout the school there is a colour contrast for walls, flooring, door architraves and door handles.

16. What facilities are available for children with SEND in our school e.g. special quiet room, lunchtime club?

Our school provides a range of facilities, resources and additional support to meet the individual needs of children with SEND. These include opportunities for individual and small-group learning, access to quieter spaces when needed, and practical resources to support learning, communication and emotional regulation.

We offer a range of targeted intervention, including ELSA, Lego Therapy, Draw Therapy and social skills support, according to individual needs.

We aim to ensure that all children can participate fully in school life, including sports, clubs, trips and lunchtime activities. Children can also enter school early and leave slightly later on request.

17. How will children be supported during transitions? (when moving to another school or between classes/groups within our school)

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.

All graduated response documents and EHCP paperwork is passed up with the child.

Please refer to Question 10 for further information relating to 'in house' transition procedures.

Reviewed – September 26

Next review – September 27