

# Brandesburton Primary School

## Local Offer



	<b>Special Educational Needs Coordinator (SENCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about our school?</b>
<b>Name</b>	Kate Gardner	Liz Lee	Kate Gardner
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### 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:-

Whenever possible, pupils should be enabled to participate in normal 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 wherever possible, equal opportunities for all children.

### 2. **To view the following policies on our school website visit [www.brandesburton.easting.net](http://www.brandesburton.easting.net) -**

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

### 3. **Our standard admissions numbers are -**

Children on roll : 148 (163 with Nursery)  
Children with SEND : 21  
Children with an EHC Plan : 5  
% of pupils with SEN support – School 14% National 12.6%  
of pupils with EHC Plan – School 3.0% National 4%

#### **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' register after discussion with parents. At this stage it is the responsibility of the class teacher to differentiate work, monitor progress and keep parents informed.

#### **SEN 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 differentiated curriculum offer. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – a Pupil Termly Support Plan (PTSP) will be devised in consultation with the parents. The SENDCO will take the lead in planning future interventions for the child in discussion with colleagues. The SENDCO and the class teacher, in consultation with parents, ask for help from external services. They are provided with advice or support from outside specialists.

Pupils with an EHC Plan - The SENDCO is responsible for submitting a statement request to the LA. If a statement 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 PTSP will be devised. The SENDCO will take the lead in any further assessment of the child. *Statements are in the process of being converted to Education, Health and Care Plans (EHC Plans) in line with the new SEN Code of Practice. This will be overseen by the Local Authority.*

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

The SENDCO will monitor effectiveness of provision through, observation of teaching, data analysis, work scrutiny and stakeholder feedback.

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

PTSPs are reviewed termly in consultation with the class teacher and parents/carers.

Children with a Statement for Educational Needs have their statement reviewed annually in addition to any PTSP reviews.

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

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

#### **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 Gardner

#### **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, small group work, scaffolded tasks, personalised resources and environment.

#### **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.

#### **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.

<p><b>9. How is support allocated to children?</b></p> <p>A provision map ensures the procedures stated above meet the needs of every child.</p>
<p><b>10. How does support move between the key stages?</b></p> <p>Support continues to be allocated in accordance with the provision map. Ongoing communication between staff ensures a smooth transfer of all information.</p>
<p><b>11. Which other people and organisations provide services to children with SEND in our school?</b></p> <p>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)</p>
<p><b>12. What training have staff received to support Children and Young People with SEND?</b></p> <p>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.</p>
<p><b>13. How will teaching be adapted for a child with SEND?</b></p> <p>Teaching will be differentiated according to the needs of the child to ensure ongoing progress and tasks will be scaffolded. Visual, audio and kinaesthetic adaptations will be made as appropriate. Specific resources will be made available as necessary.</p>
<p><b>14. What support is available for parents/ carers of a Child with SEND?</b></p> <p>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.</p>
<p><b>15. How is our school's physical environment accessible to Children with SEND?</b></p> <p>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.</p>
<p><b>16. What facilities are available for children with SEND in our school e.g. special quiet room, lunchtime club?</b></p> <p>Examples include, active listening, Jigsaw, inclusive sports, Lego Therapy, Social skills intervention, ELSA</p>
<p><b>17. How will children be supported during transitions? (when moving to another school or between classes/groups within our school)</b></p> <p>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.</p> <p>Please refer to Question 10 for further information relating to 'in house' transition procedures.</p>