Leigh and Bransford Primary School

Special Educational Needs and Disability Information Report

May 2023

Policy review Date	May 2023
Date of next Review	May 2024
Who reviewed this policy?	Leona Dean
Approved by:	Full Governing Body

Leigh and Bransford Primary School is committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities. All pupils are offered inclusive teaching that will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We follow the guidance in the Special Education Needs and Disabilities Code of Practice published by the DfE and take account of 'The Local Offer' made by Worcestershire County Council. More details on these can be found by following the links.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

http://www.worcestershire.gov.uk/thelocaloffer

What types of SEND does the school provide for?

Special educational needs and disabilities provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning.
3. Social, mental and emotional health
4. Sensory and/or physical

Many children's difficulties fall into one of the areas outlined below however, there are some children whose needs fall into two or more areas.

AREA OF NEED	SPECIFIC NEED
Communication and interaction	• Autism spectrum disorder including Asperger's Syndrome and Autism • Speech and language difficulties
Cognition and learning	• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties
Social, emotional and mental health	• Attention deficit hyperactive disorder (ADHD) • Attention deficit disorder (ADD) • Attachment disorder • Mental health difficulties including; anxiety, depression and self-harming
Sensory and/or physical	• Hearing impairments • Visual impairment • Multi-sensory impairment • Physical impairment

These are examples of specific needs within the broader categories but not exhaustive list of the needs we are able to provide for in school. Behavioural difficulties do not necessarily mean that your child has a special educational need (SEN). Likewise, children whose first language is not English are not assumed to have a SEN. We look carefully at all aspects of a child's performance to establish whether the lack of progress is due to limitations in their command of English.

Who is responsible for SEND at Leigh and Bransford?

Class teachers:

- Adapting the curriculum to respond to the needs of all pupils.
- Monitoring the progress of all children and identifying, planning and delivering of any additional support.
- Devising personalised learning targets to prioritise and focus on the next steps required for your child's learning to improve.

SENDCo:

- Providing advice and organising training to ensure that all staff are confident about meeting a range of needs.
- Managing the whole school provision mapping
- Updating SEND registers
- Making referrals and liaising with outside agencies
- Preparing paperwork for and taking part in Annual Reviews and Support Team Meetings.
- The SEND Coordinator Miss L Dean is contactable via the school office email LBPSoffice@metacademies.org.uk or telephone 01886 832342

The Headteacher:

- Overseeing the work done by the SENDCo and the provision made for pupils with SEND
- Reporting to the governing body on issues arising from SEND provision within the school
- Mr. S. Bill is the Headteacher.

Governor with responsibility for SEND:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- Claire Sanders is the governor responsible for SEND and is contactable via the school office LBPSoffice@metacademies.org.uk

If you have concerns about your child, you should speak to your child's teacher first. You may then be directed to Special Educational Needs and/or Disabilities Coordinator (SENDCo).

How do we identify and respond to children with SEND?

At Leigh and Bransford Primary School, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- liaison with previous school or pre-school setting
- concerns raised by a parent
- concerns raised by a teacher
- child performing below 'age expected' levels (or equivalent e.g. percentile rankings) and making slow or no progress from their starting point
- liaison with external agencies e.g. a physical/ sensory issue
- use of tools for standardisation
- children with an EHCP already have many of their needs clearly identified and their placement at our school is a decision that is made by the Local Authority.

Identified pupils will be monitored for two cycles. The first cycle will be monitored by the class teacher and if pupils continue to not make progress then a second cycle will be monitored under the direction of the SEND Co-ordinator.

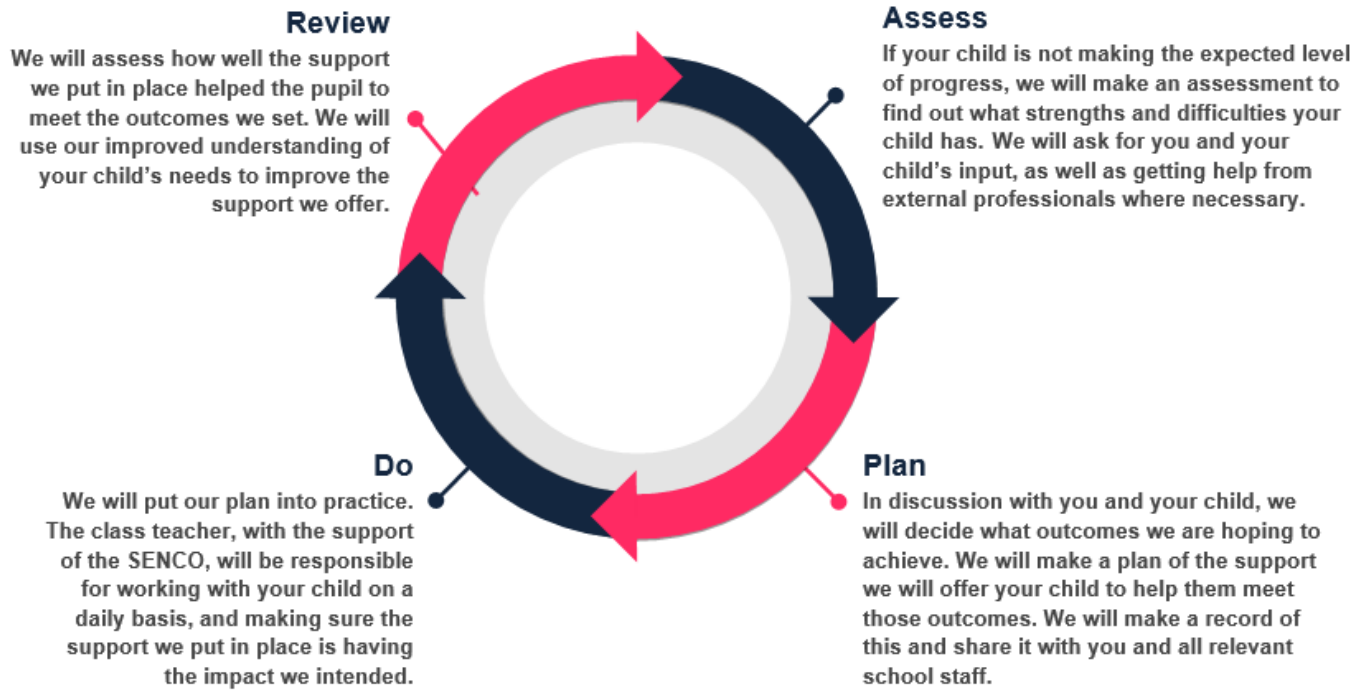
During consultation between class teacher, Special Needs Coordinator and parents, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to reduce any attainment gap or to improve emotional and social development.

How do I raise concerns if I need to?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo Miss L Dean. Appointments can be arranged in person, by phone on 01886 832342, by email on via the school office LBPSoffice@metacademies.org.uk

How will the school support my child?

We have a clear approach to responding to SEND, which follows the Code of Practice (2014) cycle of '**Assess, Plan, Do, Review**'. The graduated approach is a four part cycle.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Our approach to teaching and supporting pupils with SEND?

We use three levels of intervention to ensure the child's needs are met. We describe these as 'waves' of support and are detailed below:

Wave 1	Wave 2	Wave 3
Describes quality first, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated/scaffolded work and creating an inclusive learning environment.	Describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.	Describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. This will include using outside agencies to assess and provide targets.

The school has funding to help meet children's needs, which helps fund:

- Extra equipment or facilities
- Specific resources to support learning
- Teaching assistant hours
- Further training for our staff
- External specialist expertise

Educational Health and Care Plan (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. An EHCP is a legal document that sets out the education, healthcare and social needs of a child or young person. For these pupils a request will be made to the local authority to conduct an assessment of their needs. This may result in an Education, Health and Care Plan (EHCP) being provided, which brings their health, social care and educational needs together and provides additional funding to help support these.

Which staff will support my child, and what training have they had?

SENCo

Our SENCo is: Miss Leona Dean

They have a Masters in Education with a Special Educational Needs Pathway and National Professional Qualification with a Speech and Language focus. They are a qualified teacher. They are working towards achieving the National Award in Special Education.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN and in line with our School Development plan. Where specific continuous provisional development needs are identified teachers may also attend external training.

Teaching Assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. The specific training held by support staff includes: speech and language intervention, Team Teach, Positive Behaviour Training, and precision teaching.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Specialist teacher (learning support team)
- Behaviour specialists
- Educational psychologists

- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Early Help locality teams

How will I be involved in decisions made about my child's education?

Your child's class teacher report to you twice a year at parent meetings and you will receive an annual written report about their attainment and progress for the year. Additionally to this we will provide termly reports on your child's progress, linked specifically to their needs, by sharing their individual target sheets with you and inviting you SEND parent meetings. This will involve:

- Setting clear outcomes for your child's progress
- Reviewing progress towards those outcomes
- Discussing the support we will put in place to help your child make that progress
- Identifying what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, we have an 'open door policy' so please contact your child's class teacher or the SENCo via the school office to communicate or book an appointment.

If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at annual review meetings.

How do we involve pupils in their education?

- Pupils with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education.
- Pupils will have input into their own pupil passports, capturing their interests and strengths.
- They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets through learning conversations.
- We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.
- If your child has an EHCP, their views will be sought before any review meetings (age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

How will the curriculum be accessible for my child?

All learning activities within class are planned and scaffolded at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of differentiated support would be in place. However on occasion this might be that work is individually differentiated to address pupils' learning gaps.

Children with SEND will be provided with relevant resources, time and an individualised learning programme to support their specific needs. Adaptations may also be made to the learning environment where needed, in order to help fit the needs of some children, for example, phonic mats, coloured overlays, writing slopes. These specific adaptions are noted in their pupil passports and implemented by class teachers.

The class teacher will work closely alongside the SENDCo to ensure all aspects of the curriculum are accessible for every child. Curriculum co-ordinators also ensure that their subject areas are accessible for all learners and that their knowledge and skills can be captured and developed appropriately.

Test Arrangements
The school will also ensure access arrangements, in line with pupils' needs are made for tests. This might include additional time, rest breaks or the use of a scribe, reader or word processor.

How does the school know how well my child is doing?

As a school we do this by:

- Children's progress is tracked from Reception and Year 6 using both summative (formal assessments and screening) and formative assessment (ongoing daily assessment) methods.
- Regularly tracking and analysing children's progress and learning from their starting points and against national expectations. Pupil progress meetings formalise this process.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.

Parents are consulted prior to any assessment and information that they provide is used to create the child's individual plan if required.

How will the school evaluate if the support in place is effective?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals at least each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Individual target plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

How will children with additional needs be included in activities outside the classroom, including school trips?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to take part in sports days, workshops, school plays and themed learning days.
- A variety of extra-curricular clubs are provided after school. We aim for these to be as inclusive as possible.
- We aim for all children to be included on school trips. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. 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 that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.
- Some children find the lunch time period challenging. Depending upon their needs, it may be necessary for more structure or adaptations to be made to support them. Each child's needs will be considered on an individual basis.

How will the school support my child's overall wellbeing?

We provide support for pupils to progress in their emotional and social development in the following ways:

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Pupils with SEN are encouraged to be part of the school council and their pupil voice is captured through school monitoring systems.
- Lunch time buddies are used to help support pupils who may struggle with friendships during break and lunchtimes.
- We provide extra pastoral support for listening to the views of pupils with SEND and with the support from our Mental Health First Aider and Designated Safeguarding Lead (DSL)– Mrs Louise Sage
- Parents or carers can ask for a referral to Early Help through the Family Support Worker. More information is available through the Headteacher/DSL/SENDCo.
- We have a 'zero tolerance' approach to bullying.

How can the school support my child with medical needs?

- Use of individualised Care Plans
- Qualified First Aiders within school
- Epi pen / Diabetes training for staff as necessary
- Liaison with school nurse and other medical professionals

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school has clear behaviour and exclusion policies. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has the highest expectations of behaviour both in and out of the classroom and all staff are committed to ensuring that the children understand the need to behave appropriately.
- Parents are involved closely with the setting of expectations and rewards and sanctions in these circumstances. These are
- The school has an agreed Attendance Policy, which reflects recent legislation and local policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher, who may involve the Educational Welfare Officer, Early Help Assessment Team or Children's Services if this becomes a concern.

How accessible is the school environment?

- Our school has an Accessibility Plan.
- The site is accessible to all, with a disabled parking space in the staff car park near the entrance, wide doors, single floor site and accessible toilet facilities near the school entrance.
- Access to strategies/ programmes to support occupational/ physiotherapy needs
- Advice from professionals disseminated and followed.
- Use of any recommended equipment.
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum.
- Software to support learning
- Access to a disabled toilet

If you have specific access queries or concerns please do speak with us for further information.

How will the school prepare/support my child when joining or transferring to a new school?

On entry to Primary:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- At Leigh and Bransford Primary School we visit the main feeder nurseries prior to the children visiting our school. The SENCO and/or teacher will visit other settings where it is felt there is a need.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which our staff members will attend.

When moving classes in school:

- An information sharing meeting can be arranged with the new teacher and parent.
- Opportunities to visit the new class/ teacher.
- Pupil passport to inform the new teacher of individual needs.
- Some children create a transition book, to look at over the summer holiday.

When moving to a new school/ Secondary:

- For pupils transferring to local schools and secondary education the SENDCos of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition. All necessary paper work will be shared accordingly.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- For pupils with an EHCP annual reviews will support parents to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- Extra visits to other providers/ secondary schools may be arranged as appropriate.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

What support is available for me and my family?

If you have questions about SEND, or struggling in any way, please get in touch to let us know. We want to support you, your child and your family. We are happy to work with parents by putting them in touch with a wide range of support groups and agencies as appropriate to the specific needs of their child.

To see what support is available to you locally, have a look at Worcestershire's local offer
www.worcestershire.gov.uk/thelocaloffer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: www.worcestershire.gov.uk/sendiass Helpline: 01905 768153 (24 hour answer service)

Charities which offer information and support to families of children with SEND are:

www.autismwestmidlands.org.uk

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

Complaints at Leigh and Bransford:

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Leigh and Bransford to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Worcestershire Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the School complaints procedures.

Complaints will be handled in line with the school's complaint's policy, available at https://www.metacademies.org.uk/policies/

Who should I contact if I am considering whether my child should join the school?

Please contact the School Office (LBPSoffice@metacadmies.org.uk) or by telephone on 01886 832342 for further information about the school and to arrange a meeting with the Headteacher/Deputy/SENDCo.