The Graduated Response

At Leigh and Bransford we have a graduated approach where children's needs are assessed; individual targets are planned, implemented and reviewed on a regular cycle.

Target Sheets

Anyone who is on wave 2 or 3 will be placed on the SEND register, this could be for a short period of time or longer depending on individual need. Children who are on the SEND register will receive an individual target sheet which will share some specific things to be encouraged and worked on. These will be reviewed termly in conjunction with parents, class teachers and the SENDCo. They also have pupil passports which celebrate the children's strengths and support their areas for development. These support transition and are shared with adults in school work them.

Assess Plan Do Review

For those pupils who, despite targeted support, are making little or no progress, external agencies may be involved to advise school and assist further.

Agencies We Work With

- Learning Support Team [LST]
- Dyslexia Specialist Teacher
- Speech and Language Therapy [SALT]
- Behaviour Support Team [BST]
- Educational Psychologist [EP]
- Occupational Therapy [OT]
- Complex Communication Needs Team [CCN]
- Hearing/Visual Impairment teams [HI/VI]
- Early Help Hub, Stronger Families.

Parental Involvement

We work together with you, valuing your involvement in your child's education through:

· Structured conversations
· Parents' evenings
· Termly meetings to review and set new targets
· Annual Reviews for pupils with an Education Health and Care Plan.

Information for parents

For further information see our SEND information report and other documents through our school website. www.leighbransford.worcs.sch.uk/send

Email lbpsoffice@metacademies.org.uk or call 01886 832342 and ask to speak to the SENDCo – Miss Dean

Further advice and support

The Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled. Find out more here:
www.worcestershire.gov.uk/sendlocaloffer

SEND Information, Advice and Support Service (SENDIASS)
Offers free impartial advice in confidence.

Phone: 01905 768153
Email: SENDIASS@worcestershire.gov.uk

Leigh and Bransford Primary School

Information for Parents & Carers

Special Educational Needs and/or Disabilities

At Leigh and Bransford Primary School we want every child to:

- feel valued, included and motivated to learn
- enjoy and feel safe in school
- make academic progress
- achieve their personal best
- improve their independence
- develop as a rounded individual who is able to make a contribution to their community
- experience a range of successes and develop a positive sense of self

What does 'special educational needs and/or disabilities' mean?

The term 'special educational needs' has the following definition:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England. (SEND Code of Practice, 2014)

What if I think my child has SEND?

Speaking to your class teacher or the SENDCo would be the first step!

Identifying Need

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The main responsibility for the assessment of children remains with the class teacher. However, the views of others who work alongside the child may be sought when a teacher is reviewing the provision for an individual child.

Areas of Special Educational Need

The code of practice refers to four main areas of need:

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

Our Inclusion and SEND Team

Inclusion & Special Educational Needs and Disabilities Co-ordinator: Miss Dean

Assistant SENCo: Miss Radford

Higher level teaching assistant**:** Miss Gilmore

Teaching assistants across the school carry out valued targeted intervention.

Inclusion and Special Educational Needs and Disabilities Governor**:** Claire Saunders

Levels of Support

At Leigh and Bransford we meet the learning needs of all our pupils through our excellent teaching and learning, providing differentiated, scaffolded work and a personalised approach.

Wave 1
Quality First Teaching

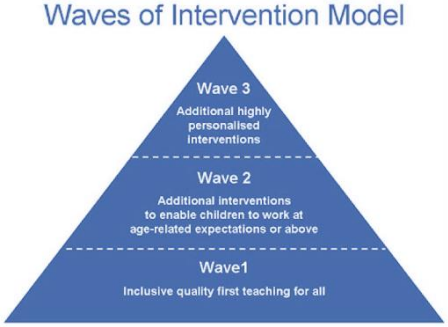
This is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils.

Wave 2

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through group interventions with those pupils who have similar needs.

Wave 3

This is for a minority of pupils where individual, highly-tailored interventions take place to accelerate progress to enable them to achieve their potential.



Education Health Care Plans [EHCPs]

In a minority of cases, some pupils whose need for long term support at a highly tailored individual level may require an EHC Plan.