

Brandhall Primary School



SEND Information Report

1. All Sandwell schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by a range of outside agencies and the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. For further information about Sandwell 'local offer' for children with Special Educational Needs or Disability (SEND) you can visit <http://www.sandwell.gov.uk/send>
2. All Schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

The school now has a newly appointed SENDCo:

Jane Brewer

Responsible for:

- Coordinating all the support for children (including LAC 'Looked After Children') with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
 - Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
 - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Pupil and School Support Services, Communication Autism Team Educational Psychology Service etc...
 - Updating the school's SEND Provision Plan (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
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Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Leader know as necessary.
 - Contributing to the review of your **Learning Support Plan**.
 - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
 - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
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Deputy Head Teacher

Responsible for:

- Maintaining an academic and pastoral overview of all aspects of your child's education.
 - Celebrating your child's achievements and intervening where necessary to address barriers to achievement.
 - These staff will give responsibility to your child's Class Teacher, record your child's school attendance and ensure that your child is properly dressed and equipped for school.
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Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
 - She will give responsibility to the Inclusion Leader and class teachers but is still responsible for ensuring that your child's needs are met.
 - She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

3. What are the different types of support available for children with SEND in Brandhall Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Targeted intervention for an individual or small group of children identified as sharing a similar need.

This may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

For your child this would mean:

- He/She will engage in individual or group sessions with specific targets to help him/her to make more progress.
 - A Learning Support Practitioner or outside professional (like a Speech and Language Therapist) will run these small group sessions.
 - This type of support is available for any child who has specific gaps in their understanding of a subject / area of learning.
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Specialist groups run by outside agencies e.g. Pupil and School Support Services or Communication and Autism Team

SEND: Where outside agencies have been engaged by the school (what used to be called 'School Action Plus').

This means they have been identified by the class teacher/SENDCo/Inclusion Leader as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Pupil School Support Services.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo/Inclusion Leader (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under guidance of the outside professional e.g. a social skills group.

- A group or individual work with an outside professional.
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specific Individual Support

This is usually provided via a locally funded Provision Plan, Statement of Special Educational Needs or Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo/Inclusion Leader as needing a higher level of intervention, which cannot be provided from standard budget arrangements made available to all other children in the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services as the ASD Outreach Team (Communication and Autism Team) or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychology Service (ESP).
- Pupil School Support Services.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue supporting your child with the involvement from outside agencies.
- Additional adult/s may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- More severe, complex or lifelong
- Time costly for staff involved supporting the child

4. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress we would welcome a personal conversation to listen to your concerns. Ideally, you can contact the individual class teacher.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo. Only in very rare cases should it be necessary to contact the Head Teacher directly.
- If you are still not happy you can speak to the school SEND Governor.

5. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any further referrals to outside professionals to support your child's learning

6. How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion Leader discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

7. Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- SENDCo
- Learning Support Practitioners
- Pastoral Team

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs

- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Pupil School Support Services.

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

8. How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENDCo/Inclusion Leader's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service.

9. How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

10. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is currently reviewed formally at least one per term and both progress and attainment is recorded for English and Mathematics.
- At the end of each key stage (i.e. Infant and Junior) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all school to do and results are published nationally.
- For children with SEND where outside agencies are involved there will be personalised tracking reviewed at least once per term with your involvement, leading into a plan for the subsequent school year.
- The progress of children with a statement of SEND / EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head of Key Stage, SENDCo and Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

11. What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A Home – School Communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.

12. How is Brandhall Primary accessible to children with SEND?

- All areas of the school building are accessible to children with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After School provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

13. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support the need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In preparation for transition:
 - The SENCO and/or Senior Lead Inclusion will have direct involvement at key points of transition to discuss the specific needs of your child as appropriate.
 - Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

14. What do I do if I have a complaint?

- In most cases a simple conversation, by telephone or face to face will resolve the matter. Please get in touch with either the relevant class teacher or the Inclusion Manager, Mrs Brewer.
- Where you feel that your complaint has not been dealt with by the above, please arrange an appointment with the Head Teacher.
- If you do not feel your complaint has been dealt with by either the class teacher, Inclusion Manager or Head Teacher, please write a letter to the Governing Body detailing your concerns.

Useful Web Links:

<http://www.sandwell.gov.uk/send>

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

<https://services.parliament.uk/bills/2017-19/learningdisabilitiesreviewofservices.html>