



SEN Information Report 2016 Bramley Sunnyside Infant School

Welcome to our SEND Information Report and policy, which is part of the Rotherham Local Offer for learners with Special Education Needs (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the school's policy for pupils with SEND which is written in line with the Special Education Needs and Disabilities Code of Practice: 0-25 years. At Bramley Sunnyside Infant School we are committed to working together with all members of our school community. This Information Report has been produced with the Head teacher, Special Educational Needs Co-ordinator (SENCO) and the Governing Body. It will be reviewed annually by staff, governors, parents and pupils. We would welcome your feedback and future involvement in the review of our report, so please do contact us:

Head teacher: Mrs Mary Smith, who has overall responsibility for SEND in the school

SENCO: Mrs Lindsay Mottram who is responsible for the day to day coordination of SEND

SEND Governor: Mr John Stancliffe

All can be contacted via reception, tel: 01709 543061

Or email: bramley-sunnyside.infant@rotherham.gov.uk

The types of Special Educational Needs Provided for at Bramley Sunnyside Infant School:

At Bramley Sunnyside Infant School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. We are happy to make provision for any kind of SEND and will make any reasonable adjustments possible to include pupils and parents in our school.

The categories of need are outlined in the SEND Code of practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children with SEND may have needs in more than one of these areas.

How do we identify children and young people with SEND?

Through communicating regularly with parents and any previous education settings, we hope to work together to identify any SEND early and take appropriate action to support pupils. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/ carers. Children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need. At the same time, and again in consultation with

parents, we are able to identify additional needs that a child may have and will seek out specialist assessments using the outside agencies that support our school e.g. Learning Support Service, Behaviour Support Service, Speech and Language Therapy Service, Educational Psychology Service, Autism Communication Team etc. The SENCO and SLT strategically analyses data termly and provides targeted support and intervention and identifies any potential SEN issues. These are then mapped out on a termly 'Provision map' of Bramley Sunnyside Infant School which is monitored and evaluated to ensure the suitability of interventions.

What is the process for our SEND journey?

After your child has been identified as having SEND they will be identified on the school Inclusion Register. All children in school receive a class teacher input, via excellent targeted classroom teaching which is described as Quality First Teaching. They may take part in targeted focus activities within their classroom or in an intervention space.

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 built on what your child already knows, can do and can understand.
- That 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.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or an intervention room.

If a pupil has been identified by the SENCO/Inclusion Manager/class teacher 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 ACT Team (Autism Communication Team), Behaviour Support Team or a specialist service (for students with a hearing or visual need) or other outside agencies such as the Education Psychology Service (EPS).

What will happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENCO will discuss a request for more specialist support and advice. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

- The school (or you) can request that Local Authority Services begin put in place an EHCP after consultation with all involved. This is a legal process which sets out the amount of support that will be provided for your

child.

- After the request has been made to the 'Panel of Professionals' (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 an EHCP. 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 with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

We have a variety of intervention programmes to help us support children within our school depending on their need.

How do we consult with Parents of children with SEND and involve them their child's education?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. You do not need to wait until parent's consultation meetings, any member of staff will be happy to meet at a mutually convenient time. If you continue to be concerned that your child is not making progress, you may speak to the SENCO. 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 plan any additional support your child may need, listen to any concerns you may have and to discuss with you any referrals to outside professionals to support your child. Children who have been identified as having SEND will then have termly review meetings where you will have the opportunity to discuss your child's progress and intervention plan with the class teacher, SENCO and any agencies involved.

What support do we have for you as a parent of a child with 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 that similar strategies can be used. The Inclusion Manager/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. Personal progress targets /IEPs/ IBPs will be reviewed with your involvement every term. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. We are currently working towards achieving the Rotherham Parent Charter which promotes genuine partnership between school and parents to develop honest, open communication. We are a very welcoming school and we encourage you to contact us if you have any worries or concerns regarding your child.

How do we consult with Children with SEN and involve them their education?

At Bramley Sunnyside Infant School we understand how important it is for children to have a say in their education. Wherever possible we encourage children to share their thoughts and feelings appropriately either through talking to an adult, using photographs or PEC cards. We believe children and families should

be at the heart of SEND planning and we share ideas together at review meetings.

How do we assess and review the progress towards outcomes agreed?

Your child's progress will be continually monitored by his/her class teacher and will be reviewed by the Head Teacher, SENCO and class teacher at termly Pupil Progress Meetings. If your child is in Year One or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps. These are known as PIVATS (Performance Indicators for Value Added Target Setting) and are used by many settings nationally. Where necessary, children will have an IEP based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these PIVAT levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations through routine monitoring, will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the provision in place is suitable for their needs. The school's 'provision-map' is also reviewed to take into account the needs of pupils and the availability of staff to provide support and intervention.

How do we support transition arrangements for pupils?

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

If your child is joining us from another school:

- The SENCO can visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

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 that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.

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. IEPs will be shared with the new teacher.
- If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.

When pupils move to Bramley Sunnyside Junior School:

- Some children with SEND benefit from an enhanced transition between the two buildings. If you feel your child will benefit from this type of transition then please speak to their class teacher or the SENCO. The children may benefit from extra visits, time to get to know their new teacher and teaching assistants, a transition book or photos.

•Mrs Mottram will invite Mr Gill (the SENCO from the Junior School) along to the summer term review meetings to discuss your child's needs and any provision in place to ensure a smooth transition.

How do we approach teaching children with SEN?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using PIVAT targets) and will ensure that your child's needs are met. Specific resources and strategies can be used to support your child individually and in groups where necessary and recommended from relevant agencies. The planning (including that for specific PIVAT targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and the support staff, under the direction of the class teachers, can adapt planning to support the needs of your child where necessary.

How is Bramley Sunnyside Infant School accessible for children with SEND?

The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEN. If it is appropriate, some children benefit from a highly personalised timetable if their needs are complex. Children have access to pencil grips, coloured overlays, writing slopes, specialist chairs and equipment, personal workstations, visual timetables, move 'n' sit cushions and more. The school building is fully accessible for wheelchairs and walking frames. Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school. We work closely with Occupational Therapy Services and Physiotherapy Services to ensure the classrooms are accessible. All classrooms are equipped with an ASC resource file which includes timetables, social stories, PEC cards and more to support children with Autism. We also have intervention areas and spaces for quiet 'download' time where appropriate if children have sensitivity needs. There are two disabled toilets (one in the main building and one in foundation) and changing facilities.

How does the expertise and training of staff help support pupils with SEN and how do we secure specialist expertise?

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (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 Autism Communication Team (ACT). As a school we liaise with a variety of agencies who can help to provide specialist support to both parents and children following a referral. The class teachers or Mrs Mottram are willing to discuss the support available to your children if it is appropriate. The school access support from a variety of sources such as:

- Educational Psychology Service
- Inclusion Support Services which includes the Learning Support Service, Behaviour Support Team, Autism Communication Team, Hearing Impairment Service and Visual Impairment Service.
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health Services)
- Child Development Centre (under 5's)

How are children enabled to engage in activities available with children who do not have SEN?

Pupils with SEN are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEN is not a factor that would affect their chances of participating.

Any SEN requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs and activities.

If required, individual risk assessments are completed and shared with those leading visits or activities.

How are pupils supported in their emotional and social development?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. We encourage all children to be an active participant within the school day and model appropriate social skills, behaviour and learning skills in which to do this. Children have access to a wide range of activities and games during lunchtimes/playtimes. These activities are changed regularly and staff encourage participation, communication, positive play and build friendships.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

High moral expectations and promote our school values throughout the day. Children can participate in Lunchtime and playtime nurture support groups that help promote bonding and social skills through planned activities and group work. All children in school have access to the school allotment where children can learn all about responsibilities by learning how to care for living things.

If your child still needs extra support, with your permission the SENCO will access further support through the FCAF process and access relevant agencies.

Where can I find more information?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Rotherham which will give you a great deal of information regarding the services available locally.

The School Website: <http://>

The Local Offer: <http://www.rotherhamsendlocaloffer.org>

The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office.

SEN INFORMATION REPORT

Lindsay Mottram

2016

