

## Leigh and Bransford Primary School

### Special Educational Needs and Disability Information Report

#### About us...

*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. At Leigh and Bransford Primary School 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 are special educational needs and/or disability?

*At our school we use the definition for SEND from the SEND Code of Practice (2014). This states:*

- ***Special Educational Needs:** 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*

- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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 above however, there are some children whose needs fall into two or more areas.

### How do we identify and respond to children with SEND?

Class teachers identify pupils who are not making progress or who have needs that are affecting their ability to engage in learning activities. Identified pupils will be monitored for two terms. The first term will be monitored by the teacher, the second term will be under the discretion of the SEND coordinator. 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 aim to reduce any attainment gap.

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

1. **Assess Needs:** Schools will monitor and review the progress and development of all children and young people. High quality

teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The majority of pupils can make progress through such teaching.

2. **Plan:** Where progress gives cause for concern practitioners should work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development. Class teachers, supported by the Senior Leadership Team should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.
3. **Do:** This graduated response should be led and coordinated by the SEND Coordinator who will work with and support colleagues. Parents/carers should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them.
4. **Review:** The effectiveness of the support and the impact on the pupil's progress should be reviewed in line with an agreed date. This will inform the planning of next steps for a further period of intervention or where successful the removal of the pupil from SEND Support. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained

### ***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. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

## *Our approach to teaching 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:*

<u><i>Wave 1</i></u>	<u><i>Wave 2</i></u>	<u><i>Wave 3</i></u>
<i>Describes quality first, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.</i>	<i>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.</i>	<i>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.</i>

## *How do we consult parents of pupils with SEND and involve them in their child's education?*

*We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their child's education. We will always tell parents when their child is receiving help for their Special Educational Needs and/or Disability and will involve them fully in planning and reviewing any SEND provision. A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher. Throughout the year there are two Parents' Evenings and there is an end of year annual report to parents from the child's class teacher. There is an 'open door' policy whereby the SEND coordinator is easily contactable via the school office. Parents may be invited into school to discuss their child's progress at any time and additional*

*meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.*

### *How do we consult pupils with SEND and involve them 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. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views (if appropriate).*

### *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.*

#### *SENCo:*

- 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 Mrs. J. Beeching can be contacted via email at [jb621@leighbransford.worcs.sch.uk](mailto:jb621@leighbransford.worcs.sch.uk) or through the school office on 01886 832342*

### The Head Teacher:

- *Overseeing the work done by the SENCO 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 head teacher.*

### Governor with responsibility for SEND:

- *Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.*
- *Mrs. S. Phillips is the governor responsible for SEND*

*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 Coordinator (SENCO).*

## 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 SEND Coordinator 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.*
- *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.*

### 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.

### ***During a child's time at Primary:***

- For pupils transferring to local schools, the SEND Coordinators of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- 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.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported 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 but accessible.
- Accompanied visits to other providers 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.

### ***Complaints at Leigh and Bransford:***

*We ask any parents with any concerns regarding the SEN policy or the provision made for their child to let us know as soon as possible. The class teacher has overall responsibility for the children in their class. This should always be your first point of contact. If*

*parents/carers feel their child's needs are still not being met they should make an appointment to see the SEND coordinator. If at this stage they still feel their needs are not being met they should make an appointment with 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.*