



# Leigh and Bransford Primary School

## Special Educational Needs and Disability Information Report

May 2020

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 disabilities?

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?

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
- child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- concerns raised by a parent
- concerns raised by a teacher, for example, if behaviour or self-esteem is affecting performance
- 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 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.

### 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 Mrs J Beeching. Appointments can be arranged in person, by phone on 01886 832342 or by email on [jb621@leighbransford.worcs.sch.uk](mailto:jb621@leighbransford.worcs.sch.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

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

## ECHP

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>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
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	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	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.

creating an inclusive learning environment.	expectations. They are often targeted at a group of pupils with similar needs.	This will include using outside agencies to assess and provide targets.
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**How will the curriculum be differentiated for my child?**

All learning activities within class are planned and differentiated 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 different levels of work set for the class, however on occasion this might be individually differentiated.

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.

The class teacher will work closely alongside the SENDCo to ensure all aspects of the curriculum are accessible for every child.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips.

We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. 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.

A variety of extra-curricular clubs are provided after school. We aim for these to be as inclusive as possible.

Some children find the lunch time period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child’s needs will be considered on an individual basis.

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

As a school we regularly track and analyse the children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods, both summative and formative. Please ask the school if you require any further details.

Pupil Progress Meetings are held regularly between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed and agreed.

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, for example the Worcestershire Dyslexia Pathway and various standardised assessments, such as Single Word Reading/Spelling. Children may be referred for further assessment through the Education Psychologist, Learning Support Teacher (LST), Complex Communication Needs Team (CCN) or Behaviour Support Team (BST).

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

## **What support will there be for my child's overall well-being?**

### **What pastoral, medical and social support is available in the school?**

- We are an inclusive school that holds a child's emotional and spiritual development as an absolute priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Children have access to experienced staff throughout their day, who are well informed about the emotional needs and challenges for all of our children.
- Parents or carers can ask for a referral to Early Help through the Family Support Worker. More information is available through the Headteacher/SENDSCO.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the class teacher and the SENDSCO/Headteacher.

### **How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A medication form must also be completed by the parent and medicines handed into and collected from the School Office.

- On a day-to-day basis, the first aid trained staff will oversee the administration of prescribed medicines. Another member of staff will always witness any administration and detailed records are kept.
- All staff members have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- We aim for all staff to have first aid qualifications, which are updated regularly in line with requirements.
- Staff are UNABLE to dispense non-prescription medication, such as Calpol or throat lozenges and these should not be in school. Residential visits are the only circumstance that this will be permissible.

#### **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.
- The school has an agreed Attendance Policy, which reflects recent legislation and Local Authority 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 Early Help Assessment Team or Children's Services if this becomes a concern. The school are also able to support families in making contact themselves with other agencies who can provide appropriate support. This may include our Family Support Worker or our Education Welfare Officer.

#### **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 the 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.
- 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.
- We will always discuss with parents when a child is receiving help for their Special Educational Needs and/or Disability and will involve them fully in planning and reviewing any SEND provision.
- There is an 'open door' policy whereby the SEND coordinator is easily contactable via the school office. Parents will be invited into school to discuss their child's progress at least termly with the SENDCo. Individual targets will be discussed and suggestions on how to support your child at home.

- 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 least annually.

### **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).
- Children who have individual provision plans discuss their progress and targets when these are reviewed (age appropriate), as well as regular learning conversation meetings.
- 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 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.
- If you have specific access queries or concerns please do speak with us for further information.

### **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.

#### SENCD0:

- 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 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.
- 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 and/or Disabilities Coordinator (SENDCo).

#### **What training have the staff supporting children with SEND had or currently having?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. The specific training held by support staff includes: Team Teach, Positive Behaviour Training, and precision teaching.
- The school also operates an internal training programme for staff, facilitated by the SENDCO/Headteacher. Whole group sessions or bespoke support, based upon the needs of both children and staff, are timetabled.

#### **What specialist services and expertise are available at or accessed by the school?**

- Our SENDCO has almost completed the required national SENDCO accreditation qualification.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff team has as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Behaviour Support Team, Health services including: GPs, school nurse, CAMHS, clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers and specialist advisory teachers.

## 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.
- 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.

### **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 and 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 SEND 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 Headteacher. 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.

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

Please contact the School Office ([office@leighbransford.worcs.sch.uk](mailto:office@leighbransford.worcs.sch.uk)) or by telephone on 01886 832342 for further information about the school and to arrange a meeting with the Headteacher/SENDCo.