

Brent Knoll CofE VC Primary School

SEN Information Report 2017-2018

How does the school know if a pupil needs extra help and what should I do if I think my child may have Special Educational (and Disability) Needs (SEND)?

The progress and attainment of all our children is monitored through the school year against their age related expectations, as outlined in the National Curriculum. All teachers deliver quality first teaching (wave 1). This involves the teacher differentiating work. Four times a year the class teacher meets with the Head teacher to discuss each child's progress. If a child is not making expected progress interventions will be delivered to try and narrow the gap (wave 2). If the lack of expected progress continues the class teacher and SENDCO may decide to analyse the child's difficulties. This could be through observations or assessments carried out by the SENDCO. The support the child has in the classroom may be adjusted or specifically targeted support may be given to the child (Wave 3).

If I think my child has a special educational need I must first speak with my child's teacher. The SENDCO, Becky Jones can offer additional support and guidance. Appointments can be made via the school office.

How will the school support the child?

All our teachers are responsible for the progress and well being of our SEND pupils in their class. This is firstly achieved through quality first teaching which will include appropriate differentiation and group interventions. All our classes have class teaching assistants and some have additional SEN teaching assistants who are able to support groups of children. Children with an additional learning need will have a Personal Learning Plan (PLP) which will include small, achievable outcomes. Parents are invited to discuss their child's PLP with their child's class teacher each term to find out how they can best support their child. If a parent wishes to discuss their child's PLP with the SENDCO they can make an appointment through the school office.

How will the school support children with literacy difficulties and dyslexia?

The school attained 'Dyslexia Friendly Schools Status' in 2017. When identifying children with literacy difficulties all staff had undertaken training about the signs to look for, how best to support children and the resources that aid learning. Through observations teachers compile evidence to support their concerns and these initial observations are shared with parents. If there continues to be a concern after additional support and resources have been put in place the class teacher will consult with the Sendco. Should difficulties persist then permission will be sought to seek additional advice from the County's Learning Support Services. At each stage of the process a child's parents will be consulted.

How will the curriculum be matched to the child's needs?

We offer a balanced, broad and creative curriculum. All our teachers teach the same content but the activities are 'differentiated' i.e. through different levels of "hardness". We use real objects and symbols to aid learning. All activities are as multi-sensory as possible and children have access to a wide variety of support resources. Children who have PLPs will have more access to the teaching assistants throughout the lesson i.e. to start them off on activities and to check understanding.

How will we know how the pupil is doing and how will you support parents to help their child?

Parents are invited to parent's evenings in October and March to discuss their child's progress. An annual report is also sent to parents in the Summer term. At Brent Knoll Primary School we offer an 'open door' policy where parents can talk to their child's teacher before and after school. If you need to discuss your child at length, an appointment can be made with the class teacher either by contacting the school office or arranging a convenient time with the class teacher. All children have reading record books and parents are encouraged to comment in these. Parents are also encouraged to help their child with homework tasks. The parents of children who have PLPs are invited to a meeting each term to discuss the ways in which they can support their child.

What support will there be for the pupil's overall wellbeing?

The class teachers monitor their pupils' well being alongside their academic development. We try to work closely with parents if a child has an issue that affects their well being.

Collective worship and other assemblies are often used to discuss various aspects of personal, social, health and emotional education. Class teachers follow the 'Jigsaw' PHSE program and when subjects arise these are addressed in class. Children are encouraged to respect and take care of each other in school.

We are a church school and promote Christian values throughout the curriculum.

Teaching assistants provides social, emotional and nurture group activities for pupils to develop their social and emotional skills. This is a wave 2 support and children do not require a PLP to access this provision.

We have access to parent, family support advisors which are based at The King Alfred School. They work with both pupils and parents to help support children with their well-being. A monthly 'drop in' session is also run by the parent, family support advisors at Brent Knoll Primary. All parents and children are able to access this support by asking your class teacher or the SENDCO.

What specialist services and expertise are available or can be accessed by the school?

As a local authority maintained school we have access to an Educational Psychologist, a Learning Support Advisor, a Social and Emotional Support Advisor and Language and Communication Advisor. We can also access support from a Speech and Language Therapist and an Occupational Therapist. The class teacher will make a decision to involve these specialist services in conjunction with the child's parents and the SENDCO. We can also access support from the Visual Impairment Team, Medical Support Team, Behaviour Support Team and Hearing Support Team when necessary.

What training have staff supporting pupils with SEN and disabilities received?

In the past Teachers and staff have received training in Team Teach, Dyslexia, addressing Attachment issues and basic training in Sensory Processing Disorder. Two teaching assistants are trained in ILI (Individualised Learning Intervention) and ELS (Early Literacy Strategy).

How will pupils be included in activities outside the classroom including school trips?

All children are encouraged to participate in external visits. A higher staff pupil ratio could be offered if it is considered necessary. A risk assessment is carried out prior to any educational visit and additional risk assessment may be carried out for individual children. School will consult parents to help us accommodate pupil's needs as much as possible.

How accessible is the school?

The main pupil entrance is level and accessible. Inside there is a ramp between the old school building and the school extension building. There is a disabled toilet which is accessible for wheelchair users.

How will the school support a pupil when joining or transferring?

Any child joining the school in Reception with an already identified SEND has a school entry plan meeting. Parents, nursery staff and any professionals working with the child are invited. This plan is then reviewed in their first term at school. Extra pre-visits might be arranged if appropriate. The reception class teacher visits the pre- school setting to observe them in their setting.

If a child with SEND joins Brent Knoll during the academic year, contact will be made with their previous school to ascertain their needs. Where necessary support will be put in place prior to them joining Brent Knoll.

During Year 6 there is close liaison with the SENDCO of the child's next school. The SENDCO is invited to the child's annual review if the child has an EHC plan or higher needs top up funding. A discussion about the transition will happen and could include discussing extra visits.

How are the school's resources allocated and matched to the pupil's SEN needs?

Almost all resources coming into the school budget for SEND are spent on staffing. Most children with SEND support access what they need through individual and group support from the teaching assistants or SENDO. This support is reviewed each term through the access-do-review graduated response. Children who have a higher level of need have some individually targeted teaching assistant work to support their learning. Most of the budget for this comes from the SEND budget.

How is the decision made about what type and how much support a pupil will receive?

Any child with SEND is monitored by the class teacher, Head teacher and SENDCO each term. Pupils are consulted at each review to ascertain their views on their progress. As a result of the review the child's support is reassessed. Most interventions are short and meet their targets. If targets are not achieved then additional support may be given. In some cases where progress is limited or slow despite receiving additional support and interventions the school might decide to make an application for additional funding and an Education, Health, Care Plan. All parents are fully consulted prior to an application for an Education, Health, Care plan and additional funding.

Who can I contact for further information?

The first person to contact if you have concerns is your child's class teacher.

If you require further information regarding your child's SEND needs contact our school SENDCo Becky Jones via the school office.