



## THE BRAMPTONS PRIMARY SCHOOL

### SEN INFORMATION REPORT

#### 1.0 **SEN Statement**

- 1.1 We endeavour to achieve maximum inclusion of all children, whilst meeting their individual needs.
- 1.2 Teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities.
- 1.3 SEN might be an explanation for delayed or slower progress but is not an excuse. We will seek to ensure that all children make good or better progress with their learning from whatever starting point.
- 1.4 English as an Additional Language (EAL) is not considered a SEN in itself. Good language and communication models and individual learning opportunities are provided for children who are learning EAL as part of our provision for the various groups of pupils in our school who have additional needs and challenges over and above the SEN.

#### 2.0 **SEN Roles and Responsibilities**

- 2.1 The Governing Body has delegated the responsibility for the ongoing implementation of the Inclusion Policy to the Head Teacher and all Staff.

#### 2.2 **Head Teacher**

The Head Teacher's responsibilities include:-

- having a strategic responsibility for the inclusion of children who have EAL and SEN and the achievement of vulnerable ethnic minority groups. The Head Teacher tracks and monitors the progress of all children;
- monitoring and evaluating the progress of all children and for making strategic decisions which will maximise the opportunity to learn;
- delegating the day to day implementation of SEN provision to Class Teachers;
- being well informed in relation to the progress of all children with regard to the school's provision through analysis of the progress tracking data, pupil progress meetings with individual Class Teachers and discussions and consultations with Parents/Carers and children;
- **the Head Teacher is the designated lead for Looked After Children and he can be contacted on 01604 842078 or [head@thebramptons.ecl.gov.uk](mailto:head@thebramptons.ecl.gov.uk).** He has a strategic responsibility for the inclusion of children who are adopted or in local authority care.

#### 2.3 **SENCO**

**The Senco is Michelle Tanser and she can be contacted on 01604 842078 or [senco@thebramptons.ecl.gov.uk](mailto:senco@thebramptons.ecl.gov.uk).** Her responsibilities include:-

- reporting regularly to the Head Teacher and the Teaching & Learning Committee on the ongoing implementation and effectiveness of the SEN Action Plan and the Inclusion Policy.

- maintaining and analysing the Provision Map for all vulnerable children.
- coordinating provision for children with SEN.
- liaising with and advising Class Teachers and Teaching Assistants in relation to the provision of support for those children with SEN.
- overseeing the records of all children with SEN.
- implementing a programme of annual review for children with a SEN, complying with requests from an Education Health Care Plan coordinator to participate in a review.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 children with SEN.
- evaluating regularly the impact and effectiveness of all additional interventions for all children.
- liaising and consulting effectively and sensitively with Parents/Carers and families of the children on the SEN register, keeping them informed of progress, in conjunction with Class Teachers.
- attending cluster SENCO network meetings and training as appropriate or as directed.
- liaising closely with a range of outside professionals and agencies to support children with SEN.

## **2.4 Class Teachers**

Class Teachers are responsible for securing good provision and outcomes for all children, including those with SEN, by :-

- providing differentiated teaching and learning opportunities, including differentiated work for EAL children which reduces linguistic difficulty whilst maintaining cognitive challenge.
- undertaking regular formative and summative assessments of children's progress, appropriate to a range of individual learning styles and abilities.
- Ensuring effective deployment of resources, including Teacher Assistant support, to maximise outcomes for all vulnerable learners.
- liaising effectively with a range of colleagues to ensure a holistic approach to meeting the needs of the whole child.
- building and maintaining positive and purposeful relationships with Parents/Carers to maximise opportunities for consistency of approach between home and school.

## **2.5 Teaching Assistants**

Teaching Assistants share the responsibility for maximising achievement of all children, including those with SEN. They are expected to:-

- deliver group and individual interventions under the guidance of the SENCO and/or Class Teacher.
- undertake any training deemed necessary to ensure the interventions and support they provide is effective for all children.

- advise the Class Teacher and/or SENCO immediately of any difficulties they encounter when delivering interventions or if they have any concerns in relation to any child's learning.

### **3.0 Identifying Children with SEN**

3.1 The needs of the children with SEN are identified and met as early as possible through:-

- the analysis of data including entry profiles.
- identification by the Class Teacher.
- classroom based assessment and monitoring arrangements.
- discussions with Parents/Carers.
- tracking individual children's progress over time.
- liaison with nurseries and feeder schools
- on admission.
- analysis of information from other services.
- undertaking, where necessary, a more in depth individual assessment, such as dyslexia screening, to gain detailed and useful information on a child's individual needs.

3.2 The above assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This may be:-

- significantly underperforming compared to their peers when starting from the same baseline.
- Failing to match or exceed the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening of the attainment gap.

3.3 Children may have SEND identified in one or more of four areas:

- Communication and interaction.
- Cognition and learning.
- Social, Emotional and Mental Health difficulties.
- Sensory and/or physical difficulties.

3.4 At The Bramptons we have been successful in providing for a wide range of special needs including Dyslexia, Dysgraphia, Autism Spectrum Disorders, Dyspraxia and Visual Stress Syndrome.

3.5 We recognise that, as a small mainstream school we would find it difficult to provide and resource the support for a child with profound or significant needs. However, we would not rule this out and would make a thorough assessment of need with the Parents/Carers and other agencies.

## **4.0 Our Approach to Teaching Children with SEN**

4.1 As a small school, we have relatively small classes and high staff ratios. Consequently it is possible to meet the personal/unique needs of our children individually or in small groups through precision and quality first teaching.

4.2 We consider the whole child and therefore we have certain principles that underpin all lessons. They are :-

- Teachers deliver differentiated teaching and learning opportunities to provide equality of opportunity and access.
- aspiration within realistic boundaries.
- the culture and atmosphere for learning is supportive in order for pupils to succeed and progress.

4.2 We have a supportive and nurturing approach in relation to supporting our children who, from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development.

4.3 Following assessment some pupils may have Individual Education Plans (IEP) to help them access their lessons and to ensure a consistency of approach.

4.4 Our approach to IEPs, which are developed by the class teacher in consultation with the SENCO, and Health Care Professionals where appropriate, is as follows:-

- IEPs and Group Intervention Forms are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils. They are seen as a working document which can be constantly refined and updated.
- IEP's specify what support, including interventions, that the child will receive and any special provisions that will be made.
- IEPs are accessible to all those involved in their implementation and, wherever possible, the children themselves should have an understanding and ownership of the targets, including a 'person centered' approach.
- IEPs are based on informed assessment and will include the input of outside agencies when necessary.
- IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- IEPs will state what the pupil is going to learn and will be clear about what the child should be able to achieve at the end of a given period of time.
- Targets will be set through discussion between Class Teachers, Senco, Parents/Carers and the child. Also any outside professional bodies if necessary.
- IEPs will be reviewed termly (three times a year).

4.5 The development of IEPs are also informed by diagnostic screenings and recommendations from Healthcare Professionals.

## **5.0 Monitoring and Evaluating the Effectiveness of SEN Provision**

5.1 The monitoring and evaluation of the effectiveness of provision at The Bramptons is undertaken in the following ways:-

- classroom drop-ins by the Head Teacher.
- work sampling on a regular basis.
- collaborative planning.
- pupil progress meetings between Teaching Staff.
- pupil progress tracking using Itrack.
- assessing progress against targets in the child's Individual Education Plan.
- attendance records and if necessary liaison with Educational, Inclusion and Partnership Team.
- Head Teachers reports to Governors.
- Whole school Liaison regarding SEN pupils.

## **6.0 SEN Funding**

- 6.1 We understand that it is initially the responsibility of the school to make provision for children with SEN through the devolved SEN budget.
- 6.2 Where necessary and appropriate we apply Higher Needs Funding if necessary.

## **7.0 Adaptation of the Curriculum and Learning Environment for Children with SEN**

7.1 It is our guiding principle that all children will have equality of access to the curriculum and quality first teaching.

7.2 The school curriculum is originally based on the Inspire Curriculum. Over time, this curriculum has been developed to provide a stronger creative curriculum more suited to our school and local learning opportunities. This facilitates creative and engaging learning and enables the teachers to develop it to explore the children's particular interests and to meet their specific needs. The School Curriculum also allows for differentiated teaching across the year group for all abilities. The Head Teacher and class teachers recognise that children learn in different ways and at different speeds and therefore they continually strive to improve the curriculum units and use enrichment opportunities to maximise the benefits of lessons for all children. It is also flexible and enables Teachers to deliver lessons creatively and in a manner that they know will engage the children, including those with SEN, as effectively as possible.

7.3 The School Curriculum ensures that all children engage effectively in lessons, whatever their ability or starting point, and ensures that they maximise their potential. The Teachers are skilled at adapting and designing the curriculum to ensure that the skills and knowledge of children with SEN are developed and that they learn to, wherever possible, work independently.

7.4 Our classroom environments are organised and presented to communicate clearly to children. This is particularly important for children with Autism and Dyslexia who often require strong visual cues to make sense of their surroundings. Visual timetabling and dyslexia friendly classrooms, including analogue and digital clocks, promote a positive learning environment for all children.

## **8.0 How Children with SEN are Enabled to Participate in the Same Activities as Other**

## **Children**

- 8.1 The Bramptons is truly inclusive in that we do everything possible to ensure children of all abilities and needs are fully included in the life of the school and the activities that take place. We endeavour to ensure that all children have access to the same learning experiences including extra-curricular activities and school trips.
- 8.2 Staff and resources are deployed as necessary to ensure that this can be achieved whenever possible.
- 8.3 Effective lesson planning ensures that the needs of all children are met. Teaching Staff receive training and support from the Head Teacher and SENCO to ensure they can differentiate the curriculum for all children. The Head Teacher ensures that this is done by monitoring planning, work in books, progress data and by undertaking classroom drop-ins.

## **9.0 Support for Improving Emotional and Social Development**

- 9.1 Support is provided for those children that need to improve their emotional and social development. The school has adopted a Protective Behaviour approach and children are aware that they have the right to feel safe at all times and that, if they have a concern, they can speak to an adult however small their concern may seem.
- 9.2 From starting school the children are taught about the school values and are expected to adopt those values in an age appropriate way. This teaches them how to behave towards, and communicate with others and therefore how they can expect to be treated at school. All children are given weekly relationships education lessons to help their social interactions with others.

## **10. Involvement of Children in their Education**

- 10.1 We recognise that all children have the right to be involved in making decisions and exercising choice to enhance their learning. We will endeavour to ensure they have the opportunity to do this, particularly in relation to their Individual Education Plans and any targets that are set.

## **11.0 Safeguarding**

- 11.1 All Staff, Governors and Volunteers have received Safeguarding training and are familiar with the Safeguarding Policy.
- 11.2 We recognise and act on the specific vulnerabilities of our SEN children. We recognise that children with SEN can be much more vulnerable with regard to safeguarding issues.
- 11.3 All staff are appointed through Safer Recruitment practices and are all DBS checked.

## **12.0 Staff Training**

- 12.1 All Teachers and Teaching Assistants have been trained in how to teach and support children with SEN as necessary. Specific training needs are identified as part of the Appraisal process and as part of the assessment of the needs of the children.
- 12.2 The Head Teacher and Deputy Head Teacher have both received Team Teach training.

## **13.0 The Local Offer**

- 13.1 Information about services available for children and young people (0-25) with Special Educational Needs and disabilities in Northamptonshire can be found on the website of the local authority.

## **14.0 Working with Other Professionals and Agencies**

14.1 To enable the school to respond quickly to the needs of a child, we work closely with other professionals and agencies including:-

- Early Help Team
- CAMHS
- Educational Psychology Service
- Local NHS Services
- Educational, Inclusion & Partnership Team
- Multi-Agency Safeguarding Hub (MASH)
- OT Early Help Team.

14.2 In accordance with the SEN and Disability Code of Practice 2015 the school will invite all relevant professionals and agencies to review meetings, transition meetings and specific provision planning meetings in relation to children with SEN as necessary.

14.3 At the request of families the school will also liaise with voluntary bodies, particularly to assist in better understanding a child's needs.

14.4 The School has a clear point of contact who will coordinate the communication with professionals and agencies. This is Michelle Tanser, SENCO.

## **15.0 Working in Partnership with Parents/Carers**

15.1 The School is committed to working in partnership with Parents/Carers by:-

- working effectively with all other agencies supporting children and their Parents/Carers.
- giving Parents/Carers opportunities to actively participate and play a valuable role in their child's education.
- encouraging Parents/Carers to inform the school of any difficulties they perceive their child may be having or other needs that they would like to see addressed.
- making Parents/Carers feel welcome when coming into school.
- focusing on a child's strengths and not just their additional needs.
- allowing Parents/Carers opportunities to discuss ways in which they and the school can help their child.
- instilling confidence that the school will listen and act appropriately.
- agreeing targets with Parents/Carers for their child to ensure they progress.
- keeping Parents/Carers informed and giving support during assessment and any related decision - making process.

## **16.0 Arrangements for Preparing Children for Secondary School**

16.1 We ensure that there is a smooth transition from our school to Secondary School.

- 16.2 We ensure that early and timely planning for transition will take place including familiarisation visits, on which the child will be accompanied by a member of staff from The Bramptons if requested, and additional transition visits if necessary.
- 16.3 Parents will be given a reliable, named contact at the secondary school with whom the SENCO will liaise.
- 16.4 The Head Teacher and SENCO will liaise with the Secondary School and information will be shared with the Staff at the new school.

#### **17.0 Complaints from Parents/Carers about the SEN provision their child is receiving**

- 17.1 Parents/Carers are encouraged to discuss any concerns that they have about the SEN provision their child is receiving with the Class Teacher or the Head Teacher.
- 17.2 If they are still dissatisfied they can make a complaint in accordance with the School's Complaints Policy, a copy of which is available on our website.

#### **18.0 Support for Pupils with EAL**

- 18.2 A child who has EAL is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. We recognise that a language difference may compound a child's SEN.
- 18.3 We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and all Parents/Carers in our school by respecting that diversity and reflecting it in our school environment, curriculum and learning resources. We welcome the enrichment that linguistic and cultural diversity brings to our school community.
- 18.4 Language acquisition is best promoted through a range of effective, inclusive strategies, interventions and differentiation of the school curriculum.
- 18.5 We will be particularly sensitive to the language needs of Parents/Carers if they themselves have EAL.
- 18.6 Children with EAL will have full access to our provision regardless of their proficiency in English.
- 18.7 Work in class will be differentiated for the children to lessen linguistic difficulties without significantly reducing challenge.
- 18.8 Additional support may be given through teaching support on a 1:1 or small group basis.
- 18.9 Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the Class Teacher and the SENCO.

#### **19.0 Support for Children Who are Looked After in Local Authority Care**

- 19.1 We recognise that children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- 19.2 There are commonly understood reasons why children who are looked after in care often fail to make expected progress at school including:-



- placement instability.
- unsatisfactory educational experiences of many carers.
- too much time off school.
- insufficient help if they fall behind.
- unmet emotional, mental or physical needs.

19.3 There is a statutory requirement for all schools to have a designated person for looked after children and at The Bramptons that person is the Head Teacher, John Gillett.

19.4 The responsibilities of the designated person include:-

- monitoring the progress of children who are “looked after” to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- ensuring that children who are “looked after” have access to the appropriate network of support.
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least six monthly.
- ensuring that the information concerning the education of children that are “looked after” is transferred between agencies and individuals.
- preparing a report on the child’s educational progress to contribute towards the statutory review (These are usually held at six monthly intervals or more frequently if there is a concern).
- discussing feedback from the statutory review (Chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School Team.
- liaising with the child’s social worker to ensure that there is effective communication at all times.
- celebrating the child’s successes and acknowledge the progress they are making.

19.5 The School will work closely with the LA Virtual School (VS) for Children, which promotes the educational needs for Looked After Children and monitors admissions, PEP completion, attendance and exclusions.