

# SEND Information Report 2020/21



Welcome to our SEND Information Report, which is part of Derby City Council's Local Offer for children and young people with Special Educational Needs. Brackensdale ER Primary School aims to build a community of emotionally competent, independent learners who...

- develop a love for learning
- excel academically
- are inspired to realise their aspirations
- become engaged citizens with a global understanding



...by challenging all children within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every child. It is with these values in mind that we support children with special educational needs and disabilities at Brackensdale ER Primary.

## What is the SEND Information Report?

The SEND Information Report uses the Local Authority Local Offer to meet the needs of pupils with SEND as determined by policy, and details the provision that the school is able to make. The governing body publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information must be reviewed annually and any changes made during the year should be updated as soon as possible (taken from the SEN Code of Practice). This SEND Information Report is written to comply with the Children and Families Act, 2014.

## What is the Local Offer?

Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND). Derby City's Local Offer is available here:

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer). It tells parents how to access services in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

This report details Brackensdale's contribution to the Local Offer.

## A poem that reflects our school...

### **It Matters to This One** -poet unknown

As I walked along the seashore,  
this young boy greeted me.  
He was tossing a stranded starfish  
back into the deep blue sea.

I said, "Tell me why you bother.  
Why waste your time this way?  
There's a million stranded starfish,  
does it matter anyway?"





And he said, "It matters to this one.  
It deserves a chance to grow.  
It matters to this one.  
I can't save them all, I know.

But it matters to this one,  
I'll return it to the sea.  
It matters to this one,  
and it matters to me."

# Which types of SEN does Brackensdale ER Primary School provide for?

At Brackensdale, we ensure that all pupils, regardless of their specific needs, make the best possible progress.

There are now four broad areas of SEND:

	<p style="text-align: center;"><u>Communication and Interaction</u></p> <p>This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.</p> <p><i>Delay in attention / Interaction Skills</i>—children may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation in order to complete tasks. These children may have peer relationship issues or may not be able to initiate or maintain a conversation.</p> <p><i>Understanding / Receptive Language</i>—children may need visual support to understand or process spoken language. Children may repeat language.</p> <p><i>Speech / Expressive Language</i>—children may use simplified language and limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request further clarification. Some immaturities are in the sound system. Grammar/ phonological awareness is still poor and so literacy can be affected.</p>
<p style="text-align: center;"><u>Cognition and Learning</u></p> <p>This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. Children may have difficulties with the skills needed for effective learning such as use of: language, memory and reasoning skills; sequencing and organisation skills; an understanding of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.</p>	
	<p style="text-align: center;"><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. Children may have difficulties with social and emotional development which may lead to or stem from: social Isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.</p> <p><b>The school considers bullying to be undesirable and unacceptable. As such, all members of our school community will be listened to and taken seriously because everyone has the right to work and learn in an atmosphere that is free from fear. All of our children are taught that they should talk to an adult if they are worried about bullying and that they have a right to expect that their concerns will be listened to and treated seriously.</b></p>
<p style="text-align: center;"><u>Sensory and/or Physical Difficulties</u></p> <p>This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. These pupils may have a medical or genetic condition that could lead to difficulties with: specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the school building or equipment; over-sensitivity to noise/ smells/ light/ touch/ taste and issues with toilet/ self-care.</p>	

# Brackensdale's Enhanced Resource (ER)

At Brackensdale ER Primary School, we are proud of our Enhanced Resource status and, alongside this, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in understanding the 'whole' child, positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.



We have an Enhanced Resource for children with Autism. If a child's needs in their EHCP identifies that they need enhanced support linked to difficulties associated with their diagnosis of Autism, they may have an enhanced resource placement at Brackensdale named in their plan. They will have access to an enhanced level of support including an ASD friendly environment, visual resources, social skills support, emotional regulation support, sensory breaks, PECs, the TEACCH approach to foster independence as well as a number of other ASD friendly strategies put in place to support inclusion into a mainstream school environment when possible. Visual timetables, safe spaces, now and next boards and workstations may also be implemented, depending on a child's needs. This level of support could be within the mainstream classroom or in the Phoenix Suite specialist unit depending on the level of need.

## The Phoenix Suite (KS2) and The Ark (KS1)

Our specialist provisions are named the 'Ark' and 'Phoenix Suite' and are for children whose needs cannot be met in a mainstream setting and where a smaller and more structured educational approach is required for the majority of the time. These children will also benefit from inclusion into mainstream classes and whole school activities and events as and when appropriate. The Ark and the Phoenix Suite places are allocated to children with an EHCP where the local authority identify that the child requires this level of support.

**The Ark** has 2 small classes with a teacher, a HLTA and 6 Teaching Assistants. There are 2 classrooms, a sensory room, soft play area, a chill out room, a kitchen, toilets and an outdoor play space.

**The Phoenix Suite** comprises of 3 small classes each with up to 10 placements. There is a teacher and 3 TAs in each of these classes. The Phoenix Suite benefits from the following facilities; 2 spacious and structured classrooms, sensory room, teaching kitchen, wet room, safe outdoor play area. One Phoenix class is based within the mainstream building but is set up in a similar way and the children and adults can access the additional facilities in the Phoenix Suite.

## Mainstream School

In our mainstream school, we have pupils with a very wide and diverse range of needs and we strive to meet the needs of all of our pupils. We have a 52 place nursery offering 15 hours a week. In foundation stage, we have 3 classes. In KS1 and KS2, we have 2 classes per year group, with the exception of year 6, where we have 3 smaller classes. Within KS2, there is a nurture class where we have applied for funding through EHCPs and used this to create a classroom where children who need additional adult support can receive the support they need to be able to access and thrive at Brackensdale. Our inclusive, flexible and individualised approach recognises the entitlement of all pupils to a balanced, broadly based curriculum. At Brackensdale ER Primary School, we have a SENCo with responsibility for inclusion across the school, and an assistant SENCo, who work closely with the staff to ensure all teachers in school understand the implications for children with SEND.

# Who are the best people to speak to about Special Educational Needs at Brackensdale?

At Brackensdale ER Primary School, we have one Acting SENCo, **Lauren Sims**, with the responsibility for inclusion across the different phases of the school. She works closely with the staff to ensure all teachers in school understand the implications for children with SEND and medical needs. **Lauren Sims** achieved the National SEN award in 2018/19.



## The Class Teacher

### Responsible for:

- Being the first point of contact for parents who may have concerns about their child.
- Checking on the progress of the children in their class and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and communicating with the SENCo.
- Personalising teaching and learning for children as identified on their IEP.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.
- Overseeing the support for children provided by teaching assistants.
- Ensuring that parents are involved in supporting their child's learning.

## The SENCo and the Enhanced Resource Managers

**Lauren Sims** (Acting SENCo) **Nadine Neale** (KS2—Phoenix) and **Alison Bell** (EYFS & KS1—Ark)

### Responsible for:

- Attending IEP meetings to support conversations between teachers and parents.
- Writing and reviewing behaviour plans (Support and Intervention plans) with the class teacher.
- Developing and reviewing the SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff so that they can help children with SEND to achieve the best progress possible.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and are involved in reviewing their child's progress
- Liaising with all the other people who may visit / liaise with the school to help support children's learning, e.g. Speech and Language Therapist, Educational Psychologist, Community Paediatrician etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and ensuring that appropriate records are kept.

## The SEND Governor:

**Sarah Parkman**

### Responsible for:

- Taking a strategic role in over-seeing SEND within the school.
- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.

# How are children with Special Educational Needs identified and assessed at Brackensdale?

We identify children with Special Educational Needs or disability as those who have difficulties, which are significantly greater than or different to other children of the same age. We define the areas of difficulty as those identified by the Code of Practice:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotion and mental health difficulties**
- **Sensory and/or physical needs**

## Identification



Brackensdale liaise with your child's previous setting to ensure that we have a good picture of your child's needs. It is the responsibility of the class teacher to make this initial identification, which may be a result of their own observations or tracking and assessing of the child or as a result of concerns expressed by parents or outside agencies. The SENCo meets with every class teacher once each term to discuss any additional needs of all the children in their class. This allows for early identification of additional needs and the implementation of any required intervention or referral. Records of each child are kept and include name, date of initial concern, area of difficulty and stage that the child is at in terms of their SEN provision. It is the responsibility of SENCo to see that the records are kept up to date.

## Initial Assessment

Once the child has been identified, the teacher/SENCo will gather information together from all relevant sources. An initial assessment of the child, which can take a variety of formats, depending on the age of the child and the type of difficulty identified. We use 'Language Link' and 'Speech Link' to supplement the Early Years foundation profile where necessary. For Key Stage 2 we have summative assessments (BAS assessments, Read it-Write it, Pearson Dyslexia Screening and Junior Language Link) to use for formal assessments and guidance for language and number. These can be used alongside test scores and teacher assessments to aid understanding and give additional information about a child's needs. We also use a system called B-Squared to assess some pupils. For children identified as having difficulties with social, emotional and mental health we use assessments such as The Boxall Profile; the social skills assessment from the TALKABOUT scheme by Alex Kelly; the Observation Checklist of Attachment difficulties by Kim Golding; and the attachment questionnaire developed by Louise Bomber as well as the Autism Education Trust's 'Autism Progression Framework'.

The school has a graduated approach to SEND support following a cycle of "Assess, Plan, Do, Review". The school works very closely with a range of other agencies who also provide relevant assessment information.

After a review, a decision could be made that further advice should be sought from other professionals (e.g. Educational Psychology, Occupational Therapy etc) or that a more formal assessment is required, leading to an application for an Education, Health and Care Plan. Parents will be fully involved in this process. The SENCo is responsible for ensuring continuity and effective delivery of SEN provision on a day-to-day basis. Their role is that of an overseer of good practice and communication between all agencies involved with a child.





# How are ongoing assessments made of children with Special Educational Needs at Brackensdale?

At Brackensdale ER Primary School, we follow a graduated support approach where we "Assess, Plan, Do, Review".

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress



- All children at Brackensdale ER Primary School are reviewed for their progress every half term. This plays a central role in assessing whether children have additional needs.
- The SENCo attends some Pupil Progress meetings along with the class teacher and a member of the Senior Leadership Team, as well as meeting the teacher separately to discuss any identified additional needs in their class. In these meetings, individual children's progress is discussed and any possible referrals or interventions agreed.
- Children with SEN will have an Individual Education Plan (IEP) where provision and interventions are described alongside agreed outcomes and targets. Parents and carers will be fully involved in this process.
- Outside these meetings, if a teacher has ongoing concerns relating to any aspects of your child's academic, social or emotional progress they will discuss these with the SENCo who will then approach you for a meeting. Equally, parents are also able to request a meeting should they have any concerns or queries. During this meeting, concerns will be discussed, SMART (specific, measurable, achievable, realistic and timely ) targets set and interventions identified on an IEP. This is reviewed twice a year to ensure progress is being made and that the intervention continues to be appropriate.
- At this point your child's name will be added to the SEND register, which is monitored by the SENCo.
- If progress rates are still 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 and may include referral made by the SENCo to specialist services such as:
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Social Services
  - School Nurse
  - Child & Adolescent Mental Health Service
  - SALT Service
  - Occupational Therapy
  - Community Paediatrician



## Education, Health Care Plans

Children whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, 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) plan being provided.

In some cases it may be felt by the Local Authority that an EHCP is not required and the child's needs can be met within the setting with an IEP. If additional support is required, funding can be applied for to meet the child's special educational needs. It is the responsibility of the SENCo to apply for this funding.

# How are the needs of children with Special Educational Needs met at Brackensdale?

All of our teachers have a very good understanding of our children with additional needs and enhanced resource placements; they plan their learning activities being sensitive to the needs of all of the children in their class. There is a great deal of awareness and flexibility to ensure that all children are settled and ready to learn. All lessons are differentiated according to the group of children and the particular curriculum area. Teachers use assessment for learning in order to check the progress made in lessons and adjust their teaching accordingly. Our teachers work in teams and are excellent at sharing resources, knowledge and expertise to best meet the needs of our children.

Every pupil identified as SEND will be provided with the core offer of **Quality First Teaching**, access to a broad and balanced curriculum as well as opportunities to develop social skills and self-esteem in the wider school context.

Where additional needs have been identified, each pupil will access a tailored package of support from the resources outlined below and with the support of experienced staff depending on individual need.

This could include; additional transition support, high level of parent/carer liaison, close links with external agencies, social skills interventions, time out opportunities throughout the day, sensory breaks, safe spaces, use of Social Stories, Comic Strips etc, support with anxiety, specialist teaching assistants, visual resources to support their learning. Every classroom has a large visual schedule of the day's events. Some individual children have their own small visual schedule of the day's events if required.

'We strive to be fully inclusive. We enable pupils with SEND to access activities alongside their mainstream peers'.



'These are just some of the strategies , the list is always being reviewed and developed'.

## Interventions

- We have a wide range of interventions running throughout the school for individual or small groups of children. These are generally in place to support the children in working towards their individual targets.
- There are social communication groups, friendship groups, fine and gross motor skills development programmes, reading and spelling support programmes and a whole host more depending on the cohort and the needs of the children.
- We have programs running on the advice from other professionals (i.e. Speech and Language and Occupational Therapy) as well as other programmes running as a result of the IEP meeting where specific targets are set to meet the child's individual needs.
- We have a large team of teaching assistants. Like our teachers, all of our teaching assistants have a very good understanding of our children with additional needs and enhanced resource placements.
- The teaching assistants work with the teachers to plan and support the delivery of activities to ensure that all of the children can access the learning.
- We have 3 Attachment Leads within the school who provide mentoring, training and coaching to whole school staff. This enables the school to facilitate an attachment aware approach for children with social, emotional and mental health difficulties.
- We employ a BACP accredited counsellor who is available to support children who have difficulties with their emotional wellbeing as well as a Theraplay practitioner in Key Stage 1 offering individual and group Theraplay intervention.
- The counsellor works with individual children therapeutically to develop their potential to succeed in a holistic way.



- We have a whole school approach to promoting positive behaviour through the 'Golden Model' approach by Jenny Mosley.

## What does SEN provision & teaching look like for my child at Brackensdale?

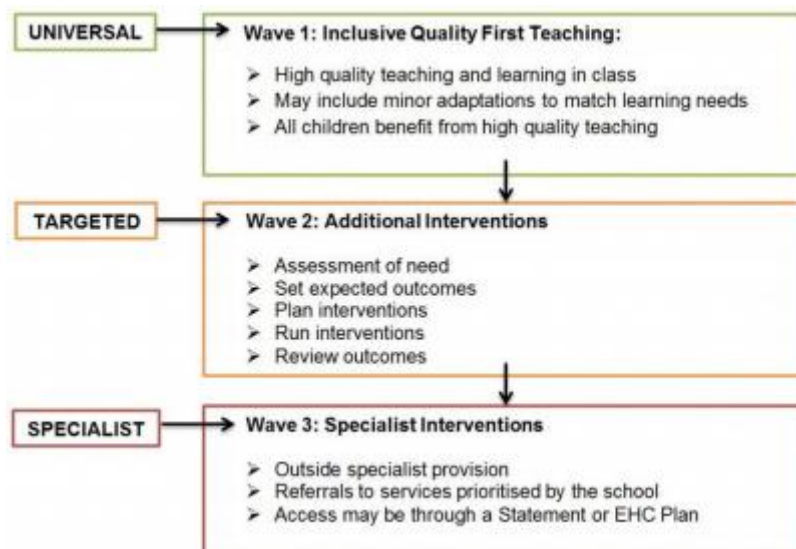
Brackensdale ER Primary School prides itself in being extremely inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. We include not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

To successfully match pupil ability to the curriculum there are some actions we may take to:

- Ensure that all pupils have access to the school curriculum and all school activities through access to Quality First Teaching.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Help pupils to gain in confidence and improve their self-esteem.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.

### How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council. If your child has an EHC Plan, they will be involved in writing and reviewing their own Outcomes.



## What training and experience do the staff at Brackensdale have to work with children with SEN?

Brackensdale staff are very experienced at working with children with Autism Spectrum Disorder. As well as having Autism Champions in school, staff have received training in the use of TEACCH and PECS (Picture Exchange Communication System) and also the use of Social Stories and Comic Strip Conversations. The training is ongoing through workshops delivered by the SENCo to ensure quality teaching and consistency of approach with new staff to the school.

The Teaching Assistants and Phoenix Suite teachers have received training in 'Understanding Sensory Processing Difficulties'.



All staff have been trained in Team Teach (accredited by BILD), which is a holistic approach to understanding behaviour and positive handling. There is an ongoing training intervention to ensure staff are refreshed with good practice and are updated and informed of any changes to school or national policy.



Relevant staff have been trained in 'Read it Write it' which is a reading and spelling intervention used for children who have identified difficulties in these areas. Some staff have had training in Precision Teach and Numicon as well as some other more focused interventions.

We have 3 staff who are trained Attachment Leads in the school. These staff are responsible for assessing, coaching and training whole school staff in understanding attachment difficulties.

If a child was to be admitted with a condition that we have not experienced before, we would seek advice from specialists.

We employ a BACP accredited counsellor for 1 day a week to do direct therapeutic work with some of our children as well as supporting the staff who support the children she works with.

There are several staff who are paediatric first aid trained.

Good practice is shared between Foundation Stage, Key Stage 1 and Key Stage 2, as well as with other Derby City schools. Our SENCo works closely with Derby City LA .

## How accessible is Brackensdale for children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The front desk in KS2 has a wheel-chair height section and is DDA compliant.
- There are four disabled toilets, a shower area and changing facilities across the school.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN.

## What support does Brackensdale give to parents of children 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 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 and IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.

## How do I compliment or complain?

Compliments are always greatly received and can be passed on either directly to staff and the SENCo, or formally recorded via our questionnaires to parents or in the form of a letter to the Head of School or Principal. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed. Further information can be found in the **Complaints Policy** in the School Policies section of our website or by visiting the Derby SEND Information, Advice and Support Service (SENDIASS) website.

# How will Brackensdale support my child when they join or when they transfer to a new school?

<p style="text-align: center;"><u>On Entry</u></p> <p>Parents of new starters are welcome to have a look around the school where any questions they have will be answered. Parents should contact the school office to arrange.</p> <p>The class teacher and/or SENCo will meet with parents of new pupils who are known to have SEND. They will also talk to any other professionals or staff from previous settings</p> <p>For some children, if appropriate, we will work with parents to implement a phased start</p>	<p style="text-align: center;"><u>Transition</u></p> <p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>· The SENCo will discuss the specific needs of your child with the SENCo of the child's new school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.</li> <li>· Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.</li> <li>· Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.</li> <li>· If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.</li> </ul>
<p style="text-align: center;"><u>Moving Class</u></p> <p>Information will be passed on to the new class teacher and teaching assistant in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new team.</p> <p>If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.</p>	<p style="text-align: center;"><u>Information Sharing</u></p> <p>Our school works closely with a number of external agencies including: Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Nurse, CAMHS workers, pre-school setting and secondary settings.</p> <p>On transition, we share all appropriate information with other agencies and parents and carers.</p>



# How is Brackensdale funded to support children with Special Educational Needs?



The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is monitored each term by the Governing Body.

Our school's notional SEND budget for 2019/20 is £304,964.

Our school's notional SEND budget for 2020/21 is £340,554

This is the money allocated to schools to support children with additional needs. This total is determined by the level of deprivation, attainment of the children and the number of children in school.

We use this money to support children with SEND by ensuring they have additional adult support, specialist resources, staff training etc.

If a child has complex special educational needs, we can apply for something called Element 3 Funding from the Local Authority which can be used to meet a specific area of need that may be creating barriers to learning for a child. The SENCo will discuss this option in more detail with parents of children who this may be an option for.

We often receive additional funding for children with an EHCP. Any queries regarding funding can be discussed with the SENCo.