



Bradshaw Primary School's SEN Information report

March 2023

Proud of who we are; proud of what we achieve

This document aims to provide parents with all the information they need regarding special educational needs and disability provision at our school, alongside our SEND policy.

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Bradshaw is a one form entry mainstream community primary school. We provide a

stimulating, caring and safe learning environment, where everyone is valued and included. Alongside parents, we nurture respect, empathy and independence. Bradshaw children have a positive approach to learning leaving as confident, successful individuals.

Provision at Bradshaw Primary School

We provide support for our pupils across the four areas of needs as laid out in the SEND Code of Practice 2014.

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

An Education and Health Care Plan is dedicated provision for an individual child following a formal assessment by the Local Authority. A formal assessment by the Local Authority is carried out to assess if a child's needs meet the criteria for an EHCP to be written. SEND Support is for children with identified needs who are catered for by school-based provisions and may also have outside agency involvement.

- . We currently have 7% of children accessing some form of SEN support from external agencies, 2% of children have EHCPs and 8% are being supported within class resources.



How we do we assess need?

Pupils are identified as having SEND, and their needs assessed, through:

- . Information passed on from previous nursery/school.
- . Concerns raised by teaching staff.
- . Feedback from teaching staff and interventions.
- . Reports from outside agencies or professionals such as a paediatrician, speech and language therapist, health visitor, educational psychologist.
- . Pupil premium interventions.
- . Information or concerns raised by parents.
- . School's formative and summative assessment data.



How do we monitor progress?

Progress is continually monitored. If the class teacher, teaching assistant or other member of staff is concerned about progress compared to their peers then these concerns would be discussed at class level initially, then with parents, the child and the school's Special Educational Needs and Disability Coordinator where appropriate. Provision/intervention is allocated for a fixed time and then reviewed. Monitoring approaches may include:

- . Graduated approach (Assess-Plan-Do-Review) ^[SEP]
- . Tracking of assessment data for pupil progress ^[SEP]
- . Support plan reviews at least termly ^[SEP]
- . EHCP reviews, at least annually ^[SEP]
- . Observations of pupils ^[SEP]
- . Analysing the impact of interventions ^[SEP]
- . Parent's evenings ^[SEP]
- . School reports ^[SEP]
- . Children working below Key Stage One standards will be assessed against the Pre-Key ^[SEP]Stage standards

If a parents is concerned regarding their child's progress, speak initially with their child's class teacher who will be able to advise and liaise with the school SENCO. They will be able to advise and support. The school has an open door policy and we understand that the children's education is a joint partnership between school and parents.

If a child is still not making the expected progress then school will seek further advice and support from any relevant outside agencies for further observation, possible assessment and detailed advice to help the child overcome any barriers to their learning in order to continue to make progress.

Such agencies may include:

- Educational Psychologist ^[SEP]
- Speech and Language Support ^[SEP]
- Occupational Therapy
- Physiotherapy
- Sensory Support ^[SEP]
- Orthoptist ^[SEP]
- School Health ^[SEP]
- Advanced Solutions
- Play therapists
- Social Care support services ^[SEP]



What provision is made for children with additional needs?

All pupils with SEND take part in all aspects of school life including out of school activities and clubs. All pupils participate in a full range of opportunities and events arranged by school, including trips and residential. Risk assessments will be shared with pupils and families to ensure correct provision is in place.

They are encouraged to put themselves forward responsibilities such as School Councillors and Eco Warriors. In roles such as these, their social skills increase as well as their confidence and self-esteem.

All teachers are teachers of SEN children and have high expectations of the children. The class teacher in consultation with the SENCO, parents and young person will discuss and plan any support required. Teachers differentiate lessons according to individual pupil needs and where necessary support plans are generated which detail specific targets, resources and support on an individual basis.

The effectiveness of this will be monitored over time and progress will be reviewed at least termly. The class teacher will continue to inform parents of pupil progress when necessary and will update the SENCO where appropriate. The Governors will continue to monitor the progress of SEN pupils.

School provision maps identify categories of need and resources are allocated to best fit those needs. Health Care Plans will be written for children with physical disabilities in conjunction with any agencies who are involved in their physical care such as the epilepsy team, the physiotherapists and occupational therapy teams.

The children's emotional health and wellbeing are of great concern. The school follows the Jigsaw PHSE curriculum and firmly believes each child should be nurtured and confidence and self-esteem are developed to enable them to become independent learners. We currently also have access to a play therapist who visits weekly.



What are the arrangements for the admission of disabled children?

Pupils with special educational needs and disabilities will be admitted to in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. Several open evenings are held for prospective parents to visit the school and to assess whether they feel it is suitable for their child. It is also an opportunity to ask questions in relation to a child's needs or to make an appointment to discuss this.

For children starting in reception, meetings are held with parents and visits made to nurseries and again concerns or issues can be discussed. Transition visits are held and in line with advice from agencies supporting a child, adaptations to the environment can be made prior to the child beginning school.



How adaptations are made to the curriculum and the learning environment?

The curriculum /learning environment may be adapted by:

- . Differentiation by outcome, level of support and the resources provided ^[L]_[SEP]
- . Appropriate choices of texts and topics to suit the learner ^[L]_[SEP]
- . Additional adult support where available
- . Displays that enhance learning ^[L]_[SEP]
- . Use of working walls ^[L]_[SEP]
- . Visual timetables ^[L]_[SEP]
- . Sensory circuits ^[L]_[SEP]
- . Individualised plans ^[L]_[SEP]
- . Use of workstations ^[L]_[SEP]
- . Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured ^[L]_[SEP]over-lays, sensory equipment, coloured paper ^[L]_[SEP]
- . Quiet areas in the classroom ^[L]_[SEP]
- . Adaptions to the environment for children with disabilities following advice from ^[L]_[SEP]Occupational therapists i.e. ramps, wider doors, hand rails, specialists toilet seats ^[L]_[SEP]

- . Use of Makaton to assist children with hearing impairments. [SEP]
- . Handwriting programmes [SEP]
- . Social skills interventions [SEP]

Advice and recommendations from outside agencies will be incorporated into teaching. [SEP] Teaching Assistants are allocated to classes according to the level of need within each class. Interventions are carried out either by the teacher or the teaching assistant. [SEP]



How do staff maintain up to date training?

The school SENCo attends regular SEN training through LA cluster meetings to maintain up to date knowledge of SEN practice. Information is disseminated to staff. Several staff have been trained in Moving and Handling and positive behaviour management. Local cluster schools share expertise, resources and good practice and training is reviewed annually based on the current needs of pupils. Teaching assistants and the SENCo also attend Inclusion forum meetings that focus on different areas of need each term. We are also supported through courses provided by Sensory support, speech and language and by practitioners visiting school to support children such as the physiotherapists and occupational therapists.



How equipment and support for children with special educational needs will be secured?

The school funds the first £6,000 of a child's provision. Any further funding may only be available for those pupils with high levels of need via an application to the council for top-up funding via an Education Health and Care Plan. This may provide additional funding to support school to implement the provision identified in the plan. The provision in the plan is reviewed annually or bi-annually through the

statutory review process.

All funding devolved to the school can be used to fund:

- . Suitably qualified adult support ^[1]_{SEP}
- . Quality resources and environments ^[1]_{SEP}
- . Referrals to consultants ^[1]_{SEP}
- . Any adaptations needed to the school environment to support inclusion ^[1]_{SEP}
- . Staff development and training ^[1]_{SEP}



How are children supported through transition?

When moving to a new year group, transition meetings are held with the next class teacher and relevant information is shared relating to provision required. As we are a small school, staff and children are often familiar with each other prior to moving year groups. The children have a period of time before the school year ends to become familiar with their new classroom and will spend some time with their new class teacher.

For children moving onto high school, extra visits can be arranged to their new school to allow them to become more familiar with the setting when photos can be taken of key people and places and a transition book can be created for individuals if required. ^[1]_{SEP}



How do I make a complaint?

Through consultation and taking the views of parents and children into account, it is hoped that there would not be any disagreement over meeting the needs of children in our school. However, in the event of a disagreement the matter will be dealt with in line with the current Code of Practice and the school's Complaints Policy (available on school website).

In the first instance, concerns should be discussed with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO
- Discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of the Governors or School Adviser.

Parents can also contact <http://warringtonsendiass.co.uk> who can offer advice and support independently to parents.

The SEN information report will be reviewed annually – September 2023