Special educational needs (SEN) information report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.bredburygreenprimary.com

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report has been written to comply with:

- Section 69 of the Children and Families Act 2014
- Special and Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0 – 25 years

AREA OF NEED	NUMBER OF PUPILS AT SEN SUPPORT	NUMBER OF PUPILS WITH EHCP
Cognition and Learning	**5**	**0**
Communication and Interaction	**15**	**12**
Social, emotional and mental health	**5**	**1**
Sensory and Physical	**2**	**1**
SEN - Total	**27**	**14**

1. What types of SEN does the school provide for?

At Bredbury Green Primary school we use the definition for SEN and for disability 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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**. This definition include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Developmental Language Disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties: including dyslexia, dyspraxia, dyscalculia
	Profound and multiple learning difficulties (Within Resourced Nursery)
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety disorders
	Attachment disorders
	Conduct disorders
	Depression or Emotional Distress
Sensory and/or physical	Sensory processing difficulties
	Hearing impairments
	Visual impairment
	Multi-sensory impairment (within Resourced Nursery)
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms Rosie Sanderson.

Ms Sanderson is a qualified teacher with 12 years of experience teaching in mainstream and resourced settings, she holds a National Professional Qualification in Leading Behaviour and Culture, and is a facilitator for the Best Practice Network to deliver the National Professional Qualification for SENCos.

Ms Sanderson is working towards achieving the National Professional Qualification for SENCos.

Ms Sanderson is allocated half a day a week to manage SEN provision.

Ms Sanderson is supported by Mrs Sarah Gomersall (Assistant Headteacher). Mrs Gomersall holds a National Professional Qualification in Special Educational Needs Co-ordination.

Pastoral Lead

The pastoral lead is the link between school and home, supporting children and their families through difficult periods - supporting the emotional wellbeing of vulnerable students, as well as monitoring behaviour, attendance and safeguarding.

Our pastoral lead is Mrs Stephanie Goodall.

Mrs Goodall holds a National Professional Qualification in Leading Behaviour and Culture.

The Pastoral Lead is a non-classroom based role.

Mental Health Lead

Our Senior Mental Health Lead is Miss Ellis Cuttress.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

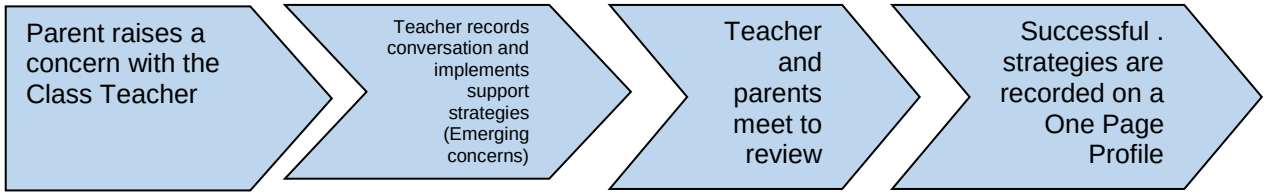
We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

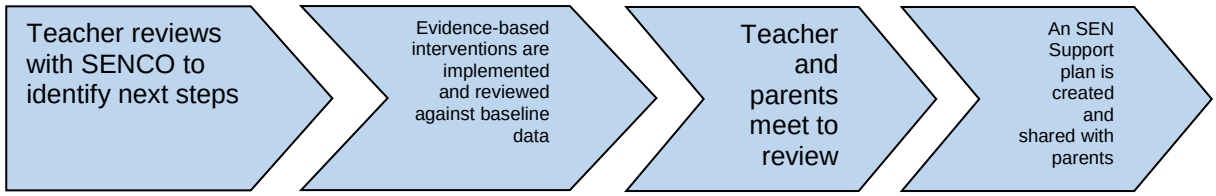
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Stockport Inclusion team
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have a Special Educational Need, the first person you should speak to is your child's teacher. Together you will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, with advice from the SENCO, we will decide what outcomes to seek for your child and agree on next steps. This conversation, as well as the outcomes (targets) and provision (what we need to do to achieve it) are recorded as a record of emerging concerns, which is reviewed after half a term. If progress is not as expected a further cycle of additional support will take place:



During this stage parents, teacher and SENCO may meet to discuss whether your child should be placed on the SEND Support register as they are in receipt of teaching which is "additional to and different from" that of the other children in their class. After three support cycles have been completed it may be appropriate for the SENCO to refer to external agencies for further support. If, after an additional three cycles of SEN Support following guidance from external agencies, progress is still limited, an Education Health Care Needs Assessment may be considered if we have "exhausted all efforts and the best endeavours of anything that is reasonably to be expected of a mainstream school,"

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include difficulties in certain subjects, a change in behavior or difficulties with friendships.

We will make sure that your child has access to a broad and balanced curriculum every year they attend our school. All children have individual national curriculum targets set in line with national outcomes to ensure ambition in their outcomes. Their attainment is tracked using the whole school tracking system, and those failing to make expected levels of progress are identified very quickly.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external agencies.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs.

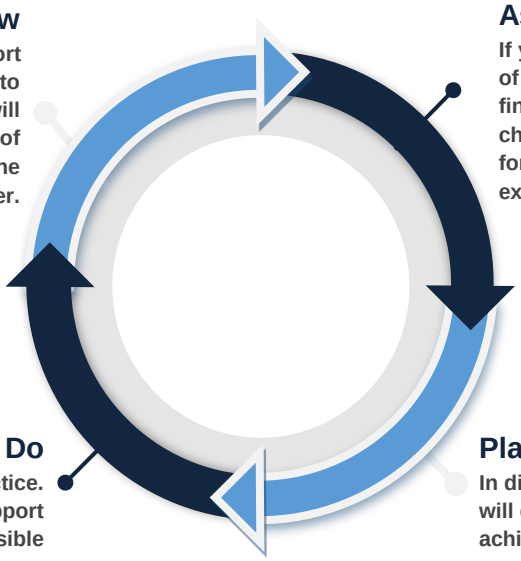
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child for input, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress including through parent events, phone calls, as well as an annual written report.

If we are concerned your child may have a special educational need, your child's class teacher will meet you three times a year, to:

- Share updated paperwork
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by speaking with them at the classroom door to arrange a meeting, or by contacting the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Providing a range of 'scaffolds', for example providing sentence stems, and worked examples
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Varying assessments – offering alternative ways to demonstrate learning, such as oral presentations, drawings or practical demonstrations
- Providing a variety of learning aids, such as laptops, coloured overlays, visual timetables, larger font, fidget toys, etc.
- Teaching assistants will support pupils on a 1-to-1 basis to provide specific and personalised interventions during the school day
- Teaching assistants will support pupils in small groups to deliver interventions, provide support in lessons etc. as directed by the class teacher

AREA OF NEED	PROVISION		
Communication and interaction	Visual timeline Now/next Visual Cues PODD Boards PECs Work Social stories	Play Leaders Makaton Chunking Processing time Talking Mats SpeechLink	LanguageLink WELLCOMM Referrals to external agencies (SALT, CDU) Resourced Provision (Nursery age only) AAC Devices (Under guidance of SALT)
Cognition and learning	Access to recording devices Task organisers Visual timeline Laptops iPads Processing time Word/key facts mats	Chunking Visual cues Retrieval practice Pre-teaching Specific, personalised intervention Touch typing Communication in print	Precision Teaching Lightning squad Colourful semantics Memory Magic SNIP Program Coloured overlays Resourced Provision (Nursery age only)

Social, emotional and mental health	Qualified counsellor Pastoral lead Mental health first aiders Zones of regulation ELSA – Emotional literacy support assistants	Colour monster Red/green wristbands Big Red bus Mental toughness course Classroom calm areas	Mindfulness activities as part of Strong Foundations curriculum Resilience toolkit SEMH Triage panel Referrals to external services (CAMHS, Primary Jigsaw, Startwell, Family Support)
Sensory and/or physical	Sensory stimulation equipment Vestibular seating equipment Weighted resources Movement breaks	Adapted equipment Heavy work Sensory circuits Light room	Finger gym Referrals to external services (OT, SSS) Resourced Provision (Nursery age only)

These interventions are part of our contribution to Stockport's local offer.

9. How will the school evaluate whether the support in place is helping my child?

All children will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching for pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, SENCO and external verifiers
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Termly teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND
- Termly 'standards review' meetings with teachers and SLT

- Pupil and parent feedback on the quality and effectiveness of intervention provided
- Attendance and behaviour records
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

All children identified as having a special educational need or disability will have a 'Provision Map' which outlines the level of staffing time, equipment and facilities required to support them.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- Acquire external specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Bredbury Green Primary school we endeavour to remove all barriers to pupils with SEND so they can enjoy the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including Breakfast club and after-school clubs. All pupils are encouraged to go on our school trips, including our Year 6 residential trip to 'Robin Wood', and whole school pantomime visit to Romiley Forum. Where necessary, school staff will conduct additional risk assessments, develop personalised social stories, and secure additional staffing to ensure the trips are accessible.

All events such as sports day, school plays and class assemblies are made accessible to all children.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children and young people with SEN have different needs, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the local authority will send a copy of the EHCP and then consider the comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

13. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a 'handover' meeting when the pupil's SEN is discussed
- Teachers update and share with you all documentation, including One Page Profile, Provision Map and SEN Support Plan
- Individual transition books are made for each pupil; including photographs of new staff, the classroom and important locations in school such as the cloak room and toilets
- Transition lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, all documentation will be shared with the new setting, including their One Page Profile, Provision Map, SEN Support plan and records of any meetings had with yourselves.

Between phases

All information will be shared with the receiving secondary school, class teachers will meet with the SENCO of the secondary school to discuss the needs of all children who are receiving SEN support.

For children with an EHCP, you will be invited to meet with Ms Sanderson, our SENCO, in Spring Term of Year 5 to discuss preferences for secondary schools. This conversation will be shared with the Local Authority to enable an updated EHCP to be written during the summer term. The updated draft will be received during the first term of Year 6 and then sent to receiving schools by October half term for consultation.

14. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Goodall will work with Ms Sanderson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

All complaints will be addressed following the complaints policy.

Complaints about SEN provision in our school should be made to Ms Sanderson, the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please visit Kids.org for more information.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Stockport's local offer. Stockport publishes information about the local offer on their website:

- SEND Directory

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- Stockport SENDIASS (Together Trust)

Local charities that offer information and support to families of children with SEND are:

- Autisk
- KitKat Support Group
- Rainbow Trust

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

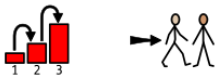
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND



- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Occupational Therapy** – Support for children with physical (fine or gross motor) difficulties

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Provision** – the support and resources used to support a child in school

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SALT –** Speech and Language therapy

- **SENCO** – the special educational needs co-ordinator

- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- **SEN support** – special educational provision which meets the needs of pupils with SEN

- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages