



BREDBURY GREEN PRIMARY SCHOOL & RESOURCED NURSERY
SEND Information Report

January 2021

Bredbury Green Primary School & Resourced Nursery

VERSION HISTORY

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1. Introduction

At Bredbury Green Primary School and Resourced Nursery we believe our school is a place where:

- ♣ children can be happy in a secure environment
- ♣ we celebrate what we do well
- ♣ we value each other
- ♣ we are creative, adaptable and confident
- ♣ we enjoy learning and do our best
- ♣ we have dreams for the future
- ♣ we are responsible citizens
- ♣ we are healthy and care for our environment
- ♣ we listen and express our views

At Bredbury Green, children develop a positive attitude towards lifelong learning in a unique classroom environment that is designed to develop independent and self-motivated learners. This particular approach allows children to be creative and develop a range of skills to ensure they are prepared for the next stage of their lives. We believe the key to supporting all children to flourish is to find strategies to overcome any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. If children have been taught the skills to become independent learners, with personalised tools to overcome any barriers they have, we will have supported them to make the best progress they can, and will have equipped them for a successful transition into high school and a fulfilling adulthood. We recognise that a partnership between school and parents is fundamental in supporting children to reach their potential. At the age of seven, parental influence on a child's learning is six times that of the school. Together we can make a profound impact on pupils' love of learning, self-esteem in and out of the classroom, and on their independence. We hold the highest of expectations for all learners within our school. Within this information report, we will share how we do this.

This report has been completed with reference to Section 69(2) of the Children and Families Act 2014 (<http://www.legislation.gov.uk/ukpga/2014/6/section/69>) and Section 6 of the Special Education Needs and Disability Code of Practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. Our Provision/Offer

2.1 What kinds of special educational needs does Bredbury Green Primary School provide for?

We work with the statutory framework set out within the Special Educational Needs Code of Practice (2015). The school provides for need in five broad areas:

- ♣ Communication and interaction
- ♣ Cognition and Learning
- ♣ Social, emotional and mental health
- ♣ Sensory and/or physical
- ♣ Medical

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This includes children with ASD, including Asperger's Syndrome and Autism.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Medical

Although children with medical conditions are not classed as having special educational needs, it is important that we review provision for these children. Provision may need to be adapted to ensure the children can access everything available.

2.2 How does our provision work?

Our curriculum at Bredbury Green Primary follows a learner led approach and is designed collaboratively between children and staff. At Bredbury Green we are proud of our curriculum

which is instigated around the interests of the children. Children are expected to play a significant part in the determination of their learning. We believe that learning is most effective when it is founded on children's interests. The children's curriculum maps can be found on our school website. We lay particular emphasis on teaching a wide range of skills to prepare children for each transitional phase, including secondary education and their future role in society. Woven through our innovative and creative approach to learning, children receive focused teaching in the following core skills; communication, collaboration, problem solving, application of number, reflection, and ICT and research. We encourage children to take responsibility for their own learning. Success Criteria are used to support this.

Children who find learning more difficult are encouraged to identify the way they learn best and this is used to support them in their learning. They make contributions to review meetings, identifying what they have enjoyed, what has helped them and what they would like help with next. Individual needs are reflected through differentiation of learning objectives and the outcomes relating to planned activities. Like all children in Bredbury Green Primary, for children with more severe and complex needs the learning is personalised. It is planned to reflect the learning of the class, and reshaped to facilitate individual learning. Collaboration between children of differing abilities is fundamental to our philosophy at Bredbury Green.

2.3 How does the school know when a child needs extra help in our provision?

As teachers, we are accountable for the progress and development of all the children in our class. We monitor and evaluate the progress and development of all pupils through a rigorous assessment system. We capture the children's successes each session, as well as personalising challenge, giving them next steps to instantly impact work. When children are constantly not meeting national expectation, a graduated response would be put in place.

Quality First Teaching

We believe Quality First Teaching (QFT) is the most important approach to supporting all pupils to achieve their best. To do this, we find where each child is secure in a concept, ensuring a firm basis to build on what they know, can do and understand. We differentiate appropriately to ensure all children can access the most challenging expectations. We find different ways of teaching the same concept, including additional resources to support children's learning, opportunities for paired work or small group work, and find different ways of presenting work.

Interventions

Initially, the teacher would look at how additional intervention could be used to support the child. Parents would be informed of when an intervention programme is taking place with a group of children insecure with a specific objective. This intervention would be monitored and assessed using our 'rolling records' and the children would be reassessed against the objective. This then feeds back into the classroom teaching to continue to consolidate learning.

Barriers to Learning

If we feel that children are continually not making national expectation, we will begin to look at what barriers to learning your child may have. We believe that if we understand what is holding a

child back, we can find effective strategies to overcome or at least work with it. Everybody has barriers to learning, and as we grow older, we find strategies to achieve regardless. By identifying the barriers earlier and working with the children with strategies to help, they can continue to become independent learners, achieving their potential. Within the child's provision, these barriers and effective strategies will be made explicit and will be discussed with parents.

Initial Identification

Our school assessment is used to monitor the children's progress and identify underachievement or gaps. This initial identification is then supported by using QFT strategies and interventions. After review this could lead to the development of a one page profile and a Teaching and Learning Plan (TLP). These plans are important at Bredbury Green because they ensure a consistent approach to support and focus on personalised support. We reassess how successful each element of the plan has been, and review what needs to be improved, changed or continued.

SEND Support

If your child is progressing well, and the Quality First Teaching strategies and Interventions are working this is monitored and shared during standards reviews. We may want to keep with a Teaching and Learning Plan. This would put them on the Special Educational Needs Register. As well as continuing to find successful Quality First Teaching strategies, and Intervention programmes, at SEND support we may look for additional support from outside agencies with expertise that can be included into your child's TLP or SEND support plan.

Educational Health Care Plans

If your child is continuing to need bespoke interventions, one to one work in class to access the lessons, and a very high level of support and additional teaching, we may speak to the local authority about requesting an Education Health and Care Plan needs assessment. At this point, your child would need to be receiving £6000 of additional support on top of core funding and we have to prove that the support is not enough. We would need to obtain a range of reports from all the additional agencies involved who would also recommend an Education Health and Care Plan (EHCP). A document from parents, school and additional agencies would then be collated and sent to the Local Authority Panel and they would decide if your child warrants a higher level of support in School. If your child has an EHCP, at Bredbury Green, we feel it is fundamental that the high levels of quality first teaching, bespoke interventions and strategies to support the identified barriers to learning continue to be in place and that a Learning Support Assistant may be an additional level of support. We want our children with EHCPs to access our lessons and to gain the same independent skills as every child in our school. We focus on fine tuning the objectives to reflect the next steps for the development of the particular child.

3. Parent and Child Consultation

3.1 How are parent's consulted in the provision made for their child?

Our school values and promotes the partnership between children, their parents and the school. We recognise that the person who understands a child's needs the best is the child themselves, and we involve children when making decisions about them. We recognise that parents know their children best and value their views. Parents are an essential part of the Plan, Do, Assess and

Review process and are invited in to discuss the targets they wish to see addressed, the strategies that they see working at home, and strategies they feel do not work. The TLP will include activities and strategies to use at home and at school.

3.2 Our Review meetings

We have meeting at the end of each term to review the current TLP and to discuss the next targets. These meetings include parents, staff and the child input for the one page profile to ensure they also feel part of the process. They focus on celebrating success as well as identifying future targets. These meetings will occur just before Christmas, just before Easter and at the end of the school year. Once the new class teacher has been allocated, they are also invited to the Summer meeting to support the transition of the child into their new year group. Should the Teaching and Learning Plan need adapting or new targets set mid-term, this is a working document and can be done. We would ask parents to come into school and discuss changes. It is essential that all parents feel they have a clear understanding of where their child is up to in their learning journey. We have two parent's evenings, one open evening in addition to the review meetings, and we hope that this gives parents enough opportunity to feel they know where their child is up to.

3.3 How can I work with the school to support my child's learning?

This is really important. The main thing is to encourage learning by widening your child's experience of the world. Enjoy leisure time and make the most of it. View new experiences from the perspective of your child and ask and answer questions. Transition meetings at the start of each new school year provide information about curriculum. Ask yourself how you can encourage the interest of your child, or if can you offer expertise or support to the school related to your own personal interest or experience. Always explore the curiosity of your child. More basic, but equally important is to encourage reading, to practise reading, to practise the use of phonics when reading and spelling, and to learn number bonds and multiplication facts. Take a realistic approach to homework and inform school if you are not finding homework a rewarding experience. Teachers review the achievement of all children as they are working on teacher focus activities, and record this formative assessment. Teachers make a summative assessment on a termly basis based upon their assessment of the attainment of each individual child. A termly standards review interrogates the achievement of individuals and vulnerable groups. Children with SEN are a focus to ensure that they are achieving their maximum potential.

4. Our Governor's commitment to SEND

We have a named governor dedicated to championing inclusion, and oversee the needs of children with SEN. Our SEND governor is **Wendy Holden**. The whole governing body are dedicated to support inclusion in the school and the Inclusion Lead reports to the governors on a regular basis through termly review meetings and an annual report. Governors are also invited into school to look at inclusion in practice. The governors are concerned that children with barriers to learning access school life equally to other children, and that the significance of any barriers to learning are minimised as far as is possible.

5. Pupil's wellbeing

5.1 How do we ensure pupils' wellbeing?

Bredbury Green Primary School's concern is to promote the wellbeing of all our children. Parents are encouraged to share related issues with a child's class teacher, or with the pastoral manager. Our positive relationships and behaviour policy is designed to ensure consistency and fairness, and to reward positive behaviour. Children are made aware of how to keep themselves safe on social media, and parents are kept informed on related issues. Sometimes children experience situations that cause them worry. We can provide initial counselling, and when further, more specialist intervention is needed we can draw upon the support of external services.

6. Medication

6.1 How does the school manage the administering of medicines?

We provide children with all medical conditions the same opportunities as others at school. We understand that certain medical conditions are serious and can be potentially life-threatening, particularly if ill-managed or misunderstood. We encourage children to take an increasing responsibility for the management of their medical condition as they progress through school. Parents are asked to identify any medical conditions relating to their child on a data collection sheet at the start of the school year. This information is updated throughout the year as medical conditions are notified to us.

Children with more serious or on-going medical needs have an Individual Health Plan. All staff are made aware of Individual Health Plans as they relate to their teaching/supervision groups. Individual plans are shared with the school nursing service who may contact parents if they feel further discussion is needed.

6. 2 Administration of medicines.

We will ensure that pupils with medical conditions have easy access to their emergency medication, and that the individual children concerned know about the arrangements that are in place. Designated staff undertake the voluntary role of administering medicine in school, but only with the written consent of the pupil's parents, and only medicines that have been prescribed by a doctor. This consent is given via a form that parents sign and can be obtained through the school office. After medicine has been administered a record is signed and kept. Staff who volunteer to undertake the administration of medicine will have received training in first aid and from relevant health care professionals. Privacy for the pupil concerned is maintained during the administration of medicine. Children with unknown medical conditions, presenting with moderate or severe symptoms, are given access to standard first aid measures. In the event of an emergency the school will act in loco parentis.

More information can be found within our Medical Policy

7. Behaviour

7.1 What support is there for behaviour, avoiding exclusions and increasing attendance?

We aim to encourage a calm, purposeful and happy atmosphere within the school. We foster positive caring attitudes towards everyone. We encourage increasing independence and self – reflection so each child learns to accept responsibility for his/her own behaviour. We maintain an awareness of appropriate behaviour. We have a whole school approach to behaviour management. It is a continual process, which is integral to teaching and learning. Our positive relationships and behaviour policy is implemented in a way that promotes whole school consistency and fairness. All staff celebrate and reward positive behaviour and achievement, they also apply consequences where appropriate. All staff, pupils and parents are involved in our whole school approach to behaviour. Adverse behaviour is regarded as a symptom of other needs, and the causes of adverse behaviour are sought and supported.

Please see our Positive Relationships and Behaviour Policy for more in depth detail.

8. Additional Services

Our first concern is to meet the needs of all children within our learning environment and through the facilitation of quality first teaching. For children who are identified as SEN Support, we may need to call on the advice of services offering specialist skills, and we would seek to involve the services best matched to meet a child’s needs. For children with severe and/or complex needs a number of external agencies may work together for the benefit of the child.

8.1 Who do we work with?

We work alongside a large number of external agencies offering a variety of specialist services both to children and their families. These currently include:

- ♣ The Speech and Language Therapy service
- ♣ The Occupational Therapy/ Physiotherapy service
- ♣ The Educational Psychology service
- ♣ ASD Partnership - Autistic Spectrum Support for families

The list is not meant to be exclusive, as we seek support from all relevant services as needed. At all times, the advice from external services will form part of the consideration for the ongoing review of strategies that are implemented to remove barriers to learning. This is done in conjunction with the child, parents and the school.

8.2 The Local Offer

Additional support for both at school and at home is outlined in Stockport’s ‘Local Offer’ which can be found on <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page> Within this page it shares all agencies which can support you. If you click on the area of need you or your child may have, it will give more detail.



9. Accessibility

How accessible is the school environment?

Our school is a single story building with no steps. It is accessible for children and parents with needs related to their mobility. We have two disabled parking spaces in our car park which are located as close as possible to the school entrance and are available for use by anybody with mobility needs. Our Accessibility plan can be found in our Disability Equality Scheme and Assess plan. This plan is compliant with to paragraph 3 of schedule 10 to the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>).

Further information can be found in Stockport's Local offer <https://www.stockport.gov.uk/children-with-special-educational-needs>

We are able to provide a sound system in classrooms to support children with hearing needs and would provide interpreters from external services to facilitate inclusion in meetings for parents with hearing needs. We provide interpreters from external services to facilitate the inclusion at meetings for adults with English as an additional language.

10. Transition

How will the school prepare my child for joining the school and transferring to a new school?

Families with children joining the school in the Nursery and Reception years undertake an induction programme so that they appreciate the learning ethos of the school and are enthused to begin and encourage the learning journey with their children. The induction process will be reshaped or extended to meet the needs of children with additional needs. Families are encouraged to create a personal one page profile with their child. This is followed by a personal telephone call or meeting. For children with SEN, we liaise with the previous school

and parents to plan and implement a transition programme tailored to the child's individual needs. This is also the case when children transfer from Bredbury Green Primary School to another school. We have close links with our local secondary school and information about children with SEN is shared.

11. Bredbury Green Resourced Nursery Offer

Which pupils can access Resourced provision at Bredbury Green?

Bredbury Green offers specialist provision for Nursery aged children within an inclusive Nursery. We provide provision for children who have additional complex needs including social communication difficulties, speech and language delay, sensory difficulties, physical and medical needs.

How does my child access this provision?

Parents can make a request for the provision they wish their child to go to. These requests go to the Local Authority and are supported by other professionals such as Educational Psychologists. Resourced places across Stockport are allocated by the Local Authority. If an Education, Health and Care Plan is in place this is then named in Section 4 or in Section I of an Education, Health and Care Plan.

What is the Resourced provision at Bredbury Green?

At Bredbury Green we integrate Resourced children with the mainstream children as well as providing very specific and personalised programmes to meet their individual needs. Children access 1:1 teaching, small group teaching and whole class sessions at appropriate levels. The Nursery Teacher and Nursery Nurses are trained in programmes such as physiotherapy, motor skills, speech and language, communication and autistic strategies. We are able to offer 12 (15 hours per child) Resourced places.

What are the benefits for my child attending the Resourced provision at Bredbury Green?

The Resourced children benefit from a very high level of staffing. Staff are highly skilled and knowledgeable. The children are fully included within the Nursery provision and are supported either 1:1 or in small groups according to their individual needs. This enables all children to benefit from a variety of role models, regardless of background or ability. The diversity of Bredbury Green Nursery supports all our children in developing their understanding of the needs of others, tolerance and respect for others.

The Teacher and Nursery Nurses are all trained in the use of PECS, Intensive Interaction Techniques and Makaton. Provision and support for children with ASD and speech and language difficulties is a strength. Furthermore all staff are all trained and very experienced in using Play and Communication skills.

Bredbury Green Resourced Nursery benefits from a new classroom environment and outdoor learning environment on the main school campus. This is accessed from the Ormerod Close gate.

All Resourced children have personalised plans written for them appropriate to their individual needs, which is further supported by 'pupil profiles' that are developed between Nursery and home.

Nursery staff are all 'team teach' trained, enabling them to manage challenging behaviour in a positive way. Provision and support for children with emotional and behavioural difficulties is a strength at Bredbury Green Resourced Nursery.

We develop strong partnerships with Parents/Carers, this begins from the first visit to Nursery, followed by a home visit. Support is provided throughout the Nursery year and guidance is given about the Education, Health and Care needs assessment process and the choices of school placements.

Do you have any special facilities or resources?

The Resourced Nursery has many special facilities. It is fully accessible to wheelchair users. We have a specialist multi-sensory room, multi-sensory soft play/ball pool area. The Resourced Nursery also provides areas to promote communication techniques. We have an outdoor area that includes climbing tower, swinging bridge, tunnel, bike track and covered areas. We also have the use of the school forest area for forest school activities.

What specialist services or expertise do you access?

Bredbury Green Resourced Nursery works closely with a range of professionals to meet the needs of all our Resourced Provision children. The professionals currently supporting our children include:

Occupational Therapists

The Nursery receives input from Occupational Therapists on a regular basis. They observe and work with the children and demonstrate strategies to be used with children according to their individual needs.

Speech and Language Therapists

The Speech and Language Therapists continue to support your child outside of Nursery, but will communicate regularly with staff to advise on programmes. The therapists will visit children in Nursery to observe them within a social setting.

Educational Psychologist

The Educational Psychologist supports the work of the Resourced Provision in addition to the main Nursery Class. She visits at least once every half term to discuss, observe or assess the children. She meets with Parents/Carers and attends relevant Transfer Review meetings. She also writes reports if Statutory Assessment is agreed.

Health Visitors

The Nursery has strong links with Health Visitors involved with any of our children in the Resourced Provision.

Social Workers

The Nursery School has strong links with Social Care and Social Workers involved with any of our children in the Resourced Provision.

Physiotherapists

Resourced children receive regular input and support from the physiotherapists.

How do I know how well my child is doing?

The Resourced Teacher informs parents/carers of their child's progress in a number of ways throughout the year:

- ✓ Each Resourced child has a Teaching and Learning Plan. This is written twice a year (October and February) and the targets in the plans are evaluated each term to show progress.
- ✓ Pupil profiles are written by the Nursery teacher and parents for each child to provide a 'one page' picture of the child's needs.
- ✓ Each Resourced child has a Transfer Review meeting in December. This is a meeting between school staff and parents. The multi-disciplinary team are invited to this review. Discussion about the next school placement takes place and decisions about requesting an assessment of Education, Health and Care needs are made.
- ✓ A further Transfer Review is held with the receiving school once this placement has been confirmed, usually during the Summer Term.
- ✓ A Parents meeting is held during the Autumn and Spring terms.
- ✓ Each child has an end of year report written, detailing the progress made.
- ✓ Every child has their own Individual Learning Journey which celebrates their achievements, progress and development.
- ✓ All children's progress is monitored and tracked at regular intervals during the year and this is also shared with Parents/Carers.

For those Resourced Provision children who arrive at Nursery with an EHC Plan will be subject to an annual statutory review where the child's developing needs and support will be discussed.

Who do I contact if I want further information or would like to visit the Resourced provision?

If you would like further information or would like to make an appointment to visit the Resourced Nursery, please contact:

Mrs Moorcroft (Head of School) or Mrs Davies (Inclusion Lead) on 0161 430 3078 or via email admin@bredburygreenprimary.com

We will be very happy to meet with you to show you around the Nursery and talk about your child and how they can be supported through our Resourced Provision.

12. Who can I contact for further information?

If you have any questions, or require further information please contact Mrs Davies, Inclusion Lead, by email at admin@bredburygreenprimary.com

You can also access Stockport's external partnership services through their Local Offer <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>