



Brindle St. James' C. of E. Primary School
SEN Information Report and School's Local Offer
2024 - 2025

Welcome to our SEND Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). This information is updated annually.

Name of the Special Educational Needs/Disabilities Coordinator:
--

Mrs Anna Satloka

SEND Governor:

Ross Ironfield

Contact details:

The school's SENDCo is Mrs Anna Satloka; she works in school part time but can be contacted by email: bursar@brindle-st-james.lancs.sch.uk

Alternatively, an appointment to see Mrs Satloka can be made via the school office by telephoning: 01254 852379
--

Mrs Satloka has completed the National Award for SEND.
--

Ross Ironfield, SEND Governor can also be contacted via the school office.
--

Whole School Approach

Brindle St. James' Church of England Primary School is a mainstream primary school. We are situated in a rural village location where children are taught in 3 mixed-age classes: Class 1 is made up of Pre-school, Reception, Year 1 children; Class 2 includes Year 2, Year 3 and 4 children and Class 3 includes Years 5 and 6. We pride ourselves on our close-knit school community where all pupils develop their full academic, social and spiritual potential, and thrive within the context of our Christian family.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular we focus on developing the characteristics of persistence and resilience. The Christian ethos of our school is one of inclusion and each child is cherished, with their individual needs met and provided for. In addition to high quality first teaching, where needed we use a wide range of additional interventions to meet pupils' specific needs, there is ongoing dialogue throughout the year with parents / carers. To complement this, termly assessments (through Teacher assessment and/or academic tests) ensure that we regularly review what we offer every child in our care. These discussions also contribute to the application of a differentiated and personalised approach to teaching and learning.
--

<u>Definition of Special Educational Needs and Disabilities.</u>
--

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
--

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Graduated Approach

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

Underpinning all of our provision in school is the **graduated approach** cycle of:



Assess:

Assessments are made by class teachers, SENCo or professionals as required. As well as those used across school for all children, (eg. assessment for learning in all lessons, termly teacher assessments of progression against KLIPs/ PIVATs, annual assessments etc), when appropriate we request specific assessments according to the needs of the pupil. (For example this may include involvement of educational psychologists or Specialist Teacher etc.)

Plan:

Personalised targets are set with pupils and parents and reviewed at least once a term.

Do:

Provision is implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils.

Review:

Progress against targets is monitored on a daily and weekly basis by teachers and teaching assistants. The SENCo and Head Teacher oversee the progression of children against their targets on at least a termly basis. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. All teachers are responsible for every child in their care, including those with special educational needs and work closely with support staff, the SENCo and Head Teacher to ensure the best possible provision.

Roles within SEND

The Class Teacher

The class teacher is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and communicating this with the SENCo, as necessary. Class teachers also write pupil progress targets/ individual education plans (IEPs), based on the smaller steps outlined in PIVATs (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term. This ensures that teaching and learning is personalised for your child.

The SENCo

The SENCo is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress possible.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head Teacher is also responsible for ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor

The SEN Governor is responsible for ensuring that the necessary support is given for any child with SEND who attends the school.

SEND Support

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

SEND Support in our school

As of September 2024, we have five children receiving some form of SEND support.

We have internal processes for monitoring quality of provision and assessment of need. These include classroom observations, walkthroughs, work sampling, analysis of impact of interventions and consulting with children and their parents.

Children with SEND are enabled to engage in all activities available to pupils in school, including after-school clubs and provision.

Involving parents and learners in the dialogue is central to our approach and we do this through: Individual education plans, reviewed and targets agreed with parents and pupils, at least 3 times a year, informal progress chats, parent's evenings and annual reports.

Support is provided for improving emotional and social development. This includes extra pastoral support where appropriate and measures to enhance inclusion and prevent bullying.

Services in School

The SENCo, Mrs Satloka (SEN Award, 2018), liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual needs, including:

- Health – GPs, school nurse, CAMHS (NHS Children and young people's mental health services), speech and language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Services – CISS
- Specialist teacher advisors in areas such as specific learning difficulties, autism etc.

We are committed to ongoing development of the expertise of our staff. The current areas of expertise in school include: emotional wellbeing, phonics, ASD, speech and language and precision teaching. Considerable thought, planning and preparation goes into utilising support to ensure that children gain in their learning, understanding, independence and the skills needed in life.

Planned interventions are put into place, either in small group support or one-to-one support as appropriate. These may take place either in class or outside class, depending on the specific needs of the pupil.

Pupil Voice

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning.

We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year by their peers to represent year group. In meetings throughout the year, the School Council consults with a member of staff about whole school plans, organising charity events and expressing pupil views on various matters.
- Pupil questionnaires are used annually to gather pupils' viewpoints.
- Pupils are involved in evaluating their progress against targets on at least a termly basis.
- If your child has an EHCP their views are sought before any review meetings and children often contribute individual reports and attend at least part of their review meetings.

Inclusion

School Trips

All pupils are entitled to be included in all parts of the curriculum, including school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety is considered.

Resources

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support. The school has a disabled toilet near the Key Stage 2 cloakroom and there is a ramp at the school entrance for wheelchair access. If an SEN child needs specialist equipment this is either bought by school directly or the SENCo can approach to the LEA for funding for higher amounts of money.

Individual Support

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different pupils require different levels and types of support to achieve their potential.

The SENCo, assessment coordinator, class teacher and support staff discuss the pupil's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

Monitoring Progress

Pupils' progress is tracked against national/age-related expectations.

Evidence of impact includes:

- Pupil is achieving or exceeding their expected levels of progress;
- The gap between the pupil's attainment and age-related expectations is narrowing: they are catching up to their peers;
- Verbal feedback from the teacher, parent and pupil;
- Formal or informal observations of the pupil at school.

Transitions

There are transition packages put together for any SEND child transferring from Nursery or Reception, Year 1 to Year 2, Year 4 to Year 5 and Year 6 to the High School.

Children joining the school in Pre-School or Reception all receive a visit from the Class 1 teacher and a member of support staff who will seek to get to know a little more about the child before they start at Brindle St James'. In addition to this, visits may be made to a child's previous Nursery setting by the SENCo and class teacher to ensure a smooth transition.

All children in all year groups school have taster days with their new teachers.

If the child is moving to the High School and they have a EHCP then links are made with the SENCo of the High School to pass over information about the SEND child. Extra visits to the new High School are also arranged to aid their transition. Extra meetings with the SENCo can also be arranged, if needed.

Contacts for Further Information

A parent/carer's first point of contact should be the child's class teacher to share any concerns.

Parents/carers can also arrange to meet the SENCo by contacting the school office on 01254 852379. Additionally, the school can refer parents/carer to the following agencies for information and support:

Parent partnership, offering independent, free advice for parents of children with SEND: Monday to Friday 8am to 5pm Tel: 0300 123 6706. Email: information.lineteam@lancashire.gov.uk

In Lancashire parents can be supported by the '[Information Advice and Support](#)' (IAS) SEND team. Advice can be sought via the authorities [SEND website](#) and [Lancashire County Councils Local Offer](#).

Our LCC SEND Case Manager (Special Educational Needs and Disability Officer) is Miranda Chestnutt, our Assistant Case Manager is Lisa Gresty and our SEND Case Worker is Colin Heppell. They can be contacted at:

IDSS, 4th Floor, Joint Divisional Offices, East Cliff, Preston, PR1 3JT. Telephone 01772 531597.

Complains Procedure

In the event of a complaint, we find that most issues can usually be resolved through discussion with the Headteacher and we encourage open dialogue to try and resolve any issues together without having to instigate the formal complaints process. However, in the event that this is not possible, parents can access our formal Complaints Procedures on the school website.