

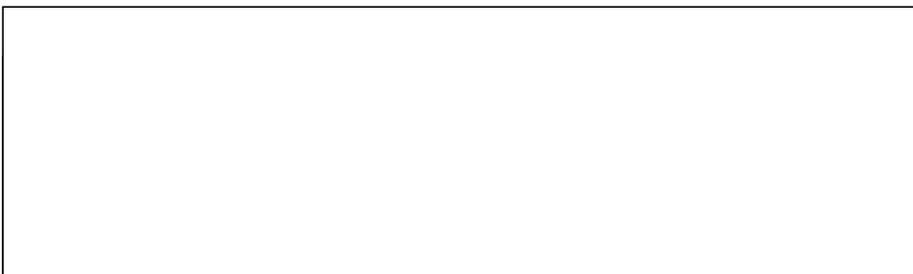


SEN&D School

March 2016



Derby City Council



School Information Report for Brackensdale Infant School 2016-2017

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement:

Together we are committed to promoting a positive attitude to life and learning in an environment which is safe, caring, friendly and motivating.

Our School is: a mainstream infant and nursery school with enhanced resource provision specifically for children with Autism. The enhanced resource provision includes a special facility called 'The Ark'.

Brackensdale Infant School is an inclusive school where diversity is celebrated. We value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible learning environment. We endeavour to achieve maximum inclusion for all our pupils whilst meeting pupils' individual needs. Our inclusive approach recognises the entitlement of all pupils to a balanced, broadly based curriculum.

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP (child or young person) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

Children with special educational needs or disability may be identified by the class teacher or may be admitted to the School with their needs already known.

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

SENCO: Kim Cooper can be contacted on 01332 348314 or by e mail senco@brackensdalei.derby.sch.uk

SEN&D Governor: Nicki James

Learning mentor: Karen Stone

Speech and Language Lead: Sam Hassall

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities

- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a child's special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that a child may need support in more than one of these areas.

How are Children with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Teachers identify children who may have special education needs or disability through general classroom assessment. We also use 'Language Link' and 'Speech Link', 'Physical literacy' and 'Fisher Family Trust' assessments as a more formal approach to identify specific needs.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

The role of the SENCO is to support the teachers in the identification of children with special education needs or disability. In addition, the SENCO oversees the day-to-day implementation of the School's policies and practices, ensuring good liaison with parents and outside agencies.

If you have concerns about your child's progress you should, in the first instance, speak to the class teacher. If you have concerns that your child has an unmet special educational need after speaking to the class teacher you should contact the SENCO.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo, class teacher, and parents to consider all the information gathered from within the school.

Parents/carers will be notified of the meeting by a telephone call/letter, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- any additional support your child may receive
- any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

- Assess** – an analysis of CYP need will be carried out by the subject teacher and SENCo.
Outside agencies may also be involved.
- Plan** – if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.
- Do** – interventions/support will be delivered.
- Review** – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. 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. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of children with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

The School works very closely with a range of other agencies who also provide relevant assessment information. You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the School and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by the senior management team (Head Teacher, Deputy Head and the SENCo). Progress is reviewed at regular intervals and formally once each term.

After a review, a decision could be made that a more formal assessment is required, leading to an Education and Health Care Plan (EHCP). Parents will be fully involved in this process.

After identification of SEND, targets are set which are monitored closely by the SENCO. The targets are linked to the primary area of need. The learning programme, with targets, is discussed with parents and ways to support at home are also discussed.

For children with statements/EHC plans, teaching assistants (TAs) have monitoring record books with evidence of learning and progress.

Parent meetings are held for all pupils each term so that parents are aware of their child's progress. Children's individual targets are reviewed with parents at this time. In addition, pupils who have targets for speech and language or OT may be reviewed by those specialists. Parents are always invited to attend these reviews.

Children with SEND who live outside the normal catchment area have home-school diaries in order that parents may be kept up to date with progress.

In addition, a formal review of statements/EHC Plans take place with the SENCO each year.

Individual programmes will be taught in small groups or on an individual basis, depending on the needs of the child and the particular programme. For example, a speech and language programme would be delivered on a one-to-one basis, whilst targets to develop social skills would require small group teaching.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

- CYP who are underachieving and failing to meet targets have interventions in and out of class.
- CYP are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support
- CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

The School is funded by the Local Authority so that a mainstream Enhanced Resource place is within a ratio of 1 teaching assistant to 3 Enhanced Resource children.

The ratio of adults to children within 'The Ark' may be higher, depending on individual needs.

Support staff are allocated across the School depending on the needs of the children and level of funding at any given time.

Teaching Assistants are on duty during lunch times to provide additional support where needed.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun&bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And many more. For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D? <

Before children start school, their parents are invited to a meeting with the head teacher while their children visit their new class. There is the opportunity for parents to talk to teachers at this time.

For children starting nursery, there is a general open-afternoon followed by the opportunity for parents and children to visit before starting nursery.

For children with statements/EHC plans, home visits are arranged prior to the children being admitted into our School. Children are also visited in their current placement by School staff. Parents are encouraged to visit the School. Transition visits are arranged for children with SEND before they start our school.

In the ARK children are offered a phased start to school over several days or even weeks depending on the individual needs of the child.

All parents in our school have the opportunity to come to School for special occasions, for example Harvest Festival.

In addition, 'The Ark' staff organise coffee mornings and open afternoons specifically for their parents.

Parents whose children have special educational needs or disabilities are given longer appointments at our termly parent's evenings in order to discuss targets and progress.

Parents are invited to statutory reviews, arranged where possible at a time which is convenient to the parents.

The School operates an 'Open Door' policy so that parents can talk to teaching staff or senior leaders on a daily basis.

How does the school support children with medical conditions?

The Learning Mentor is also the Care-Co-ordinator for the main School, over-seeing the operation of the Care Policy, with particular regard to care plans where children have medical needs.

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

The staff in 'The Ark' work closely with parents to ensure any medical needs are being met, accompanying children and parents to appointments, if required.

Where continence is a problem, School staff work closely with parents and health practitioners to support the child. There are nappy bins provided in all areas of School

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

Social Emotional and Mental Health Difficulties

There is a whole-school approach to behaviour, with all classes having reward systems in place. In addition, there is a weekly whole-school behaviour focus as part of a weekly rewards assembly.

For children who have additional behaviour needs, individual behaviour plans are put in place with the co-operation of parents.

Through the Personal, Social and Health Education (PSHE) curriculum, children are taught about keeping themselves safe, this includes e-safety.

The School's Learning Mentor provides support for children with identified emotional and social development needs. This can include working in small groups on turn-taking, confidence building and raising self-esteem.

We do all that we can to prevent children being excluded.

Inclusion

All staff work extremely hard to ensure that all pupils are included on school trips. This may involve taking additional adults, staff receiving extra medical training, or taking mobility aids if necessary. The venues are carefully chosen to ensure that all children can access the visit and benefit from it.

All children can participate in the School Council.

What training have the staff had about SEN&D?

The School staff are very experienced at working with children with Autism.

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

We have staff trained in the use of a TEACCH approach, which includes a focus on the person with autism and the development of a program around this person's skills, interests and needs.

To aid communication staff are trained in the use of PECs (picture exchange communication system) and in sign.

Teachers and Teaching Assistants have attended a two day 'team teach' training course on behaviour and positive handling.

One Higher Level Teaching Assistant (HLTA) has had ELKAN training through the speech and language therapy service.

Staff based in 'The Ark' have had training led by an Occupational Therapist in sensory processing difficulties. One HLTA has attended a 3 day course in occupational therapy for children with ASD.

Teaching assistants have had training in physical literacy.

Commented [PS1]:

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

There are several TAs who are paediatric first aid trained.

Good practice is shared internally and with Brackensdale Junior School.

How is our school accessible to Children with SEN&D?

All areas are adapted to create an inclusive learning environment. For example, the use of visual timetables and symbols to aid communication and understanding.

The School has wheel chair access and has a lift to enable access from the playground into the main building.

The visual environment has been improved in the corridors through the provision of new lighting and floor covering.

There are disabled toilets for children and adults within the building as well as a disabled parking bay.

'The Ark' has a sensory room, soft play equipment and also a range of Occupational Therapy (OT) equipment. These may be accessed by children from the main school.

Staff at the school liaise closely with the Local Authority (LA) Specialist Teaching and Psychology Service (STePS) team where specific equipment is required. For example, the provision of overlays for visually impaired children.

The LA Enhanced Resource funding can be used to provide additional resources as required.

The outside areas around the School are secure.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child

All records about your child are passed on as soon as possible. Children are visited in their current settings prior to being admitted to this School. Transition visits are arranged for the children with familiar staff from their setting to Brackensdale School.

Children being admitted to the enhance resource provision including the ARK are given photo books prior to their admission. These show their classroom and the staff they will be working with.

Children leaving the School have supported visits to their new settings.

Children transferring between phases have the opportunity to meet their new teacher and teaching assistant. Social stories are used to support the child where necessary.

Where possible, staff from the new settings attend transition review meetings so that they can become familiar with their new pupils. There are also professional conversations between staff from different establishments.

When moving classes in school:

Information will be passed on to new class teachers. All relevant information will be shared. Photo books are sometimes used to support transition.

How will my child be able to share their views?

As part of the review process, we collect the views of the child at an age appropriate level. The needs and aspirations of the child or young person sit at the heart of the SEND code of practice 2015. If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

We value and celebrate each child being able to express their views on all aspects of school life.

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain, please see the complaints policy for full details. If a parent wishes to discuss a concern, they would talk to the child's teacher in the first instance. If they are not satisfied, then an appointment would be made to speak to the SENCO or head teacher.

As the School has named governors responsible for over-seeing the SEND provision, a parent could put their complaint in writing to these governors. This would be investigated. Refer to the School's complaints policy, a copy of which is available in School.

Parents are able to contact the LA Information and Advice Service for support.

School contacts:

SENCo	Kim Cooper	01332 348314	SENCO@brackensdalei.derby.sch.uk
Head Teacher	Diane Reddish	01332 348314	head@brackensdalei.derby.sch.uk
SEND Governor	Nicola James	01332 348314	nicola.james@derwentsteppingstones.co.uk