



Branfil Primary School

**Special Educational Needs
Information Report**

November 2023

Supporting pupils with special
educational needs and disabilities (SEND)

NB We use the term parents in this document to refer to any adult that cares for the child e.g. guardians, carers.

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement: <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need;
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parents’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEND) or a disability?

At Branfil Primary School we use the definition for SEND 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 SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

Children and young people with SEND have different needs, but the general presumption is that all children with SEND 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 SEND 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 SEND 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 the school a copy of the EHCP and then consider the school's 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.

3) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents, external agencies, teachers, the pupil's previous school or the pupil themselves, relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

4) What should a parent do if he/she thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is Mrs Metcalfe and who can be contacted:

- in person via the school office
- by phoning the school – 01708 225186
- by emailing the school – office@branfil.havering.sch.uk

Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

5) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is **scaffolded, or differentiated if needed**, to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the SENDCo and members of the leadership team,
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the class teachers, year group leaders and members of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded; this will include a review of the impact of the differentiated teaching being provided to the child, and if

- required, provision by the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased progress rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve outcomes for the pupil.
- Action relating to SEND support will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the school will be collated by the class teacher and SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited for a meeting to discuss the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. special schools
3. Health partners such as School Nurse and Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

6) How will pupils be involved in decisions regarding provision that can better meet their needs?

Pupils are invited to give their views on their progress towards their target and how they have responded to the provision when Individual Education Plans (IEP) /Pupil Passports are reviewed. They are also asked to contribute to their Pupil Centred Profile, which forms the front page of the IEP.

Each term, this information will be reviewed and the pupil's views sought on the effectiveness of the action taken so far to meet their needs.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment e.g. writing slopes or table top scissors mounted on a base or resources such as ICT assistive technologies and/or targeted adult support. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through meetings involving key staff and also through the school reporting system.
- Some parents may also find that a home-school diary is a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact your child's class teacher via the class (Reception) and year group e-mail (Yr1-6) to arrange an appointment. Alternatively, please contact the school office who can also arrange this appointment for you. The contact number is 01708 225186

9) How will parents be helped to support their child's learning?

- Please look at the school website <http://www.branfil.com> which includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to, in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

10) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level the progress the child makes in meeting the targets within their IEP or EHCP. This data will be shared termly with governors and will be judged by external moderators such as Ofsted.

11) What support will there be for children's overall well-being and emotional and social development?

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- **A broad range of Outdoor Play and Learning (OPAL) opportunities at lunchtimes to facilitate high quality play and social opportunities**
- Members of staff such as class teachers, teaching assistants or the SENDCO who are easy for pupils to find and will listen to their issues and concerns.
- Alternative small group opportunities in a designated part of the playground for pupils who find outside class times difficult.
- Peer mentors and **OPAL Ambassadors** who encourage pupils to play games, resolve friendship issues and strengthen their social interaction skills.
- Interventions led by trained Emotional Literacy Support Assistants (ELSAs) to support pupils' well-being are delivered to targeted pupils and groups. The aim of these interventions is to support improved interaction skills and emotional resilience.
- Learning Mentors who will work with children who need support to build self-esteem or work on regulating and managing emotions.
- **Specific intervention for aspects of social interaction and emotional needs such as zones of regulation and lego-based therapy.**
- **Parent and staff access to CAMHS consultations where a child's needs can be discussed and advice can be sought**
- **Working alongside other agencies such as CAMHS, private counsellors and hospices.**
- Pupil and Parent voice mechanisms which are in place and monitored for effectiveness by the Governor for responsibility for this area.

- The use of physical resources, visuals and observations where a child is less able to share their view verbally. Children with SEN may require more time to share their views.
- Monitoring of pupils and records by the DSL and other staff (including teachers, TAs, MDAs) to safeguard children with SEND against peer on peer isolation or bullying, including prejudice-based bullying.
- Training for staff to prevent assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or SEND without further exploration.
- Training for staff around the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing signs.

12) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and, if appropriate, the pupil themselves. Health Care Plans are discussed with all the staff who are involved with the pupil.
- Staff who volunteer to administer and supervise medication will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.

13) What specialist services and expertise are available at, or accessed by, the school?

The school has access to a range of specialist support including:

- North East London NHS Foundation Trust (NELFT) School Nurse
- North East London NHS Foundation Trust (NELFT) Speech, Language and Communication service
- North East London NHS Foundation Trust (NELFT) Community Paediatricians
- North East London NHS Foundation Trust (NELFT) Occupational Therapists and Physiotherapists
- North East London NHS Foundation Trust (NELFT) Child and Adolescent Mental Health Service
- London Borough of Havering Children and Adults with Disabilities team
- London Borough of Havering Attendance, Behaviour and Travellers Support Service
- London Borough of Havering Educational Psychologist
- Havering and Brentwood Bereavement Service
- You and Me counselling

A referral to any agency or service is only ever made following consultation with parents and after support in school has met with limited success.

14) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training including:

- RWI Phonics, including Fast Track Phonics Tutoring and Fresh Start
- Place 2 Be Mental Health training
- Behaviour de-escalation, including positive handling
- Supporting children with attention difficulties and ADHD
- Supporting children with emotional regulation difficulties
- Colourful Semantics
- Lego-based therapy
- Supporting children with literacy needs, including dyslexia
- Supporting children with mental health needs
- Supporting children with speech, language and communication needs
- Quality First teaching for children with SEN
- Emotional Literacy Support Assistant (ELSA) training and supervision
- Mediated Learning Support Assistant (MeLSA) training and supervision
- Attention Autism (Bucket Time)
- Behaviour Management via Corbets Tey Special School
- Emotions Coaching
- Picture Exchange Communication (PECs)

- **Assistive technology training (iPad and apps)**

The school has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils.

The North East London NHS Foundation Trust (NELFT) Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by trained Teaching Assistants.

15) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Social stories are written to prepare children for changes to routines, transitions and visits to unknown places.

16) How accessible is the school environment?

Facilities which enable access include:

- Ramps and a lift to make the site accessible to all
- Accessible toilets

We produce and regularly review our Accessibility Policy and Plan to ensure that disabled pupils are not treated less favourably than other pupils, are able to participate in the curriculum and that we continue to make improvements to our environment to make it more accessible for all. This is available on our school website.

17) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- Parents are invited to meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- School staff liaise parents of new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Pupil centred reviews are held as necessary.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to Secondary schools:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and include additional transition visits.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

In Year Transfers:

- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying us that their child has been enrolled at another school.

18) Who can I contact for further information?

The SEND Code of Practice 2014 places a strong emphasis on every teacher as a teacher of Special Educational Needs and Disabilities and on their responsibility to adapt their lessons to everyone's needs. We would therefore ask that your child's teacher be your first point of contact.

If you would like any other advice or support, please contact Mrs Metcalfe, SENDCO, via the school office. If you are unhappy about any issue regarding the school's response to meeting your child's needs please contact Mrs Sansom, Headteacher.

19) Support services for parents of pupils with SEND include:

Information, Advice and Support Agency Network offers independent advice and support to parents of all children and young people with SEND and will direct visitors to their nearest IAS service

<https://cyp.iassnetwork.org.uk/>

Families living in Havering can directly access support via <https://www.haveringsendiass.co.uk/> . Families living in Thurrock can directly access support via <http://www.patt.org.uk/contact>

20) LA's Local Offer

Details of services available to support children with SEND in Havering can be found online:

<https://familyserviceshub.havering.gov.uk>