

# Special Educational Needs and Disabilities Information Report



*Working together to welcome, nurture and inspire our children to follow their dreams and enjoy a happy, successful future.*

November 2021

Review date: September 2022

SEND/CO-Inclusion Manager: Kulsum Esa

# **I) What are the aims of our provision with 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 Brindle Gregson Lane Primary 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 parent/carers’ 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 our school we use the definition for SEND from the SEND Code of Practice (2015). 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 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 diabetes, epilepsy, cancer etc

## **3) What kind of special educational needs or disabilities (SEND) is provision made for at Brindle Gregson Lane Primary School?**

We are a mainstream school and all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will strive to ensure that, in partnership with parents, appropriate provision is made. 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 in the EHC plan unless:

1. It would be unsuitable for the age, ability, aptitude or SEN of the child or young person
2. 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 governing body a copy of the EHCP and then consider their 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.

#### **4) How do we know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Assessments, such as that completed on entry or as a result of a concern being raised, indicates gap 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 unmet needs
- Once a concern has been raised, teacher's will follow the "Assessment in SEND flowchart (please see SEND Policy) for cycle of stages of support.

#### **5) What should I do if I think my child has Special Education Needs/Disabilities?**

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 and Inclusion Manager-Mrs Esa. Parents may also contact the SENDCo or the Head teacher 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.

#### **6) How will the school support a child with SEND?**

Brindle Gregson Lane Primary School Leadership Team – including the SENDCo - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- Involving children in all decisions relating to them – including sharing of targets, involvement in review meetings (where appropriate), gathering evidence of pupil voice and ensuring that children understand the provision that is being provided for them.
- carefully differentiated planning which ensures that all children are able to make progress;
- supporting the Class Teacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration;
- providing visual support material;

- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- using our marking policy to make sure that children know how to improve their work;
- providing additional adult support from well-trained Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.

If a teacher has concerns about a child, the child may be put at Wave 1 support stage. If at the next Pupil Progress Meeting these needs are still not met, the child has not made satisfactory progress or the teacher continues to hold concerns, the child may be Wave 2 Support. This will involve carefully planned additional interventions. The intervention will follow a “Plan”, “Do”, “Assess”, “Review” Model (Please see Assessment in SEND flowchart).

If progress rates are judged to be inadequate despite the delivery of high quality interventions, then with collaboration of parents, the decision will be made whether or not to place the child at SEND support. If this is the case, then advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Educational Psychology Services
2. School nurse
3. Play therapist
4. Physiotherapy
5. Occupational Therapy
6. Sensory support
7. Speech & Language
8. Golden Hill/CAMHS
9. Chorley Inclusion Hub

A School Support Plan (SSP) will be drawn up detailing the area of need and the way that school plan to support that need. Termly SSP meetings will be held between class teachers and SENDCo and information will be shared with parents with regards to review of current support and implementation of new support.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN 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.

## **7) How will I know how my child is doing?**

The school Leadership Team will hold Pupil Progress Meetings with teachers. This will be an opportunity for class teachers to raise concerns and consider support available to pupils in their class. If a child is identified at Wave 2 support, additional intervention will be put into place to support the child. Parents will be kept informed regarding any additional support their child is receiving. If a child has been assessed as being at SEND SUPPORT stage, a School Support Plan (SSP) will be drawn up (where relevant and with advice taken from external agencies). The SSP and review of existing SSPs will be shared with parent/carers on a termly basis. Parent/carers will be contacted and involved in the decision to seek help from external agencies prior to any referrals being made.

Parents are also informed of their child's progress and well-being through Parents' Evenings and Summer reports. At Brindle Gregson Lane Primary School we operate an open door policy and we encourage parents/carers to come and speak to class teachers at the end of the school day with any concerns or information about their child.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the senior leadership team 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 the school office who will arrange this appointment for you. The contact number is 01254 852381.

## **8) What support will there be for children's overall well-being?**

Brindle Gregson Lane Primary School offers a wide variety of pastoral support for pupils. This includes:

- An evaluated 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.
- Small group interventions to support pupil's well-being are delivered by trained teaching assistants. This could include social skills groups, circle of friends etc
- The school have a play therapist who visits the school once a week. If a teacher/parent have concerns then these are addressed through the Assessment in SEND FlowChart and a referral is made to the play therapist who can work on a 1:1 basis with the child. Parent permission is sought before any support is put into place.
- The school has good links with health support agencies and pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, 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 and are identified in the School Medicine Administration Policy.

- Where appropriate and in collaboration with parent/carers, the school may make a referral to a pastoral/mental health support agency such as CAMHS, Early Intervention Team, Educational Psychologist, Children and Families Well Being Service, Golden Hill Inclusion Support Team and others.
- Bullying towards children with SEND is something which is taken very seriously at BGL – see further information in school Behaviour Policy and school Anti-bullying Policy.
- For children experiencing further difficulties at school, every support possible will be provided to ensure that children remain within school and external support through exclusion/education off site will be considered as a last resort.

## **9) 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.

If there are concerns around a child's social and emotional behaviour, then the parent/carer may be requested join the trip alongside the class. Every provision will be made to ensure all children are able to attend school trips.

## **10) How accessible is the school environment?**

The school was built in 2003 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured it has ramps and that all doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary. There is a disabled toilet facility, including shower, available for wheelchair users if the need arises.

## **11) How will the school prepare/support my child for transitions or when joining or transferring to a new school?**

The School places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the School. When a child moves up to

the next class, transition meetings are organised where teachers and support staff make sure that the new Class Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. In addition:

- Admissions to EYFS include home visits, open days, staggered entry and gathering information from the previous nursery or other setting.
- Transitions to secondary school - The procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCOs where appropriate, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices; Secondary SENDCOs are invited to any relevant meetings when the child reaches year 6.
- Transitions to and from our School include sharing information from/with other settings. Where a child has SEND, the SENDCO will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

## **12)How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  - Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
  - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
  - Out of class support (relationship building, social, emotional skill development) Small group intervention to enable catch up (subject or targeted at additional need)
  - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
  - Provision of specialist resources or equipment (IPADs, Hearing Aids)



- Referrals to outside agencies such as Play Therapist, Educational Psychologist, Sensory assessment etc

In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Head teacher.

### **13) Expertise and Training of Staff**

All Teachers and Support Staff undergo a Performance Management and Appraisal process where their training needs are identified and supported by a school leader. Staff are also encouraged to raise training needs as and when they arise and these will be accommodated as best as possible by the leadership team. SENDCo and Leadership Team are also responsible for keeping staff up to date with changes in legislation and to organise whole staff training where appropriate.

### **14) What do I do I have a complaint regarding SEND?**

At Brindle Gregson Lane Primary School, we are responsive to any expressions of concern made by parent/carers and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the secretary to make an appointment with the SENDCo. If the matter remains unresolved then an appointment should be made to see the Headteacher. An appointment can also be made to meet school governors through the school office – 01254 852381.

### **15) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher

All can be contacted via the school office: 01254 85238.

The SENDCo Mrs Esa can be reached via email: [kesa@bgl.lancs.sch.uk](mailto:kesa@bgl.lancs.sch.uk)

### **Further Information:**

Further information can be found on our school website with regards to the schools Local offer: <http://www.bgl.lancs.sch.uk/send/>

Lancashire's Local Offer: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

There are also a number of agencies available to support parents with advice. **IAS** (The Information, Advice and Support Team), can offer impartial advice, information and support and can be reached on 0300 123 6706 . <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>