



Send Information Report

How does Brennand's Endowed Primary School know if your child needs extra help?

At Brennand's, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways and usually by a combination of the following:

- Liaison with the previous setting
- Child performing below 'age expected levels'
- Concerns raised by parents
- Concerns raised by medical professionals
- Concerns raised by teacher (for example behaviour or self-esteem may be affecting performance, or there could be perceived barriers to learning)
- Liaison with external agencies (physical, sensory, speech and language)
- Use of tools for standardised assessment (Dyslexia Early Screening Test, Power of 2 Dyscalculia)
- Children with EHCP (Educational Health Care Plan) have their needs clearly identified

Our current provision includes the support of children with moderate learning difficulties (MLD), Dyslexia, Speech and Language (SL) and Social, Emotional and behavioral difficulties.

How do I raise concerns if I need to?

Talk to your child's teacher about your concerns if you would like further information, or speak to the SEND Co-ordinator (Mrs Taylor) to arrange a meeting by e mail c.taylor@brennands.lancs.sch.uk

How will the school support my child?

The class teacher will oversee a plan and work with each child with SEND as with every child in their class to ensure that appropriate progress is made. Where barriers and additional needs are evident, support will be provided. The SENDco will oversee the progress of any child identified as having SEND. The class teacher will meet with you when necessary to discuss your child's progress and support. If you want to discuss your child in more detail you can make an appointment with the SENDco (Mrs Taylor).

Your child may require support from a teacher or a teaching assistant; your child may need some individual support and/or some group support. The programme of support will be reviewed termly.

Support

Support can be 1:1 in class

Small group teaching

Short 1:1 interventions in the 1:1 room

Support in class when needed

Brennand's employs 2 full time teaching assistants. One is based in EYFS and the other teaching assistant is based in KS2. We also employ a sports apprentice that works as a TA in the morning.

Brennand's is a small school and all class sizes are small with excellent adult to pupil ratios.

What well-being is there in School?

We are an inclusive school that has every child's emotional and spiritual development as a priority. The class teacher has overall responsibility for pastoral, medical and social care of every child in their class.

How does the school manage administration of medicines?

Parents need to contact the school if prescribed medication is recommended and needs to be taken during the day. Medication must be in the packaging from the pharmacy with the child's name and administration information clearly shown.

Most staff have first aid qualifications including pediatric first aid.

What support is there for behaviour/avoiding exclusion?

If a child has significant behavioral issues, an individual behaviour management plan is written, identifying issues, support, targets and addressing the underlying reasons behind behaviour.

The School will support families through TAF (Team around the Family) meetings and make contact with agencies that can provide appropriate support.

How do we deal with bullying?

Fortunately, bullying is very rare in our school. However, we do recognise that children with SEND are more vulnerable to bullying both in and out of the school environment. We understand that SEND children can have low levels of resilience and can struggle in challenging situations.

Parents are always involved when incidents occur and we aim to secure parents as 'part of the solution' when SEND children have such challenges. Please see the school's anti-bullying policy for further information.

How will my child be able to contribute their views?

- Children who have SEN Plans discuss their progress and targets when these are reviewed at termly meetings (dependent on age)

- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children contribute to the 'All About Me' profile prior to a request for Statutory Assessment
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are given the opportunity to be on the School Council, as well as hold other positions of responsibility, by their class or teachers.

How accessible is Brennand's School?

- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas.
- Accessible toilet facilities are available with changing facilities (such as a shower and changing bed)
- If you have specific access queries or concerns, please speak with us. We have worked with OT services closely before.

How will the curriculum be differentiated to meet the needs of my child?

- The long term curriculum plans are available to parents
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs (typically, this might mean that in a lesson there could be three or more different levels of work per year group)
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, specific software
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how

resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

- The governor responsible for SEND also meets regularly with the SENDCo. A report is presented to the governors annually to keep them all informed with school or LA (Local Authority) information re SEND priorities and developments.

How will we know if the work being carried out is having an impact?

Will there be opportunities to discuss my child's progress?

- Ensuring that the child is making progress academically against age expected levels and we aim to narrow the gap between them and their peers
- By reviewing children's termly targets in SEN Plans and ensuring that they are being met / reviewed
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- By assessment reviews, e.g: standardised reading and spelling
- The effectiveness of provision is monitored and evaluated and reported to Governors in the Annual SEND Report. ☐ As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis ☐ The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details ☐ Pupil Progress Meetings are held termly. In these meetings, a discussion takes place concerning children who are not

making expected progress and possible actions are discussed

- Children with SEND make good (often better) progress in school and many professionals comment on the quality of our provision and co-operation with their services
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place
- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on.
- We can offer advice and practical ways that you can help to support your child at home
- Every child in KS1 has a home/school diary where parents and school can communicate in 'informal' written form. Some children in KS2 are also provided with a home-school diary. These books are checked by school staff on a daily basis
- Your child may have a SEN Plan that will have individual/group targets. This is discussed with you on at least a termly basis. The conversation will also provide suggestions as to how you can support your child's learning at home
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually, in addition to termly targets. All professionals involved with your child will be consulted. Furthermore, your child's views are important to us and will inform the process.
- As a school we track and analyse the children's' progress in learning against age related expectations on a termly basis

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
- As a school, we track children's' progress from entry in Reception, we carry out a Baseline Assessment on all our children upon their entry then we track through to Year 6, using a variety of different methods. For example, Abacus Maths. Please ask the school if you require any further details.
- Our SEN Governor (Mrs Cowking) meets on a yearly basis with the SENDco and produces a report following the meeting with provision updates in school.

Will my child be included in all activities both in school and out of school?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Each child's needs will be considered on an individual basis.

Brennand's Endowed CE Primary School, Slaidburn