

# Brennand's Endowed CE Primary School



## SEN Information Report September 2024

**Name of the Special Educational Needs/Disabilities Coordinator:  
Mrs Catherine Taylor**

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### The kinds of SEND we provide for.

We use our best endeavours to provide for children with SEND across the 4 broad areas of need identified within the SEN Code of Practice.

#### Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be due to difficulties saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication.

This includes children with Autistic Spectrum Conditions.

#### Cognition and learning

Some children learn at a slower pace than their peers even when the curriculum is adapted. The cognition and learning area of need includes children with Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.

#### Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. Children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### Sensory and/or physical needs

These include vision impairment (VI) and hearing impairment (HI) Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Brennand's Endowed CE Primary School is a Church of England VA primary school and as such we adopt the criteria for admission for Blackburn Diocese.

In year applications for children with an EHC plan are dealt with separately (outside of the normal in year arrangements). These will be referred to Area based SEN Teams who will liaise with the family and other professionals involved about a school place for your child. You should contact the relevant SEN Team if your child has an EHC plan:-

EAST (Ribble Valley, Hyndburn, Burnley, Pendle & Rossendale) Education Office,  
44 Union Street, Accrington, BB5 1PL. 01254 220742  
[pupil.accesseast@lancashire.gov.uk](mailto:pupil.accesseast@lancashire.gov.uk)

### **How does the school assess if children need extra help and what should I do if I think my child/young person has special educational needs?**

We follow the graduated response set within the SEN Code of Practice 2014:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

As a result of observations, discussions, on-going assessments and tracking the progress of all individual children class teachers identify children in their class who may have special educational needs. Interventions and small group support is put in place as part of quality first teaching. If a child has a need that goes beyond being catered for by usual classroom differentiation then an Expression of concern form is completed and an action plan agreed. If there are still concerns about the child's progress following a review of this action plan then a POP (Pupil Overview of Provision) is written. The POP includes SMART targets that the child works towards. The expression of concern forms and POPs are discussed and shared with parents. POPs are reviewed and updated at termly intervals although targets may be reset within the term as the child makes progress. TAs often deliver the individual support. The SENCo supports teachers writing POPs and identifying appropriate next steps when required.

At Brennand's we are happy to work in partnership with other agencies to meet the needs of our pupils. We work with the Child and Family Well Being service who provide support in school and at home for children and families with identified needs. We liaise with the school nurse who also delivers staff training when a medical need has been identified. We work closely with specialist teachers and psychology support services who provide advice to school on provision and complete specialist assessment and advisory reports when needed, this advice is then incorporated into classroom practice to meet the needs of individuals,

If a pupil or their parent/carer thinks they have a special educational need, they should speak to the class teacher or SENDCo, arrangements will then be made to meet to discuss concerns and agree any necessary next steps.

**What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?**

Children are not generally informed that they have a Special Educational need unless a specific need had been diagnosed. Instead we work with children in a supportive relationship to help them understand their difficulties and their individual targets. We value all the contributions children make to school life and celebrate their successes in different activities.

The child's voice is included on IEPs and taken into account in EHCP review meetings.

Class teacher's discuss children's progress with them as part of teaching, identifying when children have reached their targets and celebrating success through praise assemblies, stickers , team points etc.

Subject leaders gather pupil voices, including those with SEN, through discussions during their subject monitoring.

**What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's education?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised.

To keep parents informed we have a comprehensive website with a SEND section. We also have newsletters which go out weekly, termly class newsletters, two parents' evenings a year and written reports. Parents receive a form to provide written feedback on the annual report. In addition, for children who are on the Special Educational Needs register and have an IEP (Individual Education Plan) the IEP is discussed with and shared with parents on a termly basis (3 times a year). This includes a review of progress made towards the previous targets and a discussion about the new targets that have been set. For children with long-term, complex needs, it may be appropriate

to request a statutory assessment of their needs. This is a long and complicated process but school will guide parents through each step.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. translation, enlarged print or in audio format if requested. The school bursar, Headteacher and / or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies). The bursar will also support parents with online school applications if they do not have access to computer or Internet at home. When children join the school, we have a comprehensive induction program including visits to nurseries a parent meeting and stay and play sessions. We conduct parental surveys and actions are taken in response to this. We hold an open morning each autumn but prospective parents are welcome to visit the school anytime by making an appointment via the school office.

### **How will the curriculum be matched to my child's needs?**

Individual needs are identified through quality first teaching, regular pupil progress meetings and ongoing and summative assessments. Adaptive teaching is an expectation to meet the needs of all learners across all subjects. Differentiation may be through questioning, activity, use of resources, support or outcome. When differentiation does not enable an individual to access the curriculum then appropriate adaptations will need to be made to support the individual eg, Use of particular software eg. Nessy. When meeting the needs of pupils with identified SEN, recommended advice from other professionals is taken into account and incorporated into planning. This includes regular advice from SEN consultants on a half termly basis. All staff have had training in quality first teaching.

The school policy is that targets written in IEPs must be SMART so that progress can be measured and children made aware of their success and next steps. To ensure targets are focused it is encouraged that IEP targets are updated as necessary between the termly reviews.

It is every class teacher's responsibility to meet the SEN needs of pupils in their class. The SENCo will support teachers by offering advice, resources and arranging specialist assessment to identify specific needs and support required. Teaching assistants work predominantly in individual classes so that they can develop positive relationships with the pupils and understand their individual needs and as such are ideally positioned to deliver 1-1 and small group intervention support when necessary.

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

The school is partly wheelchair accessible and to ensure access for all pupils and parents with disabilities, the school has ensured all exit doorways and entrances to all KS1 classrooms and one lower KS2 and one Upper KS2 classroom, are on a single level and some have ramp access. A low toilet with a wide door is available.

Information about school is freely available on the school website, with each class having their own web-site page, and we operate an electronic `parent email` system (Parent Pay) and Facebook. Paper copies are freely available from the school office and parents are encouraged to request further support with accessing information if required. Most furniture is modern and a suitable height appropriate to the age group of children being taught in that classroom. We have no adjustable seating but have provided this if required.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, computers and interactive whiteboards.

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

#### **How is the decision made about the type and quantity of support my child person receives?**

The individual needs of children are considered when providing equipment and facilities. Children with an EHCP are provided with resources and support as identified in their EHCP.

Resources available to current children with SEN include iPads to assist with recording written work, writing slopes, Clicker, purchased intervention programmes including NESSY and Dynamo maths, WellComm.

TA support is aimed at developing an inclusive approach for all. Support for regular specialist advice for individual children and at a school level is funded as part of the SEN budget.

Decisions about the purchase of additional resources are made in collaboration between the classteachers, SENDCo and Headteacher.

Access arrangements and support in tests are discussed between class teachers, assessment lead and the SENDCo and any necessary adjustments are applied for. Parents are informed of our decisions and the reasoning behind them.

**How will both you and I know how my child person is doing and how will you help me to support their learning?**

The class teacher and the SENDCO assess and monitor the children`s progress in line with existing school practices. Termly assessments will reflect, as far as possible, their participation in the whole curriculum of the school. When completing assessments children with SEN may be supported on a 1:1 basis, have interpreters, readers or scribes. They may be given timed breaks or be granted additional time if appropriate. Progress is monitored using Target Tracker software and discussed in termly Pupil Progress meetings. However, if this is not seen to be appropriate for individual children PIVATs are used to monitor small steps in progress.

There is an informative Curriculum page on the school Website that details how learning is planned and how subjects are taught. In the EYFS parent meetings are also held to explain the teaching of reading and phonics.

Class teachers are available to speak to parents at the beginning and end of the day. Home-school diaries are used when appropriate on an individual basis to enable regular communication and contact between parents and teachers. Teachers will often phone parents if they are unable to meet them to discuss an individual child`s behaviour or attainment.

**What training have the staff supporting children with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the school?**

Class teachers and TAs are provided with necessary training to support the needs of individual children in their classes.

Many staff are experienced in dealing with pupils with Dyslexia, Dyscalculia, ASD and other diagnosed conditions. Training is provided through the Inclusion Hub, the diocese, LCC and other agencies.

Teachers have had training in quality first teaching.

Children have access to counselling through Early Help referrals and local services.

Speech and Language, Child Action North West (CANW) and Child Family Wellbeing Service(CFWS) come into school to work with individuals when a referral is in place.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

A well established induction programme is in place for children joining us in Reception, this includes parent meetings, Welcome booklets, stay and play sessions, visits to Nurseries and pre-school settings, small group starter sessions in September. Staff are always willing to have extra conversations and meetings to discuss individual needs.

In the summer term all children spend a morning in their next class with their new teacher and teaching assistants. Individual children are helped to get to know the staff they will be working with in the following year group through extra pop-ins and visits to help reassure and prepare children who may struggle with the change.

Year 6 pupils visit their designated High School for taster sessions and High School teachers will visit our school to help ease the transition from Year 6 to Year 7. High School Teachers have delivered assemblies and spent time in Year 6 classes to familiarise themselves with pupils.

Year 7 pupils visit Year 6 pupils to discuss relevant issues and visits to High School for special events are organized. An official handover of SEN information and documentation takes place between the SENCO and designated secondary teachers. Individual transition meetings and extra support is arranged when needed. Sessions, focused on transition to secondary school, are provided in the summer term for some pupils. All SEN information is transferred electronically via CPOMS , our online monitoring system.

### **How are pupils with SEND enabled to engage with activities with those who do not have SEND?**

A before and after school club operates for Brennan's school children.

A range of extra-curricular clubs are available to all pupils in the designated age range and support for SEN children may be provided if necessary.

Music lessons are available in school time.

Children are supervised at playtimes by teachers and teaching assistants, at lunchtimes we have a team of welfare support staff working both in the dinner hall and in the playground. A member of the welfare team will support children on a 1-1 basis when a need is identified on an EHC plan.

Trips and visits are often organised to enhance the curriculum. Comprehensive risk assessments are completed before an outing and the needs of SEN children identified and catered for, which may involve additional staffing /resources. Children in Year 6 have the opportunity to attend a residential trip to the Lake District. We often go with our Sister-School, Waddington and West Bradford Primary School. Additional staffing will be allocated to support the needs of children with identified a SEN if necessary. The staff at the outdoor centres are fully informed of any additional needs.

### **What support will there be for my child's emotional well-being?**

To enhance the PSHE curriculum regular PSHE theme days are held which focus on different aspects of Personal, Social, Health and Emotional development.

Counselling is provided via Child Action Northwest when a need is identified for individual children.

The views of children with SEND are listened to through regular discussion and included on IEPs and within EHCP reviews.

We understand that pupils' with SEND may be more vulnerable to bullying. The school anti-bullying policy is published on the school website. Anti-bullying is a focus on a PSHE them day each year, discussed regular in class discussions and assemblies.

<https://www.healthyyoungminds!sc.co.uk/home>

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

Pupil progress meetings take place termly to analyse the progress of pupils, this includes a focus on children with SEND.

The effectiveness of interventions is monitored by tracking children's progress and a decision is made to continue or stop the intervention or try another approach.

As part of the process of reviewing IEPs parents are informed of their child's progress against their SMART targets. A report, including SEN progress data, is presented to



governors three times per year.

The child's voice is presented and discussed in, TAF and EHC review meetings through 'one page profiles'. The termly IEPs also include a pupil comment.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?**

We work closely with health and social services, specialist teachers and organisations such as ADHD Northwest, Child and Family Well Being service. Parents may approach the agencies directly or school will approach the necessary agencies for support and guidance in relation to the needs of individual children.

More information for support available to parents is available by following the link below

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/>

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

Should parents wish to make a complaint they are invited to make representation to the classteacher in the first instance, and to do this as quickly as possible. Early discussion can prevent the issue becoming a more difficult problem to solve. Where parents are not satisfied with the outcome they should address the matter to the SENDCO (Mrs Taylor), Headteacher (Mrs White) or Chair of Governors (Mrs Cowking)

The School complaints policy is available on our school website

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

School recommends appropriate support to families on an individual basis, signposting courses and activities that are of relevance in the local area. Parents are informed of SEN information events that are hosted by Lancashire. Information is included and updated on the school website.

Lancashire Information Advice and Support for SEND

<https://www.lancssendias.org.uk/>

IPSEA: Offers free and independent legally based information, advice and support to help get the right education for children and young people with SEND.

<https://www.ipsea.org.uk>

Contact- A charity for families with disabled children. Supporting and bringing families together and helping them take action for others

<https://contact.org.uk>

### **Where can I find information on where the local authority's local offer is published?**

Our contribution to the local offer is contained within this SEN information report.

Lancashire's County Council's Local Offer is available on our school Website or by following the link - <http://www.lancashire.gov.uk/send>