

Bramble Infant School and Nursery

Special Educational Needs and Disability Information Report

At Bramble Infant School and Nursery we believe that the child comes first, parents are partners in their children's education and school is an important part of the community.

Our aims are:

- To promote independent thinking and life-long learning skills
- To promote children's enjoyment of learning
- To nurture every child
- To provide a safe and secure environment
- To promote care and consideration for ourselves and each other
- To celebrate individual achievement and success
- To encourage and value the views and opinions of all

You will see us:

- Working together
- Sharing high expectations
- Communicating openly with others
- Working in a happy and stimulating environment
- Playing an active part in our community
- Caring for ourselves and each other

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with Special Educational Needs and/or Disability (SEND). They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

The SEND Code of Practice (2014) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems - frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p>Cognition And Learning</p>	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • language, memory and reasoning skills • sequencing and organisational skills • an understanding of number • problem-solving and concept development skills • fine and gross motor skills <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental And Emotional Health</p>	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • social isolation • behaviour difficulties • attention difficulties (ADHD) • anxiety and depression • attachment disorders • low self esteem • issues with self-image
<p>Sensory and / or Physical</p>	<p>Children may have medical or genetic conditions that lead to difficulties with:</p> <ul style="list-style-type: none"> • specific medical conditions • gross / fine motor skills • visual / hearing impairment • accessing the curriculum without adaptation • physically accessing the building(s) or equipment • over sensitivity to noise / smells / light / touch / taste • toileting / self care

The 'Waves' of Intervention available at Bramble Infant School and Nursery

We provide a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in lessons and activities

Wave 2: Small group support for those children who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils achieving well below age expected levels

	What is available for all our children – Wave 1	Targeted support for individuals or small groups – Wave 2	Specialised individual support – Wave 3
Teaching approaches	<p>All children are taught by qualified teachers, early years' professionals and nursery practitioners.</p> <p>Nursery and Reception Year children follow the Early Years Foundation Stage (EYFS). Children in Years One and Two follow the National Curriculum.</p> <p>Senior leaders regularly monitor the quality of teaching and learning through observations of teaching and scrutiny of children's work.</p> <p>Children's progress is monitored regularly and if progress is slow then extra help is put in place.</p> <p>All staff have appropriate professional development training to ensure they have up to date knowledge of new initiatives.</p> <p>Parents' evenings are held each term and parents receive an annual written report.</p> <p>A purposeful high quality learning environment with a visual timetable and a learning wall is provided in all classes.</p> <p>There is a teaching assistant in every class.</p>	<p>Teachers effectively differentiate the learning objectives and activities to suit the needs of small groups of children and/or individual children in their class.</p> <p>Phonics groups provide additional support for children experiencing difficulties in this area.</p> <p>Booster groups provide support and reinforce learning for children in phonics, maths and literacy.</p> <p>Maths support groups provide additional support for children experiencing difficulties in this area.</p> <p>Balance, Education and Movement (BEAM) groups provide support for children experiencing difficulties with fine and/or gross motor skills.</p> <p>Nurture groups provide support for children to develop confidence and language skills.</p> <p>Children in the nursery work in small groups for specific identified needs.</p>	<p>Below are the reading interventions which are carried out in key Stage One:</p> <p>Fischer Family Trust (FFT) is a one to one reading/writing intervention delivered daily by a trained teaching assistant.</p> <p>Accelerated Reading is a one to one reading intervention delivered by a teaching assistant.</p> <p>Reception Reading is a one to one reading intervention delivered by a teaching assistant.</p> <p>Lessons are adapted to accommodate individual learning needs.</p> <p>Individual Picture Exchange Communication System (PECS) timetables and books are provided where appropriate.</p>

	<p>Nursery classes are staffed according to EYFS ratios.</p> <p>Nursery children have next steps for learning targets.</p> <p>Children in school have targets for reading, writing and maths which they are encouraged to work towards in lessons.</p>		
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	What is available for all our children – Wave 1	Targeted support for individuals or small groups – Wave 2	Specialised individual support – Wave 3
Learning and curriculum approaches	<p>The EYFS and National Curriculum are taught in a fun, relevant and interesting way to all children.</p> <p>Curriculum planning is differentiated to meet the needs of each child's academic and personal development.</p> <p>Termly pupil progress meetings are held between teaching staff and the Leadership Team.</p> <p>There is ongoing assessment of pupils' progress and attainment.</p> <p>Analysis of National Curriculum level data is carried out termly.</p> <p>Analysis of EYFS data is carried out termly.</p>	<p>Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p> <p>Children are supported in small groups and individually to work on differentiated curricular targets.</p> <p>Short term focussed interventions are put in place to address identified needs.</p>	<p>The SENCo works with teachers and teaching assistants to ensure work is adapted to meet individual needs.</p> <p>Specialist support from outside agencies is sought when concerns about a child's progress and/or behaviour is significant.</p> <p>Targeted interventions are implemented and the child's progress is closely monitored by all professionals involved.</p> <p>Specialist equipment is provided where necessary.</p> <p>The organisation listens to any concerns raised by parents.</p>

	What is available for all our children – Wave 1	Targeted support for individuals or small groups – Wave 2	Specialised individual support – Wave 3
Support approaches	<p>Teaching and activities are adapted to support the different levels within a class.</p> <p>Instructions are simplified and supported with pictures where possible.</p> <p>All staff check for understanding and tell children the next steps in their learning.</p> <p>A consistent and predictable learning environment with a visual timetable is provided in all classes.</p> <p>Subject focus areas in the classroom; e.g. working walls with displayed vocabulary support and reinforce learning.</p> <p>Teaching assistant or nursery practitioner support is deployed where needs are identified to help progress.</p>	<p>Children who need extra help during lessons and activities are given the opportunity to work in small groups or individually, with trained members of staff.</p> <p>Small group interventions are carried out to focus on particular skills.</p> <p>In the nursery and Year R, key workers provide individual support to enable children to access particular areas of the curriculum.</p> <p>A phonics club is offered as an after school activity. This is targeted toward children who are in receipt of pupil premium funding and those that require additional support in this area.</p> <p>A homework club is offered as an after school activity. This is targeted toward children who are in receipt of pupil premium funding and those that require additional support with homework.</p> <p>Children’s progress is reviewed regularly and shared with parents. Further support is provided if needed.</p> <p>Advice is sought from outside agencies where necessary.</p>	<p>Children with adult 1-1 support have an individual visual timetable and a work station, as appropriate.</p> <p>Individual and small group support is overseen by the SENCo in liaison with the Leadership Team.</p> <p>Programmes and guidance provided by Speech and Language therapists, Occupational therapists and Physiotherapists are delivered by teaching assistants and Nursery practitioners and integrated within the timetable to support and facilitate access to the curriculum.</p> <p>The primary contact for children supported by external agencies is the SENCo, although class teachers are involved. The SENCo organises and ensures that recommendations made by external agencies are implemented and evaluated.</p> <p>Support and guidance from the Educational Psychologist is provided as required.</p>

	What is available for all our children – Wave 1	Targeted support for individuals or small groups – Wave 2	Specialised individual support – Wave 3
Environment and physical resources	<p>Staff are committed to the inclusion of all children irrespective of their gender, culture, ethnicity, faith, abilities, attainment and background. Reasonable adjustments are made to include all members of the nursery and school community.</p> <p>The organisation provides a well resourced environment which includes stimulating educational learning and play areas.</p>	<p>Access to individualised and SEND support programmes are implemented by our well trained teaching assistants and nursery nurses.</p> <p>Staff use visual resources to support children's understanding where necessary.</p>	<p>The SENCo co-ordinates liaison and multi agency working to support children with disabilities and to provide any specialist equipment or adaptations that may be required.</p>

	What is available for all our children – Wave 1	Targeted support for individuals or small groups – Wave 2	Specialised individual support – Wave 3
Emotional support and well being	<p>The school uses the Social and Emotional Aspects of Learning (SEAL) materials, which are introduced through assemblies and shared in classrooms.</p> <p>There are layers of support for children’s behavioural and learning needs. Through a nurturing approach we encourage and support children to make the right choices to resolve minor conflicts.</p> <p>We prepare children for changes and provide support to manage unpredictable events.</p> <p>Children are invited to small group ‘Stay and Play’ sessions before starting nursery and Year R.</p> <p>Children receive home visits before starting school in Year R.</p> <p>Children in Year R have a staggered start.</p> <p>A transition plan is put in place for children in Year R and Year 1 including visits to new classes to ensure a smooth transition.</p> <p>All children start the school year with establishment phase.</p> <p>Children moving on to Junior School have the opportunity to visit their new school and meetings are arranged between schools to discuss each child and pass on appropriate information.</p>	<p>Medical training is provided for nominated staff as required.</p> <p>There is a nominated safeguarding officer in both school and the nursery.</p> <p>All staff are trained in safeguarding issues and there is a clear system for confidential reporting of disclosures.</p> <p>Positive learning environments encourage the development of greater independence and self esteem.</p>	<p>Our Pastoral Support Manager and Behaviour Support Assistants provide support for children with behavioural and emotional needs.</p> <p>Specialist advice is sought and acted on to support individual children with a significant need in this area.</p> <p>Protocols and medicines are managed and monitored by office staff.</p> <p>In the nursery the Deputy Childcare Manager is the designated teacher for ‘Children Looked After.’</p> <p>In school the SENCo is the designated teacher for ‘Children Looked After.’</p> <p>When appropriate, individual transition meetings are arranged with parents.</p>

Who will be working with your child?

SENCo (Special Educational Needs Co-ordinator) Mrs Bev Brown

Working as part of the Senior Management Team the SENCo works closely with staff in the nursery and the school, parents, outside agencies and colleagues throughout the city. The SENCo is responsible for co-ordinating the provision made for individual children with special educational needs and/or social and emotional needs. Support is available through:

- Giving advice on issues related to special educational needs and social and emotional difficulties
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Making referrals to a range of other professionals such as: Educational Psychologist; Speech and Language Therapist and Specialist Teacher Advisors in the City

Pastoral Support Manager

The Pastoral Support Manager is responsible for co-ordinating the provision made for individual children with social and emotional needs. Children referred for pastoral support may be experiencing difficulties with feelings, making friends, social skills or issues at home. The Pastoral Support Manager and Behaviour Support Assistants carry out a range of activities to help these children manage their behaviour and emotions. Support is available through:

- Giving advice on issues related to social and emotional difficulties
- Meeting with parents to discuss any concerns they may have about their child's difficulties
- Assessments of individual pupils to identify need
- Liaising with a range of other professionals such as: Educational Psychologist; Multi-agency Behaviour Support (MABS) and Child and Adult Mental Health (CAMHS).

Teaching Assistants

Teaching Assistants work to support children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs. There is at least one Teaching Assistant based within each class who will provide support during Maths, English, Phonics and Guided Reading by working with small groups of children. In addition, most of our Teaching Assistants are trained to carry out interventions on a 1:1 basis supporting children with Special Educational Needs.

Nursery Practitioners

All Nursery Practitioners work to support children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs. This is carried out in a holistic way using advice from external agencies.

Commonly asked questions and answers

How do Bramble Infant School and Nursery know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised at on-entry meetings and home visits
- Through termly Pupil Progress Meetings held between the teachers, SENCo and the Head Teacher
- Concerns raised by class teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher or key worker continually assesses each child and notes areas where they are improving and where further support is needed. As a Nursery, we track children's progress using the EYFS developmental bands. As a school, we track children's progress from entry at Reception through to Year 2, using a variety of different methods including National Curriculum expectations and the Early Years Foundation Stage Profile at the end of the EYFS in Year R.

Children who are not making progress are identified through our termly Pupil Progress Review meetings with the class teacher, Deputy Head Teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Bramble Infant School and Nursery staff support my child?

The SENCo will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher or key worker will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant or Nursery Practitioner working with your child either individually or as part of a group; if this is seen as necessary. The regularity of these sessions will be explained to parents when the support starts.

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

All work within class is delivered at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher or key worker will meet with parents at parent consultations and target setting meetings throughout the year. This is an opportunity to discuss your child's needs, support and progress. If you require more information or advice, further meetings can be arranged.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, key worker or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex special educational needs and/or disabilities they may have an Education, Health and Care Plan (EHCP) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

What specialist services and expertise are available at or accessed by Bramble Infant School and Nursery?

Our SENCo is fully qualified and accredited.

Both the school and nursery benefit from the services of a Springboard Speech and Language Therapist who visits the school regularly to assess children, create programmes for those that need them and carry out speech therapy where necessary.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: School Nurse; Paediatrician; Occupational Therapist; Speech and Language Therapy service; Specialist Teacher Advisor for Visual Impairment; Multi-agency Behaviour Support (MABS) and Child and Adult Mental Health (CAMHS). We also work very closely with Social Care and the Cluster Educational Psychologist. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

In the nursery we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health Visitors; Speech and Language Therapy Service; Educational Psychology Service; Portage; Pelican Support worker; Community Paediatrician; Occupational Therapist; Specialist Teacher Advisor for Visual Impairment. We liaise with the Early Years Panel to make decisions on the most appropriate support for children.

What arrangements will be made for consulting children with SEN and involving them in their education?

Children who require an Education, Health and Care Plan (EHCP) will be able to have their voices heard on a 'This Is Me' form. These children will also take part in the annual review process.

How accessible is the school/nursery environment?

Bramble Infant School and Nursery are both situated on one floor and are fully accessible. We consider the individual needs of any child with accessibility issues. We also have full access toilets. The school and the nursery both liaise with the Ethnic Minority Achievement Service (EMAS) who assist us in supporting our families with English as an Additional Language.

How will you get to know my child before he/she starts school?

At Bramble Infant school and Nursery we hold new entrant and stay and play sessions for children before they start nursery or school. Children starting school also receive home visits before they start. Children have a staggered start and an establishment phase when they start school. In addition, meetings are held between local nurseries and school in order to gather information about each child.

How is the decision made about what type and how much support my child will receive?

Every term the Leadership Team review the progress made by all children to make sure each child is making good progress. Any child causing concern will be discussed with the SENCo and class teacher to decide what support would be appropriate. In addition, class teachers can also make referrals to the SENCo if they have concerns about a child.

In the nursery, year group teams meet half termly to discuss the progress of all children. Any child causing concern will be discussed with the SENCo to decide what support would be appropriate.

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

We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of Teaching Assistants (TAs) who are funded from the SEN budget and deliver programmes designed to meet children's needs. The budget is allocated on a needs lead basis. The children who have the most complex needs are given the most support. If your child has an Education, Health and Care Plan we will provide the support written within the plan.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher or key worker has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the first point of contact for parents with concerns. If further support is required the class teacher or key worker is able to make a referral for pastoral support. Pastoral staff are trained to help children with a wide range of emotional needs and work with children who need additional support in this area.

How are the Governor's involved and what are their responsibilities?

One of the Governors is responsible for SEND and meets regularly with the SENCo to keep up to date on changes, needs in school and current concerns. They report to the full Governing Body annually to ensure all governors are informed. The Governors are then able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

What should I do if I feel that SEND provision is not being delivered or is not meeting my child's needs?

The first point of contact would be your child's class teacher or key worker to share your concerns. You should also arrange to meet the SENCo and/or the Head Teacher.

How is the SEND Information Report reviewed?

The SEND information report will be reviewed annually to reflect the changing needs of the children who join and are developing in our organisation. Part of this review will involve contributions from parents, staff and governors. This SEND information report is linked to the Local Offer provided by Portsmouth City Council where details about all aspects of SEND can be found. Full details are available from:

www.portsmouthlocaloffer.org

Who can I contact for further information?

If you wish to discuss anything regarding your child you may meet with your child's class teacher or key worker. You can also speak to the SENCo or a member of the school leadership team if you are still worried.