

GOVERNORS SEND REPORT

(in compliance with Section 69(2) of the Children and Families Act 2014 regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014)

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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs & Disabilities (SEND). Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

- 1 Those children and young people with Statements / Education, Health and Care Plans (EHCP) have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- 2 Those children and young people who have SEND but do not have an EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School, both if your child has a statement of SEND / EHCP , and if he/she has SEND but does not have a statement or EHCP , can be found on the following link:

Admissions and SEND Assessment Teams <http://www.iwight.com/Residents/Schools-and-Learning/>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in school about my child's development needs or about my child's difficulties with learning / SEND?</p>	<p>Our Inclusion Team:</p> <p>Mrs B Gilbert Headteacher</p> <p>Miss C Matson Inclusion Lead</p> <p>Mrs Lesley Wood Inclusion Governor</p>	<p>Mrs Gilbert is responsible for the overall support for inclusion across the school. She has vast experience of working with a wide range of inclusion needs over many years. Brading C.E. Primary operates an open door policy and Mrs Gilbert is always very keen to support all children's needs, together with their parents' concerns, to ensure that the child's potential is unlocked.</p> <p>Miss Matson is responsible for:</p> <ul style="list-style-type: none"> • Overseeing and developing the SEND policy • Coordinating the provision for pupils with SEND • Liaising and giving advice to fellow teachers and Teaching Assistants • Overseeing records of pupils with SEND • Liaising with parents of pupils with SEND • Making a contribution to training • Maintaining an up to date overview of all support/programmes in place to support children with Special Educational Needs • Liaising with external agencies, LA services, health and voluntary bodies <p>Mrs Wood is responsible for meeting regularly with the Headteacher and Inclusion Lead to discuss and monitor the support that is provided.</p>

HOW CAN MY CHILD GET HELP IN THE SCHOOL? :

Children in Brading C. E. Primary School will receive support that is specific to their individual needs. This may all be provided by the class teacher, other staff in the school, or one of a number of outside agencies e.g.

- Staff who will visit the school from the Local Authority central services such as the Autistic Spectrum Disorder (ASD) Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children with SEND in this school?	All Children - Quality First Teaching	<ul style="list-style-type: none"> • You child will have their learning needs met through high quality first teaching, using differentiated activities that are matched to your child's individual needs. • All children are provided with an opportunity rich curriculum with appropriate layers of challenge. 	All Children
3. How can I let the school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> • Brading C.E. Primary operates an open door policy and first contact should be made with the class teacher. All teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. 		

	<ul style="list-style-type: none"> • We have three parent/carer evenings a year and provide two interim reports and one full school report issued at the end of the year. • If you still feel concerned, after having spoken to the class teacher, please contact the Headteacher or Inclusion Lead. • Termly parent/carer meetings will also be held with the Inclusion Lead.
<p>4. How will the school let me know if they have any concerns about my child?</p> <p>4a. What do parents do if they have any concerns?</p>	<ul style="list-style-type: none"> • Brading C.E. Primary is committed to early identification of all areas of concern. A range of evidence is collected through assessment, monitoring and discussions with children. • Class teachers will arrange a meeting with you if they have concerns about your child. • We always seek your views when planning the next steps for your child. • Parents are provided with the Complaints Policy which is followed appropriately.
<p>5. How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra support need is identified in half termly pupil progress meetings between the class teacher, Inclusion Lead and Headteacher. They will identify which children require additional support and staff will be allocated accordingly. • Any child requiring extra support will be carefully monitored to ensure they progress at an accelerated rate. • All resources and support are reviewed regularly and changes made as required.
	<p>Any of the services listed below will only be accessed for a child after consultation with the class teacher, Inclusion Lead, Headteacher and Parents</p>

<p>6. What specialist services are available at school or accessed school/college?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Educational Psychology - Southampton Local Authority • Behaviour Support Team • Family Learning • Specialist teachers for Dyscalculia & Dyslexia • Specialist support for Autism • Family Liaison Lead • St George's School Outreach team • Education Welfare officer • Teacher for Hearing and Sight Impaired • Health Visitor • Early Years SEN Team • Portage
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	<p>B. Paid for centrally by the Local Authority but delivered inschool</p>	<ul style="list-style-type: none"> • Speech and Language • Counselling Services • RAFT-Resilience Assured Family Team • Occupational Therapist • Physiotherapist • St George's School Outreach team • EHA coordinator • Specialist Speech and Language provision - GreenHaven • Beaulieu House Outreach team • Children and Young Adults Disability Team • ParentPartnership
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse
<p>7. How are staff in the school supported to work with children & young people with SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • Our experienced Headteacher has a vast range of qualifications and experience of working with children with additional needs. • We employ an Inclusion Lead who has a wide experience of effective learning, teaching and assessment strategies. • The Inclusion Lead attends the SENCO briefing meetings held half termly across the IOW where up to date information is shared. • The school has a rigorous Continual Professional Development (CPD) programme for all staff to improve teaching and support children's learning, including those with additional SEND. • Depending on the individual needs of staff and children, bespoke training courses are run as and when they are required. • We sign up to the Training and Development Service from the IOW LA, who offer a range of courses to support children with additional needs. • Every six weeks, a pupil progress meeting is held to discuss individual children and advice is provided by Headteacher and Inclusion Lead to support the additional needs of a child. 	

<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a) How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing, and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Teaching will be differentiated by the class teacher depending on the learning needs of your child and the level they are working at. • If any specialist equipment is required it will be provided by the school in order to support your child. • We are a fully inclusive school and we strive to provide a curriculum that is matched to the needs of your child so that they can enjoy their learning and unlock their potential. Appropriate layers of challenge will be planned for. • The class teacher and Inclusion Lead will keep detailed records and monitoring information about your child's progress. • The Inclusion Lead will meet termly with parents to discuss learning and achievement. Quality first teaching and next steps in learning will be discussed, together with possible strategies for home support. Half termly records of intervention programmes will be shared at these meetings. Other meetings can be arranged as required. • Three parent/carer evenings will take place during the academic year. Teachers will also provide two interim reports and one full report at the end of the academic year. • Weekly homework is set which is matched to your child's needs, as well as daily reading. Should you have any questions regarding homework and support, the class teacher is available to provide additional explanation.
<p>9. How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> • Teachers and Teaching Assistants assess children's progress on a daily basis. • Pupil progress meetings are held half termly, where targets are set for your child to achieve. In circumstances where teachers decide that a child has not made adequate progress, the teacher and the Inclusion Lead will review the approaches adopted and agree SEND support. <p>Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> ○ narrows the attainment gap between the pupil and their peers ○ prevents the attainment gap increasing ○ is equivalent to that of peers starting from the same baseline but less than the majority of peers ○ equals or improves the pupil's previous progress rate ○ ensures full curricular access

	<ul style="list-style-type: none"> ○ shows an improvement in self-help, social or personal skills ○ shows improvements in the pupil's behaviour ● We also monitor and keep records of children's Emotional, Social and Mental Health needs. All incidents are logged in conjunction with our Anti Bullying Policy.
<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> ● As a church school, our motto is 'Unlocking potential' by being a TEAM that TRUST each other. We see children as individuals, with individual needs, and we are there to support children and their families. ● Nominated pupils develop their pupil voice through taking part in the Mini Governors and by providing regular updates to the Governing Body. ● Celebration Worship, Positive praise/rewards, Individual reward charts if required. ● We have a medicine policy in place and well trained staff to support your child's needs. ● At Brading C.E. Primary we have a whole school Behaviour Management policy in place. We always try to identify the underlying cause for unwanted behaviour to ensure that support is effectively matched to a child's need. ● When required, we work with an individual child and their family to provide an individual programme of behaviour support. ● We work closely with the Educational Welfare Service and follow the IOW Attendance Policy. We have monthly meetings with the Educational Welfare Officer (EWO) where all children's attendance is monitored. Termly letters are sent to parents giving them an update on individual attendance, and overall school attendance is included in the weekly newsletter. When required, meetings are held with the EWO, the school and parents to discuss attendance issues on a support basis. ● We also use the Early Help Assessment (EHA) process to provide additional support.
<p>11. What approaches are used in Early Years settings to manage behaviour?</p>	<p>Early Years are no different to the rest of the school, this approach to all children starts in their first year at Brading C.E. Primary. After consultation between Headteacher, Inclusion Lead, class teacher and parents, all the advice, support and services are available to all children as already detailed in this document.</p>

<p>12. What support does the school have for me as a parent of a child with SEND?</p> <p>a) How are children with SEND currently involved in their education at your school?</p>	<ul style="list-style-type: none"> • We run an open door policy where you are welcome to come in to chat with the Headteacher, Inclusion Lead and, at the end of the school day, class teachers. • We hold termly meetings between the Inclusion Lead and the parents/carers of SEND pupils. • We also support families through the CAF process. • On a daily basis, children respond to their teacher's marking/ assessment and work towards their learning targets. • Half termly mentoring sessions take place between children and their class teacher.
<p>13. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Please see the school's policy on administering medicines. • Our staff are fully trained to support all children's needs and regular update training is undertaken.
<p>14. How accessible is the school environment? (including afterschool clubs and trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive school. • We have an accessibility plan in place, which is reviewed annually. • We have a range of support for those children who have additional needs- i.e. disabled parking facility, disabled toilet. • Trips and visits are encouraged and made accessible for all. • We have a varied After School Club programme, all of which is available for children in Years 1-6.
<p>15. How will the school support my child when they are leaving the school or moving up a Year?</p>	<ul style="list-style-type: none"> • When moving years in school, all information is shared between staff. • When moving to a new school, the Inclusion Lead will contact and make arrangements to share information and support required for the transition to be as smooth as possible. • All records are discussed with, and sent as soon as possible to, the new school. • We have close links with the onsite pre-school provider and we also work closely with other pre-schools when required. • We have close links with our feeder secondary schools; meeting with them and parents/carers of our more vulnerable children in preparation for Year 7. • Additional transition sessions are put in place if and when required.

<p>16. How does the school evaluate the effectiveness of the provision for SEND?</p>	<ul style="list-style-type: none"> • Pupil's individual progress is monitored half termly • Inclusion Lead observes in class and monitors the interventions which take place. • Head teacher and SLT observe lessons, carry out book scrutiny's and have discussions with parents. • The SEND governor meets with the Inclusion Lead yearly. • A written report is also provided and fed back to the Governing Body.
<p>17. What do we take to prevent pupils with SEND being treated less favorably than others?</p>	<ul style="list-style-type: none"> • We are an inclusive school and our motto is that we are a TEAM who TRUST each other. • We ensure that all policies and procedures are followed for children with SEND.
<p>18. Where can I get further information about services for my child? (Support services)</p>	<p>To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a Local Offer. For more information about the Local Offer please use the following link: http://www.iwight.com/localoffer</p>

Reviewed in: September 2017

Next Due for review in: September 2018