

# SEND REPORT 2018-19



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UNCRC Article 12: Children have the right to say what they think should happen when adults are making decisions about them.

UNCRC Article 23: Children who have any kind of a disability should have special care and support, so they can lead full and independent lives.

### **Our Statement of Equality and Inclusion:**

Our school is committed to the development and encouragement of all of our pupils and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents and partners. By treating all of our school family and friends with dignity and respect we encompass the key aims of the Equality Act 2010 and the general duties. This is also echoed in our school values. Inclusion and accessible learning is key to our success, as is the development of our staff. We work to remove barriers to learning and engagement in all that we do as well as allowing for opportunities for dialogue and better understanding between different people. Everyone is unique and we value this daily.

### **Introduction:**

Bransgore C of E Primary School is fully committed to inclusion. We work very closely together with our partner schools and services and collectively share high aspirations and expectations of all pupils. We work in close partnership with parents to achieve the best for each and every individual. We would expect that the significant majority of children's needs will be met within the classroom through quality first teaching. We are responsive to need and invest in our staff, training them in a wide range of inclusive approaches to learning, social and emotional development. We also invest in the best support staff and try to maximise their value and impact for children. We hope that you find this local offer useful and informative. If you have any further questions, please contact our SENDCOs either of whom will be happy to discuss your child's specific needs.

How does Bransgore CE Primary School know if children need extra help?

Teachers will liaise with pre-schools, outside agencies previous schools and with you, the parents, before joining our school. Concerns may be raised by you or teaching staff after your child has started school perhaps because your child is performing under age related expectations. There may also be changes in your child's behaviour or emotional stability and wellbeing.

Liaison could be with external agencies which may include paediatricians, educational psychologists, occupational and speech and language therapists as well as physiotherapists.

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

At Bransgore CE Primary School we pride ourselves in building positive relationships with parents and strive to build and maintain honest and open relationships with all. If you have concerns about your child's needs talk to class teachers, SENDCOs, Head teacher or other professional adults within the school.

How will both Bransgore CE Primary School and I know how my child is doing and how will they help me to support my child's learning?

We monitor and assess the children's learning constantly in order to inform us of your child's next steps in learning and development. Assessment data is collected and analysed regularly by class teachers and senior management. This is reported to parents termly at parents' evenings where we discuss learning plans and next steps.

Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Informal opportunities are available daily to discuss individuals and appointments are available

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for more extensive issues. Children in school may be identified as requiring additional support to promote their development. They will be given an Individual Learning Plan which will be shared with their family. It will include specific focussed developmental targets which will be measurable and achievable. This will be reviewed regularly throughout the year.

Children who are identified as requiring additional support will be placed on the school's SEND Register. This register is a document that we keep at school. It is part of the assessment and decision making process. It informs both class teachers and senior management that your child has identified educational, emotional or physical needs and ensures that your child has the support that he or she needs. Parents will be kept informed and involved in this process and class teacher/SENDCO will seek parental consent prior to adding the child to the SEND register.

If your child needs this, they will have an Individual Learning Plan which will be written in partnership with teacher, parent and child. This will be reviewed regularly with the expectation that targets will be achievable though challenging outcomes enabling children to succeed.

How will staff at Bransgore CE Primary School support my child?

The class teacher will support individual progress by providing tasks that are suitable for your child. She or he is the first point of contact and may draw on others to aid support.

In addition, in consultation with Class teacher and the SENDCO, small group or individual support may be provided. This will be specific, to ensure your child is successful with their learning. A teaching assistant will usually deliver this support under the supervision and guidance of the class teacher and SENDCO

All individual programmes are carefully monitored and evaluated to ensure the support is effective. The SENDCO will co-ordinate and oversee any support from outside agencies.

How will the curriculum at Bransgore CE Primary School be matched to my child's needs?

All work given to pupils is differentiated according to individual needs and next steps in learning. Often this is successfully achieved by grouping children and setting work according to the groups' need. Sometimes however, it is necessary to provide an individualised curriculum so that every child is able to achieve and make good progress in every lesson. This may be after consultation with SENDCO and outside agencies.

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

Perhaps you or the class teacher has raised concerns about your child's progress either educationally, emotionally, behavioural or physically. Parents, the SENDCO, class teacher, visiting professionals and the head teacher will work together to make a decision about the support your child needs.

Support given to any child is personalised to provide assistance in success with personal targets/school life. If we see that your child is not making expected progress we can support them by putting in place specific programmes of work (intervention programmes). This could be phonics, gross/fine motor skill development, spelling, reading or maths. We monitor the success of the intervention by benchmarking your child's attainment at the beginning and at the end of the programme. This then informs the next steps.

### **Emotional Support:**

In school we have an ELSA and THRIVE practitioner who work from an individualised program tailored to the child's emotional needs.

### **Behavioural Support:**

Where necessary a behaviour plan would be put in place which would be managed by the class teacher/SENDCO and Senior Leadership team.

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**Physical Support:**

Support usually involves special equipment and exercises with advice and training from Occupational Therapy Team and Hampshire and Dorset Schools' Advisory Team for Physical Development.

If children are receiving 'additional' support, we must be accountable for the effectiveness of support given. Not only would we expect overall progress but we would be looking at specific progress against their specific targets.

How will my child be included in activities outside the school?

Educational Offsite Trips are planned to enhance the curriculum.

Should your child have any additional needs we would be discussing these with you and any support agencies, in relation to the planned activities during the trip.

We always carry out rigorous risk assessment plans outlining the ratio of adults to children. It is usual for staff to have carried out a pre-visit where we would discuss with site staff the particular additional needs of any individuals. It may be that we would then advise that you make a pre-visit with your child or ask you to attend the trip.

How accessible is the environment?

The school can be accessed by a wheelchair with modifications to the route around school. There is a disabled toilet which is fully wheelchair accessible. We work in partnership with families, OTs, physios and the specialist agencies involved to make sure that the physical environment is accessible and safe. Any specialised equipment recommended by other agencies will be provided to ensure access to learning.

What support will there be for my child's overall wellbeing?

At Bransgore CE Primary School every child's wellbeing is paramount. We believe that children will learn best when their social, emotional, physical and academic needs are met.

**Attendance:**

A clear attendance policy is available on the website. Parents of children with poor attendance are notified by a member of the Senior Leadership Team and invited in to discuss ways to support attendance. A member of our senior leadership team is responsible for attendance and a member of our office team also carries out attendance officer duties such as first day response to absence.

Behaviour

As a Thrive school we emphasise positive behaviour management. Individual behaviour plans drawn up in partnership with SENDCO, teacher, parents and child which are personalised to provide appropriate support to reduce the risk of exclusion. ELSA – Emotional Literacy Support is given to children identified with this need. The SENDCO will co-ordinate these sessions in consultation with class teacher and ELSA team.

Medical

At school we have qualified First Aiders and paediatric First Aiders on site at all times. We have a comprehensive 'Administration of Medicines' Policy that clearly states how the school can support the child's medical needs.

Outside agencies

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We work in partnership with a comprehensive list of other agencies to support the needs of the individual child. We will also work with outreach workers from other schools and seek support and advice from schools who have experience that we may benefit from.

What training is provided for staff supporting children with SEND?

The SENDCO's at Bransgore CE Primary School are Miss Natasha Cox (Early Years / Key Stage 1 SENDCO) Miss Annie Gibaud (Key Stage 2 SENDCO) who can be contacted on 01425 672272.

The SENDCO and Management Team carries out an audit of training needs annually to inform them of training needs throughout the school.

All teaching assistants who carry out intervention work with pupils will have been trained on that intervention programme.

Within the last 12 months the following training has been undertaken -

- Cognitive behaviour therapy
- Power Maths
- Mental Health and Well-being
- Autism in girls
- Autism awareness
- ELSA refresher
- THRIVE refresher
- Classroom behaviour management

How are parent carers/young people currently involved at Bransgore CE Primary School?

How can I get involved and who can I contact for further information?

At Bransgore Primary School we strive to foster positive working relationships with all parents. We value the role parent's play and encourage them to play an active part in their child's education.

Teachers are readily available to discuss learning with parents and carers. There are two formal Learning Reviews annually and an additional comprehensive written report. Parental feedback on this report is welcomed and parents' views are sought by an annual survey.

Children who are identified with additional SEND needs are invited to review Individual Learning Plans and EHCP annual Reviews as appropriate. Parents will be kept fully informed of additional support their child receives. Parents can request a meeting to discuss their child's needs with class teacher, phase leader, SENDCO or head teacher.

Parents are welcomed into school as helpers for reading, school trips or helping in class. If you are interested in offering your support please speak to your child's class teacher.

Homework is set (weekly Key Stage 2) to promote and support learning but also serves as a valuable communication tool between home and school.

There is a full transition programme in place for children starting their Foundation Year. Children will be invited to visit the school and take part in activities in their new classroom, where they will meet adults and peers. Parents are invited into school for an informal meeting prior to their child joining the Foundation stage. Parents and children may be offered a home visit and staff may visit your child in their current pre-school setting.

Children joining other year groups are encouraged to visit the school with their families prior to starting here.

There is a warm friendly and very effective BSA (Bransgore School Association) who meet regularly to plan and carry out fund raising events for the school. They always welcome new members to their team.

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In addition, should a vacancy occur, parents may wish to stand for election to the schools governing body, as a parent governor

What steps should I take if I have a concern about SEND provision at Bransgore CE Primary School?

In most cases we would recommend that you initially discuss any concerns you may have with your child's class teacher.

Additional discussions could then be arranged with the Phase Leader, SENDCO and head teacher.

These discussions could include face to face meetings or scheduled telephone consultations. The school office will help you to arrange this.

The number is 01425 672272.

If appropriate outside agencies could then be contacted if further support or advice is required. A record of these conversations will be made and any points to be actioned agreed. It may also be necessary to arrange a follow up review meeting.

What special services and expertise are available at or are accessed by the school?

At Bransgore Primary School we can draw on the support and advice of several outside agencies. Below is a list of the agencies that we currently use. Should we need support from an agency not listed we would contact them and ask for support. Additionally, not mentioned on the list, is the support of expertise and experience of all colleagues on the staff.

- Support & training from occupational therapist
- Support & training from physiotherapist
- Forest Park – Special School Outreach
- Clifford Centre – Behaviour Support Outreach
- Hampshire Teacher Advisory Service for SEND
- School Nurse
- Speech and Language Therapy Service
- Educational Psychologists
- CAMHs
- Social Care referral
- Portage
- EMTAS
- Health Visitors
- Paediatric Team

What special services and expertise are available at or are accessed by the school?

Should you wish to visit Bransgore CE Primary School, please ring the office on 01425 672272.

You are welcome to visit us, tour the school and have an informal chat.

You could also ring the school office to book a more formal appointment with the Head teacher or the SENDCO to discuss any concerns you may have.

Parents of children currently at Bransgore should contact the class teacher, who is available daily before and after school. The class teacher is supported by the Phase Leader and SENDCO in determining the support required.

The SENDCO at Bransgore Primary School is Miss Natasha Cox (Early Years/Key Stage 1), Miss Annie Gibaud (Key Stage 2) . They can be contacted by ringing the school office.

Where can I get more information?

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You can access further information regarding the local offer from the following website:  
[www.hantslocaloffer.info](http://www.hantslocaloffer.info)

What is the local offer?

The Children and Families Bill became statutory in 2014. Local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The aim of the Local offer is to provide choice and transparency for families. It is also important as a resource for understanding the range of provision in the local area.