



Branton Community Primary School SEND Information Report

At Branton Community Primary School and Breamish Valley Community Nursery we believe that every child deserves an equal opportunity to achieve their best.

Compliance

Our practice and the information in this report comply with the statutory requirement laid out in the SEND Code of Practice 0-25) and has been written with reference to the current guidance and documents:

- Equality Act
- Children and Families Act
- Special Educational Needs and Disability Regulations
- SEND Code of Practice 0-25
- Statutory Guidance on Supporting Pupils At School with Medical Conditions
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Has stalled, or is significantly slower than that of their peers starting from the same starting point
- Does not match or better their previous rate of progress
- Is at a much slower pace to their peers
- Is below the age related expectations for the curriculum they follow (Early Years Foundation Stage or National Curriculum)

This may include progress in areas other than attainment, for example, social needs, gross or fine motor skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed such as support from an outside agency such as School Health or the Local Authority SEND Support Teams.

Consulting and involving pupils and parents

We will have regular and early discussions with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and areas identified for development
- We take into account the parents' views
- Everyone understands the agreed outcomes for the child
- Everyone understands what the next steps are for the child
- We establish a period for the support which will be reviewed in a specified amount of time to ensure the support given is helping the child move forward in their learning

We will formally notify parents when it is decided that a pupil will receive SEND support and will therefore be added to the SEND register

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if felt to be appropriate

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the next steps in their learning and the desired outcome, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to.

We will ensure, whenever possible*, that all children will have the opportunity to visit their new school as many times as they need to, and we will welcome visits from new starters as many times as is needed, for them to feel confident about their move.

Hold meetings and discussions with relevant staff, whenever possible*; with the child and their parents, in order that the child's transition is as seamless as possible.

***Due to the Covid-19 pandemic we have adapted ways of meeting, so meetings can take place in person or online via Google Meet/Teams.**

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Read, Write, Inc.
- Talk Boost
- Behaviour strategies
- One to one or small group support within the lesson or occasionally in addition to the lesson
- Any other interventions that are relevant to the needs of the child

Adaptations to the curriculum and learning environment

As a small rural school we are able to meet the needs of a wide range of learners and their different learning styles.

We also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, as recommended or required
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing manipulative tools to aid concentration if appropriate

Our school and site are fully wheelchair accessible.

Additional support for learning

If we are not able to provide children with the support they require, we work with the following agencies:

- Speech, Language and Communication,
- Literacy support
- Maths support
- English as an Additional Language support (EAL)
- Behaviour Support Service
- Autism Support Service
- Psychological Support
- School Health
- Visual and hearing support teams

to ensure children are happy and reach their potential.

We also work in partnership with the Alnwick Partnership of schools, and benefit from the expertise of the staff at Barndale Special School if required.

Expertise and training of staff

Our SENDCO is Mrs Zoe Ryan who has gained the national qualification in Special Educational Needs Coordination.

On our school team we have staff that are trained to deliver

- Read Write Inc and literacy strategies
- Maths support strategies,
- Talk Boost
- Behaviour Management strategies

- Strategies to improve the outcomes of pupils with autism
- Mindfulness and wellbeing strategies
- Forest School
- MAPPA

We also have a strong focus on outdoor learning with our holistic approach and whole child focus meeting the needs of a range of different learners and their learning styles.

Securing equipment and facilities

Where children require specialist equipment, expertise is sought from Occupational Therapists/Physiotherapists, Visual and hearing support teams, and the Local Authority.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 - 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEND or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are open to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our trips and visits
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- We will always consider what is safe and work within recommended ratios, to keep all our children and staff safe.

Support for improving emotional and social development

Our holistic whole school focus is on the whole child, their wellbeing both physically and mentally is of paramount importance.

To support our ethos

- We have a zero tolerance approach to bullying.
- Children are encouraged to speak to an adult they feel comfortable with.

- Staff greet the children in the morning, where there is an opportunity for parents/carers to mention any issues that might affect the child that day.
- Our large ratio of adults to children ensures staff know individual pupils well. Therefore staff can quickly identify when a child's behavior or demeanor changes and address issues quickly.
- We take part in several community events to route our pupils in their local community and establish a feeling of belonging and identity.
- We subscribe to both Operation Endeavour and Operation Encompass initiatives and use these initiatives to support our whole school PSHE curriculum.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to Mrs Zoe Ryan, Headteacher and SENDCo, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

For a list of services available to parents of pupils with SEND see:

Contact details for raising concerns

If you have any concerns, please raise them with

Mrs Zoe Ryan

01665 578225

admin@branton.northumberland.sch.uk

Local offer

Northumberland County Council's local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Northumberland Mainstream School Local Offer is published here-

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

The Early Years Local Offer is to be found here-

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Early-Years.aspx>

The Education and Schools

Monitoring arrangements

This policy and information report will be reviewed by Zoe Ryan every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Positive Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Zoe Ryan

Headteacher/SENDCo

Reviewed September 2022