



SEND Information Report

Updated: March 2018

Review: March 2019

SEND CO-ORDINATOR: Mrs J. Milnes

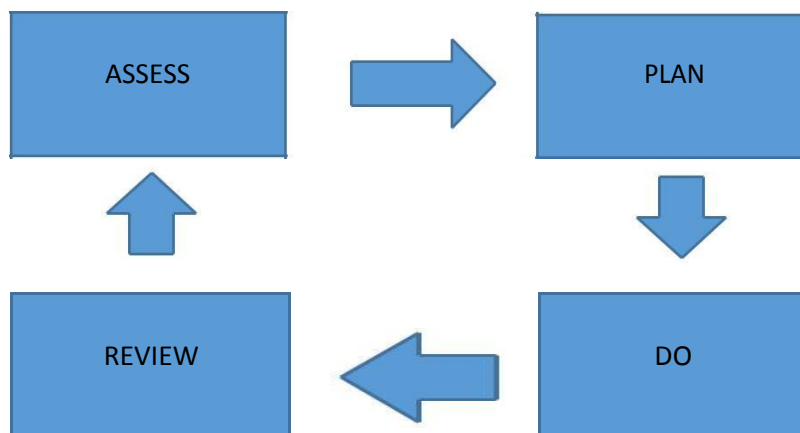
SEN Governor: Mr C. Darlington

Dedicated SEND time: 3 days per week

Whole School Approach:

Across the school, from Nursery through to Year Six, all planning is fully differentiated to meet the needs of individual children irrespective of their skills base and the level in which they are currently working. This will ensure that all children reach their full potential. The provision and progress for all children is the responsibility of the Class teacher. High quality first teaching and additional 'catch-up' intervention is available to all children and adapted to suit the needs of individuals. We have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We also believe that all children are entitled to be fully included in all aspects of school life and therefore ensure ALL of our learners have access to a broad and balanced, relevant and differentiated curriculum which meets individuals' needs whilst allowing them to develop their social skills.

Underpinning ALL our provision in school is the graduated approach cycle of:



We recognise the importance of early identification and assessment of children with SEND. We aim to ensure that all children's learning and behaviour difficulties are identified and assessed, and the curriculum is planned to meet their needs.

The responsibility of day to day learning lies with the Class teacher. If a child's progress is limited, and a barrier to learning is preventing the child from making progress, the child's Class teacher will adapt the learning where appropriate and discuss any concerns with the parent. At this point, targets and additional support may be put in place. This will be monitored very closely by the Class teacher in discussion with the child, the child's parents/carers, the TA and also the school's Lead Learning Mentor and Special Needs Coordinator where necessary. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Needs Register and additional support put into place.

<p>ASSESS</p>	<p>Initial concerns regarding a child needing extra support will come from the Class teacher and/or parents/carers. Following these concerns the child's needs will be assessed and closely monitored so that the school can work collaboratively with the child's parents/carers and other professionals to ensure that support is given whenever needed. This will ensure the child reaches their full potential both academically and socially.</p> <p>Class teachers will make assessments on all children and carefully track progress. If any gaps in learning appear, a child faces barriers to their learning or if they are making no or very little progress, additional support will be put in place to support these barriers.</p>
<p>PLAN</p>	<p>In collaboration with the child, parents/carers and any other professionals, targets and support will be identified focusing on the outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved.</p> <p>The SEND Co-ordinator, the child's Class teacher and the parents/carers/ carers will decide on the action needed to help the child to progress in the light of their earlier assessment.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Different learning materials or special equipment. • Some group or individual support. • Extra adult time to devise the nature of the planned interventions and to monitor their effectiveness. • Staff development and training to introduce more effective strategies. • Access to LA support services for one off or occasional advice on strategies or equipment e.g. planning and review.

	<ul style="list-style-type: none"> • Meetings with Educational Psychologist and/or appropriate Support Team member. <p>Each SEND pupil's intervention is tracked on a Provision Map, which is updated termly and is mirrored by strategies in the classroom.</p>
<p>DO</p> <p>The interventions and additional support is delivered by both us and the class teacher. It is important that we all work with individual children.</p>	<p>Within, the classroom, the child is supported with targeted activities which are co-ordinated by the Class teacher and carried out by the Teaching Assistants, Early Years Practitioners, other teachers or professionals. The outcome of this will be closely monitored. These activities will also be delivered over a set period of time, tracked and then adapted or altered to ensure the impact is maximised.</p>
<p>REVIEW</p>	<p>All outcomes will be reviewed at least half termly. The time scale will depend on the individual child and may involve more frequent reviews. This ensures that the additional support remains focussed and specific to address the identified barrier to learning. This is completed by the Class teacher and SEND Co-ordinator in discussion with the child and their parents/carers and is then used to feed into the next cycle of support.</p>

Having consulted with the children, their parents/carers and other professionals involved, all our additional provision is based upon an agreed outcomes approach.

Parents/carers can access support when they have concerns regarding their child's progress and well-being by speaking to the Class teacher or by arranging a meeting with the SEND Co-ordinator. We value the contributions of all parents/carers, taking their comments and worries on board and work together to overcome these to ensure every child reaches their full potential.

SEND Needs:

Children and young people's SEND needs are generally thought of in the following four broad areas of need and support:

<p>1. Communication and interaction</p> <p>The work the school has done has helped my daughter's speech.</p> <p>My son is happy and has made progress in his speech. This is due to the support he has from the staff in school.</p>	<p>When a child is first identified with communication difficulties, there are lots of activities and resources we can draw on before we make a referral to the Speech and Language Therapy Team. We have established a strong professional relationship with the Speech and Language Therapy team so when we do make a referral, through partnership working, this enables us to ensure all children are receiving the best support. This may include individual therapy, additional classroom support and also the opportunity to learn in communication friendly spaces. Classroom practice across the school has a heavy focus on developing language and also social communication.</p>
<p>2. Cognition and Learning</p> <p>My daughter was happy to have the spelling practice. She wants to go on 'Hit the Button' regularly</p> <p>My targets will help me get better.</p>	<p>All activities are planned and tailored to suit the needs of the individual ensuring that their learning is moving forwards in small achievable steps whilst providing some challenge and maintaining high expectations. Children recognised as having SEND are provided with additional support, when necessary, ensuring they reach their full potential whilst maintaining their independence. This may be provided through resources, a personalised curriculum, or additional support from the Class teacher and the TA/EYP. This year we have altered the additional support given and now ensure that the vast majority of this takes place within the child's usual classroom environment. This means that they are learning alongside their peers, can use classroom aids to support them and also the children find it easier to transfer these newly</p>

I'm pleased there are targets in place as that's what my son needs.

Yes, my targets are good because they will help me get more marks in the SATs.

My targets seem good because I want to learn.

developed skills into other areas of the curriculum as they are not being developed in isolation of the classroom. We also provide guidance to parents/carers in ways that they can help at home.

Furthermore, additional time is requested for pupils whom it would benefit during the Key Stage 2 SATs.

With the extra time, I was able to check through my answers and change two or three of them. If I didn't have the extra time, I wouldn't have finished any of the tests and wouldn't have had a chance of passing. I needed the extra time for all the tests.

My targets are good because I'm not good with spelling but ok with my memory.

3. Social, Emotional and Mental Health

I learnt the engineer is the hardest job when playing in the 'Lego Zone'.

I learnt to work together in the 'Lego Zone'. I have learnt how to work as a team!

The social wellbeing of ALL our children is very important to us. Last year we expanded our inclusion team to ensure that both families and their children are supported in the most effective way. We have a 'Forest Family Team' led by our Lead Learning Mentor Mrs Riggall with Mrs Kilbee and Mrs Parker, who work in the 'Forest Family Room'. They help children experiencing difficulties within the classroom environment and provide nurture for these children in the form of 'Time to Talk', CALL sessions and Lego Nurture, where children are able to talk through their anxieties and how it makes them feel.

Lunchtimes provide social sessions for all year

<p>Nurture makes me feel happy, laughter and excitement bubbles up inside of me. I love the Nurture Group - it's fantastic!</p> <p>Nurture helps me by letting me in because sometimes I get angry when I get told off.</p> <p>I enjoyed everything!</p>	<p>groups; a range of activities are available from: creative, malleable, construction, small world, role play, sand and water play.</p> <p>Discussion takes place between the SEND Co-ordinator and the Lead Learning Mentor as to the impact of the Nurture sessions and what further work needs to be done.</p> <p>Forest Family Parents/carers complete a permission slip along with 'a strengths and difficulties questionnaire'; at the same time, staff will complete a Boxall Profile to enable us to understand the child's individual needs. The Boxall Profile is a questionnaire designed to get in depth information regarding the child's behaviour patterns. The information gleaned from this is presented in a graph which enables us to set targets for an Individual Pupil Behaviour Profile.</p> <p>The Lead Learning Mentor works within the Early Help, Child in Need and Child Protection arena.</p>
<p>4. Sensory and/or physical needs.</p> <p>Without Mrs Nutt, my son would not be able to attend Brigg Primary School and have his needs met holistically in order to access the curriculum.</p>	<p>We aim to ensure all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school.</p> <p>Profiles for individual children are written and put into place in discussion with the child and their parents/carers. (Reference to the SEND Policy January 2017)</p>

At Brigg Primary School, our ethos is based around positive strengths. This allows us to ensure that all children are included irrespective of their needs and are happy and safe in school. The strengths based ethos provides a nurturing and supportive learning environment. We provide children with strategies of self- control to manage their own behaviour and to support their peers. We encourage good behaviour and good choices for all children which are of benefit to all.

Personal care is provided in a dignified and a discrete way to ensure all children feel included. Medicines are administered by office staff or key people working with the child. A Health Care Plan for this is always decided upon with the child's parent, as they know their child best.

As of December 2017, we have 64 children on the SEND register, receiving additional SEND support. This equates to 15.46% of the school population. There are also 35 children on an expression of concern list whom we are monitoring; this is 8.48% of the school population. We currently have nine children with an Education, Health and Care Plan. In addition to this, we made a referral for an Education, Health and Care Needs Assessment for one child which was unfortunately declined, however we are hoping to appeal that decision. There are four other children who are currently going through the referral process for this assessment.

We support all children; initially we intervene, providing targeted high quality teaching focussing on the area of weakness. Decisions are then made in discussion with parents/carers. For children facing difficulties and requiring additional support we DO intervene at the earliest opportunity.

We have internal processes for monitoring the quality of provision and assessment of need. These include:

- Guidance from the SEND Co-ordinator on identifying children with SEND
- Lesson observations - to ensure high quality teaching for all
- Review of individual Pupil Profiles
- Pupil progress meetings to discuss all children

This year we have had several enquiries and discussions with parents/carers who have concerns that their child has additional needs. The SEND Co-ordinator, with support from the Head teacher, has followed the correct procedures for this and fed back accordingly to the parents/carers.

Consulting with children, young people and their parents/carers

Involving all parents/carers and children in planning and reviewing progress is central to our approach and we do this through:

- Parent-teacher interviews (Parent's Evening) - these take place termly for every child. These provide opportunities to discuss progress and difficulties. For children with SEND, these meetings may need to be more frequent and may take longer than for other children so time is allocated for this.
- Annual Report shared between the school and parents/carers on their child's /children's progress in all areas of the curriculum throughout the previous year.
- A parent/carer or teacher can request a meeting to discuss outcomes / progress / behaviour and any other concerns at any time. If the Class teacher is not available immediately, an appointment is made.
- Individual Pupil Profiles - at least termly, may be more frequent depending on the individual child

We believe that all reviews are extremely important for the child, their family and the teacher; these are child centred and celebrate achievements as well as discussing next steps and desired outcomes.

All parents/carers can be assured that they will be kept fully informed on how their child is progressing. Communication and a learning partnership between the school, the parents/carers and the individual child are vital and therefore regular contact is necessary. The Class teacher will also provide ideas and support parents/carers in further supporting their child at home. Part of this will be provided via open afternoons and workshops for parents/carers to share in their child's learning. This year we have had Adult Workshops focussing around Writing and Maths and every term parents/carers are invited into school to share Theme afternoons with us.

I am more than happy with what the school are doing. Mrs Priest has my son in a nutshell!

Grandma feels that the school staff are looking after her grandson and he loves coming to Nursery.

Mum is very thankful for the support of Mrs Cooper and Mrs Wilson. She said, "Without their support, we would see a very different child".

I am happy with what you've done and pleased you've found out what's wrong so things can be put into place to help my daughter move forward.

We are pleased my son is going to get some support. He is only going to benefit from this support.

Alongside this, informal discussions take place daily to celebrate individual successes, be this face-to-face or via a Home/School Booklet. It is important that this sharing of information and progress includes all key people.

Staff Development

We are committed to developing the ongoing expertise of all our staff.

The Designated Special Needs Coordinator for our school is Mrs J. Milnes. She has a Diploma in Dyslexia and Language Development and was part of the Special Needs Team for North Lincolnshire from 1992 until 1999.

This year the following training has been completed:

- Some Teaching Assistants received First Aid Training (February 2018).
- All teaching and non-teaching staff completed Safeguarding Training (October, 2017).
- The SEND Co-ordinator has provided guidance to staff on how to identify children with SEND, the records needed to be kept and how targets should now be written as outcomes. Alongside this the need to involve parents/carers in all aspects of this process and to gain the children's views as much as possible has been stressed.
- Further individual support provided by SEND Co-ordinator to teachers, as required, reviewing and implementing Pupil Profiles.
- All members of staff had fully updated First Aid Training in April 2016 and three members of the Early Years Team and the Deputy Head have Paediatric First Aid.
- The Deputy Head has Paediatric First Aid and Outdoor First Aid Training for a Forest School.
- A training programme for Teaching Assistants was devised from an audit carried out by the SENDCO and Lead Learning Mentor. Training was delivered in the following areas: Phonics in Key Stage 1, SPaG in Key Stages 1 and 2, the use of resources and training in the Numicon Programme, the four operations in

mathematics and the appropriate method for the age related expectation, the identification of Dyslexia and the implementation of the Dyslexia Programme.

From the Big Maths training, I am now able to identify target groups for those who need intervention or challenge. I can now apply my knowledge to improve my planning and to enable pupils to make more rapid progress.

From the Attachment Training, the three elements I will now use in my own practice are: saying 'good morning' and 'goodbye' to pupils; having a special place for things they bring in to keep until home time; and incorporating time 'in' activities.

Through the 'CLIC tests' and 'Beat That tests' I am now able to identify gaps in pupils' learning and can support intervention in raising attainment of children's BARE in Maths skills.

The Big Maths training all made perfect sense - I wish we'd had it years ago!
I feel it has really brought 'Big Maths' to life.

The Precision Teaching training was really useful and I will definitely use it with some of the children in my class to help improve their reading.

Staff Deployment

Considerable thought and planning goes into utilising our support staff to ensure all children achieve the best outcomes, gain independence and are prepared for future life. We believe that all support staff are a vital tool in supporting both the Class teacher and all children within the class. It is crucial that good relationships are formed between individual children and all staff so that they feel secure and valued. Therefore all classes have their own TA/EYP that is based within the classroom. The Class teacher has the overall responsibility for providing targeted and affective support to children requiring extra help. These additional activities are provided by both the Class teacher and support staff. This support now takes place in the classroom, throughout the school day, working in small groups and on a one-to-one basis where necessary, whilst supporting the children to continue to develop both their social skills and independence. All of this information is discussed with the child's parents/carers and will take into account the needs and interests of the child.

Finance

SEND Expenditure 2017 – 2018

Allocation for 2016 – 2017: £100.641

Allocation

ITEM/PROJECT	OBJECTIVE	COST	OUTCOME
TA Support	To provide targeted intervention and additional classroom support.	£3,847.5	Children were provided with specific, targeted intervention and in-class support. Pre-teaching sessions took place to build confidence. TA's led catch-up groups to address misconceptions and close gaps.
TA Support	To provide 1:1 support for pupils with Education and Health Care Plans.	£74,975.08	Children with Education and Health Care Plans were given this support in order that, they were able to access all areas of the curriculum.
Specialist support	To use the expertise of a trained staff to support SEND pupils	£29,589	SEND pupils are supported in order to make progress.
Alternative Provision – ACT FAST	To support the needs emotional needs of an	£1235	A SEND pupil attended alternative

	identified pupil and overcome barriers which were impacting on educational achievement		provision one day a week for one term. As a result the number of periods of exclusion (internal and external) reduced and the pupil successfully completed the end of the school year.
SEND Expertise	To provide support for staff with planning delivering a curriculum to a pupil on the Autistic Spectrum.	£1710	The pupil received a personalised curriculum to meet his needs.
SEND resources	To purchase appropriate resources to meet the needs of pupils with SEND.	£1097	Resources are used by SEND pupils in order that, they can access the curriculum.
Specialist SEND Tests	To test pupils to identify and meet their needs appropriately.	£400	Pupils work on activities identified from the testing.
Total Expenditure		£112,853.58	

This year, all children are supported within school and this is financed from within the usual school budget.

Within school, we have a range of skills and strengths across the staff team. In order to fully support all children we work closely with a range of professionals from external agencies. This year these have included:

- Educational Psychologists
- Speech and Language Therapists
- ASET
- Behaviour Support Team
- Occupational Therapists
- St Luke's Outreach Team
- Act Fast
- LA Support Services - Inclusion, Pastoral and the Education Welfare Officer.

Some of these services are paid for through a Service Level Agreement with the Local Authority or they are paid direct to the outside agency.

The effectiveness of the provision

- The impact of intervention is measured carefully to ensure all children make progress. For those where this is very small steps, additional support from agencies such as ASET have been sought.
- Personalised planning and individual targets have ensured progress is maintained.
- The SEND Co-ordinator has implemented the 'GOOD to GREAT' strategic management tool to further analyse both quantitative and qualitative data and the effectiveness of the provision throughout this academic year.

School Partnerships and Transition

For all children when entering or leaving our school transition plans are followed to ensure everyone involved is informed and prepared for these transitions.

On entry to our school this involves:

- Visits to the school for both the parents/carers and the children
- Home visits
- Discussions and visits to all other professionals involved with the children.

Likewise when children leave our school we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents/carers and the child for any questions, concerns and worries to be answered.

Within school, a child with special educational needs will be fully prepared for any changes be this moving to a new classroom with a new teacher or to a new school. This includes many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all children.

If university is about jobs,
I'm going to university.

Yes, I want to go to university because I will learn about the
job I'm going to do.

I want to go to The Vale because my brother is there and they're good with autistic children.

I want to go to Sir John Nelthorpe because I know a girl that goes there and I can walk home with her.

I want to go to Sir John Nelthorpe for no reason, I just want to go there because my sister goes there, then a different school in year 10.

I want to go to The Vale because all my family and friends go there. My Brothers are in Year 9 and Year 11. I have older friends that are there aswell.

I want to go to Sir John Nelthorpe because I think the teachers are nice there.

Complaints

The Complaints Procedure is the same as for any other aspect of the work of the school (see Parent Information Booklet).

If parents/carers or perspective parents/carers have any questions, require further information or would like to visit our school, please do not hesitate to contact us. If your child is currently attending our school please speak to your child's Class teacher in the first instance. The school's Special Needs Coordinator is also available for any further discussions you would like to have.

This year we have had no formal complaints in the SEND arena.

Challenges this year

This year challenges for our school have included:

- Providing appropriate and purposeful provision to cater for a child with significant needs. This child required planning and provision that was significantly different to that of his peers. His personalised curriculum needed to include very small steps based around his sensory needs. We addressed this issue through close collaborative work with ASET and the Occupational Therapist.
- We had some parents/carers raising concerns over difficulties their children are facing. Each concern was dealt with in discussion with parents/carers and professionals following the correct protocol.

We are very happy with the provision planning that both our sons receive at Brigg Primary School. The staff go above and beyond to meet our younger son's needs. We feel he is fully included in all aspects of school life.

Further Development

Our strategic plans for developing and enhancing school provision in our next school year include:

- Closely monitoring our Provision Mapping
- Further developing in-class support to maximise the progress of all children
- Continuing to address training needs that arise throughout the year
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.

In preparing this report we have included staff, parents, carers and children's views through discussions in staff meetings and at parent interviews and through questionnaires to both parents/carers and children.

Relevant school policies underpinning this SEND information report include:

- SEND Policy (March 2018)
- Equal Opportunities Policy (November 2017)
- Disability, Equality and Diversity Policy, Incorporating Accessibility Plan (Spring 2017)

Legislative Acts taken into account when compiling this report include:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by the Governing Body: March 2018

Glossary of Terms

SEND - Special Educational Need with Disability

SEND Co - Special Educational Need with Disability Co-ordinator

TA - Teaching Assistant

EYP - Early Years Practitioner

ASET - Autistic Specialist Education Team

LA - Local Authority