



SEND Information Report

Written April 2018

Reviewed Annually

What is a Local Offer?

From September 2014, the Government has asked all Local Authorities (LAs) and schools in the UK to publish in one place and keep under review, information about the services and provision they expect to be available for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment all schools are asked to offer details of their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. For further information about the Local Authority's 'Local Offer', please visit the County Durham and Families website

www.countydurhamfamilies.info

The intention of the Local Offer is to improve choices for families and it will be an important resource for parents in understanding the range of services and provision available in the local area.

At New Brancepeth Primary School, we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We have appointed a Designated Teacher for Looked after Children who works closely with the SENDCo to ensure all teachers in school understand the implications for those children who are looked after and have SEND. We have a designated SEND Governor who works closely with the SENDCo to monitor and evaluate the effectiveness of SEND provision at New Brancepeth.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need additional SEND provision. If you should require any additional information, please contact Miss Hodgson (SENDCo) or Mrs Templeton (Head teacher) and we would be happy to answer any questions you may have.

What is SEND?

Special Educational Needs and/or a disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. For example they may have additional needs due to dyslexia, coordination problems (DCD), number understanding or sensory and/or physical needs. Here at New Brancepeth we understand that every child is unique and a carefully planned approach is needed.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

There are now four broad areas of SEND:

1. **Communication and interaction (SLCN, ASC)** - This area of need includes children with Autism Spectrum Condition and those with Speech, Language or Communication Needs.
2. **Cognition and Learning (MLD, PMLD, SLD, SpLD)** - This includes any children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple learning Difficulties.
3. **Social, Emotional and Health Difficulties** - This includes any pupils who have an emotional, social or mental health need that is affecting their ability to learn.
4. **Sensory and/or Physical Difficulties** - This includes children with Hearing Impairment, Visual Impairment, Multi-sensory Impairment and physical difficulties.

Who decides if my child has a SEND?

Often children may join New Brancepeth with parents having a clear understanding of their child's needs and as a school, we see parents as partners in their child's educational journey. Sometimes, however, school staff may initially identify a concern. If this were the case staff would liaise with the parents at the earliest opportunity to discuss such concerns and agree 'next steps'. For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

There are two categories of SEND at New Brancepeth Primary School:

- **A SEN Support Plan:** the school oversees children and together the school and parents initiate, review, amend and where and when appropriate, cease support for children whose needs are seen at a 'SEN Support Plan' (school) level. These are reviewed termly, with involvement from parents/carers.
- **An Education, Health and Care Plan (EHCP):** An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. An EHCP identifies educational, health and social needs and sets out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

What involvement can we have as parents at New Brancepeth Primary School?

We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. You are always welcome to call in and see how your child is doing, as long as you let us know prior to your visit.

For children who have an EHCP we expect parents to attend an annual meeting, this is known as an 'Annual Review'. This is a statutory, however we endeavour to meet parents regularly throughout the year to review progress. For children who are in receipt of a school 'SEN Support Plan' we hold termly meetings to plan learning targets for the following term by reviewing children's current SEN Support Plans.

How does my child contribute to SEND provision and planning?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred reviews (for children with EHCPs) your child is invited to the review, where appropriate, and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting to submit their own ideas with the help of our SEND staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses as well as completing a 'My Views' with staff members / parents to ensure wishes and feelings are captured in the children's plans. At New Brancepeth we build effective relationships with our children, which means that we have regular, conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Will my child sit external tests, such as SATs?

The answer to this question is dependent on the specific needs of the child and is dealt with on a case by case basis. If your child is able to access the Year 1 Phonic Screening, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them and their achievements and progress will be measured using school data.

What about SEND and School Finances?

Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEND amount. As such, schools are responsible for funding the first £6,000 of support for children with SEND. After which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. In order to access these funds, the school produces a 'Costed Provision Map', detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'Local Offer'.

What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- A model of early intervention for the needs of children with Speech, Language and/or Communication Needs. The needs of the children are assessed by an Independent Speech and language Therapist (SLT) and intervention is planned and delivered by an SLT or by school staff.
- Teaching support, to ensure children with additional needs are well supported in all lessons
- A family ethos, where each child and their needs is understood by all of the school community
- A curriculum, tailored to the needs of the child with staffing, differentiation, teaching style, and resources.
- A staff fully committed to inclusion and high quality experiences for all children.

Some examples of additional provision, which could be suitable for a child with SEND might include:

- Some individual teaching, following dedicated programmes to address specific needs.
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups; Durham Schools Movement Service supports us through assessment and targeted advice.
- Additional resources to enable better access to the curriculum, e.g. pencil grips, writing slopes, coloured overlays etc. Professional advice taken from Educational Psychology or the Cognition and Learning team.
- Thorough assessments undertaken by school staff or professionals
- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy tailored to the unique needs of individual children.
- Skilled and dedicated Teaching Assistant support within classes, in order for the work to be further differentiated to meet exact/additional needs.

Across our school, we have a variety of children with varying types and levels of need. On the next page is an overview of the types and levels of need across our school in September 2018

		SEN Support Plan	EHCP	Total	%
SpLD	Specific Learning Disability	5		5	4%
MLD	Moderate Learning Difficulty	9		9	7.2%
SLD	Severe Learning Difficulty	1		1	0.8%
PMLD	Profound and Multiple Learning Difficulty				
ASD	Autism Spectrum Disorder	2	1	3	2.4%
ADHD/ADD	Attention Deficit				
PD	Physical Disability				
HI	Hearing Impairment				
VI	Visual Impairment				
MSI	Multi-Sensory Impairment				
SEMH	Social, Emotional and Mental health	8		8	6.4%
SLCN	Speech and Language	8		8	6.4%
NSA	No Specific Area				
N	No SEND	91		91	73%

What additional pastoral support can you offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a SENDCo, knowledgeable teaching and support staff we also have:

- **Transition:** We work closely with all Local Secondary and Special Schools in order to ensure the smoothest transition possible this includes our staff attending appointments with parents and visiting schools with children as a friendly face in their new environment. Transition is also closely supported at each juncture; EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and moving from year group to year group. If you feel that, you would like any additional support during a transition phase, please ask a member of staff.
- **A School Counsellor;** Teaching staff and parents/carers may request their child be supported by our school counsellor to deal with a range of emotional needs.
- **Future Steps;** working in partnership with school, Future Steps support us to develop occupational therapy or sensory programmes for children with additional needs in these areas. They also train staff so they can deliver these programmes on a daily basis.
- **Close links with External Partnerships;** In order to access the best professional advice, we also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals.

How do you support children with SEND and vulnerable groups at New Brancepeth? Children with additional needs, such as SEND or 'Looked After' Children are closely monitored and supported throughout their time at our school. Our SENDCo and teaching staff regularly review the provision and achievements for our children with SEND to ensure the best outcomes for children and families. We see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) are monitored and supported by the head teacher. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy and making good progress. The head teacher and SENDCo also liaise with Social Services and attend all 'Looked After Reviews.'

How do we evaluate the effectiveness of our provision?

At New Brancepeth we hold regular reviews of children's academic progress and attainment, as well as the outcomes of all targets set on EHCPs and SEN Support Plans. We also carefully monitor how children achieve socially and emotionally to ensure that the holistic needs of a child are met. We invite external evaluation from the Local Authority to review provision and we consult with children and parents on a regular basis to ensure that their needs are met.

How do you enable children with SEND to engage in activities with children without SEND?

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality-learning experiences for our children.

Compliments and complaints

Should you be happy with the provision your child receives, please let the school staff know. It is nice to know that we are making children and parents happy with the support we provide!

If you are unhappy, it is best to speak to Miss Hodgson (SENDCo) or Mrs Templeton (Head Teacher) and we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website

Main points of contact:

Mrs Templeton (Head Teacher) or Miss Hodgson (SENDCo)

Telephone: 0191 373 0736

Email: newbrancepeth@durhamlearning.net