



# **SEND Information Report**

**Written March 2021**

**Reviewed Annually**

# Introduction

Our **SEND Information Report** – which is part of [Durham County Council's Local Offer](#) – provides details about how we support children and young people with Special Educational Needs in our school.

*“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.” (SEND Code of Practice, pg15)*

The SEND Information Report was reviewed and updated on **14/03/2021**.

At New Brancepeth Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, and working in partnership with other agencies to provide a positive educational experience for all our pupils including those with a special educational need or disability. At New Brancepeth Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

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

At New Brancepeth Primary School we have appointed a Designated Teacher for Looked after Children (Mrs H L Templeton) who works closely with the SENDCO (Miss K Hodgson) to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

## Key Contacts

- Head Teacher - Helen Louise Templeton
- SENDCO - Kaye Hodgson
- Link Governor - Jayne Gibson

If you wish to contact someone above, you can email [newbrancepeth@durhamlearning.net](mailto:newbrancepeth@durhamlearning.net) or telephone 0191 373 0736

## SEND Admissions

For information on the admission of pupils with a disability, please visit the School Admissions section of our website and view the **Accessibility Plan, SEND Policy, Keeping**

**Children Safe in Education Policy, Equal Information and Objectives** in our School Policies section.

If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment.



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [County Durham Local Offer](#)

## Our SEND Provision

There are four broad areas of special educational need, these are:

### Communication and Interaction

- Delay in attention / Interaction Skills — children may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation to complete tasks. These children may have peer relationship issues or may not be able to initiate or maintain a conversation.
- Understanding / Receptive Language — children may need visual support to understand, or process spoken language. Children may repeat or echo language used.
- Speech / Expressive Language — children may use simplified language and use limited vocabulary. Their ideas and conversations may be difficult to follow, with the need to request further clarification. There may be some immaturities in the producing sounds. Grammar/phonological awareness is still poor and therefore literacy can be affected.
- This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

### Cognition and Learning

- Children may have difficulties with the skills needed for effective learning such as the use of language, memory,
- and reasoning skills; sequencing and organisation skills; an understanding of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.
- This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

### Social, Emotional and Mental Health Difficulties

- Children may have difficulties with social and emotional development which may lead to or stem from: social Isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.
- This includes any pupils who have an emotional, social, or mental health need that is impacting on their ability to learn

### **Sensory and / or Physical Difficulties**

- These pupils may have a medical or genetic condition that could lead to difficulties with specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the school building or equipment; oversensitivity to noise / smells / light / touch / taste and issues with toilet / self-care.
- This area includes children with hearing impairment, visual impairment, multi-sensory impairment, and physical difficulties.

## **The kinds of SEND that are provided for:**

At New Brancepeth Primary School we currently have 35 of our pupils on the SEND register however this is a fluid list and changes throughout the year as needs are met and others are identified. Most of the children have SEND Support Plans and 4 children have Short Notes. At present, we have one child with an Educational Health and Care Plan (EHCP) and one child who is undergoing an Educational Health and Care Plan Needs Assessment. We have experience of supporting children and young people with a range of needs, including:

- Speech, Language and Communication Needs
- Autistic Spectrum Disorder
- ADHD
- Attachment
- Gross and fine motor difficulties
- Sensory processing difficulties
- Social, Emotional and Mental Health needs
- General and specific learning difficulties

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

In our School, the greatest areas of need are Communication and Interaction and Cognition and Learning. Currently, 25% of children in our school have an area of need from Nursery to Year 6. 14 (14/35 – 40%) of the children on the SEND Register have Communication and Interaction as their primary area of need. 10 (10/35 – 29%) of the children on the SEND Register have Cognition and Learning as their primary area of need, with a further 2 children having Cognition and Learning as their secondary area of need. 9 (9/35 – 26%) children on the SEND Register have SEMH as their primary area of need. 2 (2/35 – 6%) children on the SEND Register have Physical or Sensory as their primary area of need, with a further 2

children having Physical and Sensory as their primary area of need. It is evident from our SEND Register that 24 (24/35 – 69%) children have needs in more than one of the four broad areas of SEND.

## **Our approach to teaching children & young people with SEND**

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers by removing or reducing the barriers which they have, to learning. New Brancepeth Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the Early Years Foundation Stage Curriculum / National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. A range of additional opportunities are also created to enrich the experiences of all pupils. The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth, and development of independence.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents / carers, pupils, and relevant external agencies to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice to achieve best practice.

# How we adapt the curriculum and learning environment for children & young people with SEND

We adapt the curriculum and learning environment for pupils with SEN:

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching (QFT)**.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

## **Support for Literacy / English:**

- Additional phonics interventions
- Precision Teaching – Reading and Spelling
- Bug Club (online resource)
- Additional 1:1 reading
- Handwriting interventions (as well as fine and gross motor interventions to support this)
- Over-teaching of specific skills
- Bespoke reading and writing interventions on an individual child basis
- Differentiated curriculum based on individualised targets
- Use of technology
- Small group teaching
- Additional support in lessons
- Future Steps (Occupational Therapy Service) handwriting / fine motor and letter formation programmes tailored to individuals / groups / classes
- Access to Spelling Shed (online resource)
- Write from the Start interventions
- Visual prompts and checklists
- EYFS / KS1 Access to Squiggle While You Wiggle and Squiggle Me Into A Writer

## **Support with Numeracy / Mathematics:**

- Over-teaching of specific skills
- Bespoke maths interventions on an individual child basis
- Differentiated curriculum based on individualised targets
- 1:1 activities
- Small group teaching
- Additional support in lessons
- Precision teaching
- Access to Maths Shed (online resource)
- Access to Times Table Rock Stars (online resource)

- Visual prompts

#### **Support for children with Physical Needs:**

- Future Steps (Occupational Therapy Service) in school.
- Information about the child or young person's difficulties are shared with relevant staff, in partnership with parents.
- Individual targets agreed and monitored, following discussion with child / young person and parents, to share advice on successful strategies and set targets.
- Access to a portable writing aid or the use of ICT for recording.
- Access to assistive software.
- Adapted / modified equipment and teaching materials (e.g. spring-loaded scissors, pencil grips, wobble cushions, writing slopes).
- Provide a range of communication methods (digital camera, voice recorder, symbol cards).
- Use of visual supports.
- Development of organisational skills through back-chaining, checklists, and visual prompts.
- Access to specific motor skills programmes.
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks / settings and is not necessarily needed for learning.
- Daily Physical Development sessions in EYFS focusing on developing gross and fine motor skills.

**Support for children with Speech, Language and Communication Needs:**

- Support / advice from SENDCO.
- Makaton / PECS / Communication Boards.
- Lego Therapy / Time to Talk.
- Additional appropriately skilled adults routinely used to support flexible groupings.
- Access to targeted small group work with class teacher or TA.
- Access to intervention group work with class teacher or TA.
- School staff access to enhanced and specialist training including LA training regarding meeting the needs of pupils.
- Additional appropriately skilled adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision / targeted extra- curriculum activities, supervision in the playground.
- Access to a quiet, distraction-free environment in which to deliver intervention groups.
- TA and class teacher to liaise with SALT as appropriate.
- Access to specific SALT sessions.
- Access to a SALSP who comes into school on a weekly basis to provide 1:1 / small group targeted sessions.
- All TAs have recently had training from SALSP on leading SALT interventions.
- Access to visual prompts

**Support for children with a Hearing, Visual or Multi-Sensory Impairment:**

- Information about the child or young person's difficulties are shared with relevant staff, in partnership with parents.
- Individual targets agreed and monitored, following discussion with child / young person and parents, to share advice on successful strategies and set targets.
- Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks / settings and is not necessarily needed for learning.
- Manage group dynamics enabling the pupil to have access to other pupils' verbal / visual contributions.
- Provide a wide range of reading materials around a subject to facilitate inclusion.
- Provide opportunities for reading aloud at instructional level.
- ICT used to support with adapting / accessing specific content or materials.
- Seating arrangements considered.

**Support for children with Social, Emotional and Mental Health Difficulties:**

- We consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team / EWEL (Emotional Wellbeing, Emotional Literacy) Team.
- School accesses the services of a specialist counsellor and children can be referred to the services for a range of needs. Staff can also seek support for children in their class.
- Staff have accessed Attachment Training delivered by Kate Cairns Associates.
- All staff have accessed training in the Zones of Regulation and children are encouraged to recognise how they are feeling at key points in the school day. There is a Zones of Regulation display in each classroom and the children place their pictures on which emotion they are feeling as they come into school. This allows staff to spend time 1:1 with children who might need some additional emotional support.
- Access to quiet, calm spaces within school. We have turned our corridor into a quiet / calm space which children can access if they need to.
- Access to sensory / brain breaks for children who need them.
- Positive relationships with trusted adults for children with SEMH difficulties.
- Individual Emotional Barometers for children who need work around the level of feelings.
- Future Steps have prepared whole class strategies to support SEMH within classes.

**Support for children with Medical Needs:**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day and appropriate forms must be completed by parents / carers and staff.
- On a day-to-day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff can manage medical situations.

**Support for children with English as an Additional Language:**

- In many ways, the task faced by EAL children is the same as for all new children. They want to feel welcome, provided with support, begin to make friendships and building on their current levels of attainment and learning needs.

- Children will be provided with a range of visual support to develop understanding. Teachers will act as clear role models for language.
- Many children will come with a wealth of knowledge in their first language, and this should be built upon and developed.
- The child's first language will be valued.
- Where appropriate support will be sought from EMTAS.
- Support from EAL team.

#### **Support for Looked after Children with SEND:**

The SEND children attending our school are aged 2-11 years, so consulting with them to seek their views about how we are meeting their needs must be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Where appropriate we consult directly with children in an age-appropriate manner (usually Key Stage 2 children if appropriate).
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school. As with all children with SEND, will be tracked on a termly basis using teacher assessment against individualised targets.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the **School Policies** section of our website.

## **How we identify, assess and review children with special educational needs**

At New Brancepeth Primary school, there are several ways in which children are identified as having special educational needs. The first step in identifying children who have additional needs is through quality first teaching, using the approach of assess, plan, do and

review. A collaborative approach throughout this process with parents / carers is paramount.

### Early Identification of Need

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. We liaise with all school staff including Early Years Staff, Health Visitors and Family Workers to support Early Identification starting from 2-year-old provision. Full use is made of information passed to the school when a child transfers to our school / nursery and we use assessments during the EYFS to identify pupils and any difficulties they may have (in relation to the 2-year-old development check, observations on entry to 2-year-old / Nursery provision / Reception, Foundation Stage Profile, teacher assessment / observation).

In deciding whether to make special education provision to support educational, social, physical, or emotional needs, we:

- Work in partnership with parents/carers and pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes / Support plans
- Link with previous schools (where applicable)
- Liaise with professionals within the Local Authority and those from Durham County Council's SEND Team
- Liaise with the Educational Psychologist

### SEND Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach every child with SEND will have an individualised SEND Support Plan that describes the child's needs. Parents' / Carers' and the child's (where appropriate) views are integral to this process and all will be fully involved.

A small percentage of children and young people with significant and / or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

Most needs of children within County Durham can be met through a robust SEND Support Plan. An Education, Health and Care Plan (EHCP) is not required to access additional resources from the local authority for those children with high and complex needs. Some children may not make expected progress despite these efforts to identify, assess and meet the special educational need. These young people will usually have had services involved for an extended period and will already have small steps and individualised targets to meet through Quality First Teaching or through reasonable adjustments made in school. If advice from multiple and relevant agencies has been implemented and strategies have been embedded over a period and are unsuccessful, school will look to apply for an EHCP. Top up funding may be explored to support the school in coping with phases of difficulty. Parents may request an application for EHCP via [SENDIASS](#).

Support for children with an EHCP will be linked to their Support Plan to work towards achieving their targets. This work may be delivered by a class teacher or teaching assistant and overseen by the child's class teacher and SENDCO.

For more detailed information see the [Local Offer](#)

### **Details of Identification and Assessment of Pupils with SEND**

Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent / carer to see if they have noticed anything / have any concerns.
- Ongoing liaison and links with Health Visitor / Family Worker.
- Ongoing teacher assessment and observation.
- Progress against the Early Learning Goals in the Foundation Stage.
- Progress against English and Mathematics Objectives in the National Curriculum.
- Results from SATs (end of Years 2 and 6).

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENDCO) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is monitored and can be changed once the impact is assessed.

The Monitoring and Tracking of children with SEND is via the same method as identification. Assessment is ongoing, although more formal once each term. Identified needs are evaluated and discussed considering assessment results and through staff discussion.

Ongoing teacher assessment through QFT is used to identify SEN and specific training enables staff to identify the main area of need. This is then monitored using a short note

and will progress if necessary, using the graduated approach: Short Note progressing to SEND Support plan. Some ongoing teacher assessments may also result in the school applying to the Local Authority for 'top up funding' to support the school in managing need for a specific time frame. Following this it may be that the school may apply for an EHCP for the child.

Progress for children with SEND is assessed using the percentage of objectives met on their SEN support plans. At New Brancepeth Primary School we measure this by:

- Expected progress- 50%+ of SEND support plan outcomes achieved
- Good Progress- 80%+ of SEND support plan outcomes achieved.

Short notes and support plans are shared termly with parents. This ensures that the SENDCO, parents and class teacher can review previous plans and discuss, share, and agree on new outcomes. This is then fed into provision, implemented by the class teacher, and carried out within the classroom - allocating any additional adults to deliver appropriate interventions allocated on the plans. Interventions, additional support, and provision / reasonable adjustments are evaluated by the SENDCO through the review cycles.

We are fully committed to encouraging parents to be involved with all aspects of school life. When COVID-19 restrictions are lifted, we will return to welcoming parents into school at the beginning and end of the school day. We will continue to offer opportunities for parents to stay and learn alongside their children. We will continue invite parents to attend assemblies, school performances, family fun days and sports events. Parents will also be encouraged to help within school carrying out a range of activities e.g. supporting reading, helping with fairs. For children with additional needs, parents / carers will meet approximately three times a year to review their child's SEND needs through a SEN Review and to plan support going forwards. SEND parent voice questionnaires are also given to parents to complete to ensure that parents can feedback on the APDR cycle.

Class teachers plan for learners with SEND and a focus is given to the targets on their SEND Support Plans or EHC Plans. Sometimes class teachers will lead learning and at other times a teaching assistant will. Likewise, this may be done as part of the whole class, through a small group intervention dependent upon the needs of the child or on a 1:1 basis. As with all children, learning is then evaluated using Assessment for Learning and next steps are identified to plan towards in subsequent sessions, ensuring that the immediate needs of the child are met through personalisation of the curriculum they access.

Our SENDCO oversees EHC Plans, Support Plans and Short Notes to ensure that targets are SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Bound) and meet the needs of the children. She also monitors against these outcomes and the provision the children receive on a regular basis through observing teaching, book scrutinies, learning walks and monitoring of intervention records.

We ensure that any SEND identified from 2-year-old provision to year 6 is approached consistently and would follow the graduated approach of support. All staff would ensure

that the graduated approach is applied in addressing all needs no matter which area of need this may be. At New Brancepeth Primary School we ensure that approaches to address any SEND needs are consistent between all staff, each key stage and year group.

Progress is measured according to where the child is working. If a child is working within or broadly within year group expectations, they will be assessed and have progress measured in line with Early Years Foundation Stage Profile or National Curriculum levels. If a child is working below this, they will be assessed using interim pre-key stage standards or following the guidance from the Department for Education from 2018-19 since P-Scales will no longer be used. Within Early Years, the Developmental Journal is used or is used in conjunction with the EYFS profile.

At New Brancepeth Primary School, we have a Relationships Policy which is rooted in developing children's emotional intelligence and ultimately their friendships with each other and within the community. This whole school approach teaches children to understand their feelings and emotions and their accompanying behaviours. In recognising how and when their emotions change, they become more self-aware and can begin to take steps to self-regulate and modify their behaviours appropriately. For our SEND children, there is a strong focus on this, and sometimes additional social group interventions take place. Where appropriate, additional resources may be used to reinforce positive behaviours e.g. reward charts. For further information, see our **Relationships Policy** in our School Policies section.

Adjustments and adaptations to needs are made as and when they are required. Our school has flat access to the building directly from the school car park. Parents of children with SEND that require access of this type are permitted to use the school car park. We have a disabled toilet and a selection of specialist furniture within school to meet the needs of a variety of physical conditions. Please contact us if you have any questions about accessibility.

All pupils with SEND engage in activities with their peers who do not have SEND. For some children, this may be all day and for others this may be at different points of the day depending upon the nature of their need and the support that they need throughout the school day.

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included.

There are many arrangements which can be made for children with SEND to undertake tests and exams. For example, the Year 1 Phonic Screening, Year 2 SATs, and Year 6 SATs can all be accessed with arrangements such as extra time, scribes, readers, prompts or enlarged texts etc. If your child is unable to access the assessments above due to complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

We are committed to ensuring inclusion for all children no matter what their needs are. Our Teaching Assistants work diligently to include SEND children in all activities and experiences we offer in school, working in consultation with parents and experts to make any reasonable adjustments required.

We understand that parking near our school can be a real challenge for parents. If you feel that your child would find the walk from the local housing estate into school a challenge, then talk to us before they start school, and we can negotiate use of the school car park. We have allocated disabled parking spaces within our school car park.

Several staff have the Level 2 Paediatric First Aid and all staff have Safeguarding Level 1 qualification. In addition, our teaching and TAs have a selection of training relating to Makaton, Speech and Language, ASD and Team Teach. Each year the needs of children within our school are carefully considered and training organised to up-skill staff e.g. this year our training will focus on The Empty Page – how to give children with ASD the passion for writing, behaviour which challenges and strategies for minimising the occurrence of this behaviour and inclusion.

For further information please view or download our **Accessibility Plan** which can be found in the School Policies section of our website.

## How children with SEND engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in **all** activities of the school to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum by removing or reducing their barriers to learning.
- Ensure that extended provision (Breakfast Clubs & After School Clubs) is offered to all children.
- Ensure every child has the entitlement to a sense of achievement.

For more information on this, see our **SEND Policy, Teaching and Learning Policy, Accessibility Plan, Equality Policy** and **Equality Information and Objectives** in the School Policies section of our website.

## How we evaluate the effectiveness of SEND Provision

We continuously ensure the provision has a positive impact on the outcomes for all our children / young people.

We do this in a variety of ways, including:

- Robust evaluation of policy and practice which is regularly updated and ratified by governors.
- Book scrutinies and regular monitoring focusing on progress, links to support plans / EHC Plan targets and the impact of interventions.
- SENDCO / SLT /Governor monitoring through regular meetings of SLT; meetings with link governor for SEND; sharing of SEND information and data at Full Governing Body Meetings; and through the Head Teacher's Report to governors.
- Learning walks to focus on: progress, quality and impact of interventions and evidence of Quality First Teaching strategies being implemented in the classroom.
- Performance management linked to the progress of all pupils.
- Taking on board feedback from wider professionals and agencies.
- Continually looking to up-skill staff through Continuing Professional Development to meet the needs of all children in school.
- Detailed assessments and target tracking ensure that all learners achieve and make progress at New Brancepeth Primary School.

## **Support for Emotional & Social Development**

At New Brancepeth Primary School we consult with a range of agencies and partnerships to facilitate arrangements for supporting children and young people with pastoral, medical and social needs. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team / EWEL Team. We also have staff trained to run additional interventions to develop social needs of children e.g. through Lego Therapy / Time to Talk.

Views of all children are considered through Pupil Questionnaires, the School Council representatives and regular discussions with children as part of the school's monitoring, focussing on different aspects of school life e.g. learning, environment, behaviour etc.

School accesses the services of a specialist counsellor and children can be referred to the services for a range of needs. We also have support via our Community of Learning to specialist speech and language provision and behaviour support provision. School also buys into a crisis SLA (Service Level Agreement) and Educational Psychology time with the Local Authority.

Examples of interventions/provision offered to support children's Emotional and Social Development are:

### **Support for children with Speech, Language and Communication Needs:**

- Support / advice from SENDCO.

- Makaton / PECS / Communication Boards.
- Lego Therapy / Time to Talk.
- Additional appropriately skilled adults routinely used to support flexible groupings.
- Access to targeted small group work with class teacher or TA.
- Access to intervention group work with class teacher or TA.
- School staff access to enhanced and specialist training including LA training regarding meeting the needs of pupils.
- Additional appropriately skilled adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision / targeted extra- curriculum activities, supervision in the playground.
- Access to a quiet, distraction-free environment in which to deliver intervention groups.
- TA and class teacher to liaise with SALT as appropriate.
- Access to specific SALT sessions.
- Access to a SALSP who comes into school on a weekly basis to provide 1:1 / small group targeted sessions.
- All TAs have recently had training from SALSP on leading SALT interventions.
- School may consult the teachers from the Enhanced Resource Provision for SLCN for advice on best practice
- Allocated time for professional meetings

#### **Support for children with Social, Emotional and Mental Health Difficulties:**

- We consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team / EWEL (Emotional Wellbeing, Emotional Literacy) Team.
- School accesses the services of a specialist counsellor and children can be referred to the services for a range of needs. Staff can also seek support for children in their class.
- Staff have accessed Attachment Training delivered by Kate Cairns Associates.
- All staff have accessed training in the Zones of Regulation and children are encouraged to recognise how they are feeling at key points in the school day. There is a Zones of Regulation display in each classroom and the children place their pictures on which emotion they are feeling as they come into school. This allows staff to spend time 1:1 with children who might need some additional emotional support.
- Access to quiet, calm spaces within school. We have turned our corridor into a quiet / calm space which children can access if they need to.
- Access to sensory / brain breaks for children who need them.
- Positive relationships with trusted adults for children with SEMH difficulties.

- Individual Emotional Barometers for children who need work around the level of feelings.
- Future Steps have prepared whole class strategies to support SEMH within classes.

### **Support for children with Medical Needs:**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day and appropriate forms must be completed by parents / carers and staff.
- On a day-to-day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff can manage medical situations.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan, our **SEND Policy** and our **Teaching and Learning Policy** which you can find in the School Policies section of our website.

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment.

## **Looked After Children with SEND**

We have a Designated Teacher for Looked after Children, Mrs H L Templeton (Head Teacher), who works closely with the SENDCO, Miss K. Hodgson, to ensure all teachers in school understand the implications for those children who are looked after and have SEND. Staff have also undertaken a range of Attachment Training with Kate Cairns associates.

Where a child has additional needs and is Looked After, school will liaise with the LACES service to develop a Personalised Education Plan (PEP).

PEPs and SEN Support Plans are reviewed every term and parents / carers are invited into school to discuss the progress made towards targets and provision for their child going forward. Children with EHCPs meet annually (at least) with all professionals to agree annual targets, and then their SEND Support Plans are broken down to shorter-term targets to achieve across the course of a term.

## **SEND Transition**

At New Brancepeth Primary School we understand how important a successful transition is to all our children.

### **How we support children / young people with SEND starting at our school**

If your child has already secured additional support from the Local Authority, we will allocate them a Teaching Assistant before they begin school. We can then arrange for your child to attend additional transition sessions before they begin school with the support of this staff member. If your child has not secured this additional support but you feel that they have a need that requires this extra support, then contact us and we will discuss the possibilities with you. Please ask us if you think your child would benefit from an extended transition period.

We are keen to involve parents/carers as much as possible in their child's transition to school, after all you know your children best. We invite parents into school during the summer term, this opportunity involves looking around the school, being introduced to staff and having the chance to discuss any concerns again before the start of school. This meeting is followed up by another invitation in the autumn term, where the transition period is discussed, reviewed, and evaluated.

We provide extra visits for those who we feel will benefit from an enhanced transition. The period of transition depends on the individual needs of the pupil. If a pupil transfers to us from another school, we will endeavour to visit them in their current setting. This gives us an opportunity to see what is currently in place for the pupil and how we can support them at New Brancepeth Primary School. If the child has an EHCP in place, the SENDCO will attend the Annual Review to meet the current class teacher, parents and most importantly the pupil. At this meeting we hope to ease any worries or concerns for the move to New Brancepeth Primary School.

### **How we support children / young people with SEN moving between classes in our school**

In the summer term before children transfer to their new class, we organise transition visits within school. A member of staff will accompany the children on a visit to their new class and helps them to settle into the new environment and meet the staff. The organisation of transition for SEND children is an extension of this system. As we are a small school, there are a lot of familiar faces for children! We use transition booklets for children to move between classes with photographs and information to keep at home to try to lessen anxieties for both children and parents/carers. This way, transition can be discussed further at home to support the preparation of returning to school in September with visual prompts as a reminder.

School staff will work closely with parents and where appropriate provide additional support to ensure a smooth transition whether that being as a child starts school or nursery or as they move between year groups. This can be extra visits, social stories etc. For our youngest children in Nursery, we can provide an extended transition into Nursery to support children in feeling comfortable with attending. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Alongside transition meetings between staff, staff also prepare one-page profiles which detail the child's SEND and what works well for them. This is passed up to the new class teacher.

## How we support children/young people with SEN leaving our school

Children with SEND are given an extensive level of support before they leave for a new school. Their class teacher and SENDCO will discuss with parents how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child, a class teacher / TA and parent in the summer term. This ensures that bridges are built between schools, key information shared between staff, and the child is given the opportunity to settle into a new routine with the support of a familiar adult. Additional meeting may also be held involving professionals to discuss transition arrangements. SENDCOs from our school and the new school will meet to discuss individual children's needs and hand over documents. Children may be offered a place in summer school at their new school if transitioning across the summer break.

Children with SEND who have been issued with an Education, Health and Care Plan can attend New Brancepeth Primary School for their Nursery and Primary School education. When considering the move to Secondary School education, a child can then be assessed for Special School if parents / carers wish them to attend this type of setting.

## SEN Specialist Expertise

### SENCO and SEN Staff

Our SENDCO is Miss Kaye Hodgson and she is currently undertaking the National Award for SEN Coordination (NASENCO). To contact Miss Hodgson, please use the Contact Us section of our website.

It is the SENDCO's job to:

- Oversee the day-to-day operation of the school's SEND policy.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- Advise teachers on using a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively.
- Liaise with parents / carers of pupils with SEND.
- Liaise with and be a key point of contact for external agencies.
- Ensure that the school keeps the records of all SEND pupils up to date.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities regarding reasonable adjustments and access arrangements.

More details of the SENCO's role can be found in the **SEND Policy** which you can find in the School Policies section of our website.

Our Head Teacher, Mrs Helen Louise Templeton is an experienced SENDCO having worked as a SENCO since 2011.

## External Specialists and Other Bodies

At New Brancepeth Primary School we actively seek the involvement of parents and carers and other bodies to educate and meet the needs of children with SEND including external agencies and initiatives. We work with an extensive range of services and professionals to ensure we meet the needs of each individual child. We encourage these professionals to visit school as often as possible to work with our staff and share their expertise.

The professionals within these agencies offer a wealth of knowledge and expertise for us to draw upon and ensure we meet the needs of all SEND children, no matter how complex, both in school and at home. Wherever possible, our staff implement programmes of work linked to these professionals e.g. Speech and Language programmes, exercises recommended by Occupational Therapists etc.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Each year, children with a wide range of SEND attend our school and we continually strive to cater for their unique needs and ensure that they develop a range of skills during their time with us. As a result, we have built relationships with a large network of external agencies to consult with and offer support to children and staff respectively. Below is a list of the different types of agencies we work with regularly. If you would like further details about any of these, please contact us.

These include:

- Durham County Council Local Offer
- Durham SEND Information, Advice and Support Service
- ASC Team
- Behaviour Support Services / EWEL Team
- CAMHS Assessment Team
- Community Nurse
- Community of Learning
- Dieticians
- Epilepsy Nurse
- Future Steps Consultancy – Occupational Therapy
- Northern Genetics Service, Centre for Life
- Next Steps Wellbeing Consultancy Counselling Service
- Occupational Health Service
- One Point Children's Service
- Physiotherapy Service

- Durham Portage Worker Website
- Durham Educational Psychology Service
- Specialist Health Visitor
- Speech and Language Therapy
- The Service for Hearing Impaired
- The Service for the Visually Impaired

### **How We Secure Specialist Expertise**

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

Our Additional Needs Budget is used to support children and young people with SEN. At New Brancepeth Primary School, our notional SEND budget 2020/2021 amounts to £40,926.

This is used to support children and young people with SEND by:

- Prioritising to tailor-made learning to ensure small steps of progress are continually made by all SEND learners.
- Purchasing Educational Psychology time to identify additional support for learners.
- Buying into the Crisis Response SLA to support our most vulnerable pupils.
- Buying into ASD / Cognition and Learning SLAs to support SEND pupils.
- Paying for the Next Steps Wellbeing Counselling Service to provide on-going support to children and parents.
- Paying for Future Steps Occupational Therapy Service to assess and develop programmes for children with Physical / Sensory and Emotional Needs.
- Training staff in relevant areas to meet and support the needs of SEND pupils.
- Providing direct support for children in terms of the staff that support them throughout the day to meet their needs.
- Purchasing a range of SEND resources (such as wobble cushions, wedged seating cushions, writing slopes and fidget toys) to support pupils.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent, or carer with detailed evidence of supporting resources provided in school. This will itemise support and give detailed costing for all provision.

# Consulting with our SEN Pupils, Parents & Carers

## Consultation with Children and Young People with SEND

Teachers / SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are assigned to meet individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher / SENCO.

The SEND children attending our school are aged 2-11 years so consulting with them to seek their views about how we are meeting their needs must be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- Having regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Where appropriate we consult directly with children in an age-appropriate manner (usually Key Stage 2 children if appropriate).
- Making close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning.
- Involving SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with.
- Extending any resources that they show a preference for.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.
- Focusing on a child-centred approach.
- Holding discussions as part of the school's monitoring schedule focused on different aspects of school e.g. support children feel that they receive, behaviour in school, the curriculum, the environment, any interventions they access etc.

## Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and the support required. Parents and carers will be involved throughout the process.

There are a range of ways this can be done, for example:

- Termly parents / carers evenings.
- Ongoing discussions with a class teacher and / or SENCO.
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have.
- Through regular reviews of their child's Short Note / SEN Support Plan/ EHC Plan.

## Compliments, Complaints & Feedback

- We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.
- We would also like your views about the content of our SEND Information Report. If you would like to comment, please complete the online form in the Contact Us section of our website.
- Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.
- We hope that complaints about our SEND provision will be rare, however, if there should be a concern, the process outlined in the school **Complaints Policy** should be followed.
- Further information can be found in our **School Complaints Policy** which can be found in our School Policies section or visit the [Durham County Council Local Offer](#).

## Key Policies

All our School Policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Act Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Relationships Policy
- Teaching and Learning Policy
- School Complaints Policy

## COVID-19 Addendum

### Context

In March 2020, when coronavirus (Covid-19) cases were rising, the Government asked parents to keep their children at home, wherever possible, except for children identified as vulnerable and children whose parents were critical to the COVID-19 response.

'Vulnerable children' included those supported by social care, those with safeguarding and welfare needs (including those on Child in Need and Child Protection Plans), 'Looked After' children, young carers, disabled children and those with Education, Health and Care (EHC) Plans. No parent was penalised or sanctioned for their child's non-attendance at school during that time. As a SLT, we looked at our classes and identified additional children who we considered to be vulnerable and invited these children in on a rota basis. Staff provided weekly learning grids for foundation subjects and children were provided with workbooks for English, Maths, Phonics and Science. Children also

had access to our on-line learning platforms such as Bug Club, Spelling Shed, Maths Shed, Times Table Rock Stars and Purple Mash.

From June 2020, primary schools were encouraged to welcome some children back, focusing on specific year groups being educated in small 'bubbles'. School remained open to vulnerable children and children whose parents were critical to the COVID-19 response during this time. During this period, attendance at school was not compulsory.

From September 2020, the Government expectations changed. All children were expected to be in school. In January 2021, the Government once again asked parents to keep their children at home, wherever possible, except for children identified as vulnerable and children whose parents were critical to the COVID-19 response. During this time, schools were asked to provide remote learning for children at home. Staff at New Brancepeth Primary School taught 3 on-line sessions daily via Teams – Maths, Phonics / Spelling and Literacy or Story Mapping. They also provided differentiated follow-up activities and a grid of foundation subject activities. The provision which the children received at home was the same as the children received in school. All learning was new learning. On the 8<sup>th</sup> March 2021, all children returned to school.

This addendum of the New Brancepeth Primary School SEND Information Report contains details of our individual arrangements and the changes we have had to make to our usual way of working due to the COVID-19 Risk Assessment measures in place. It references our approach to teaching children with SEND including providing support for emotional and social development and working alongside other professionals.

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities whilst the school operates within its COVID-19 Risk Assessment.

### **Vulnerable children**

From September 2020, the Government expected most pupils to return to school. This included all children previously identified as 'vulnerable' and those who were clinically vulnerable and shielding. Shielding advice for clinically vulnerable children and adults was paused nationally on 1st August 2020. This meant that even the small number of pupils who remained on the shielded patient list were expected to return to school, as were those who had family members who were shielding. Children with an EHC plan were also expected to attend school. January 2021, saw schools close again to all but Key Worker, vulnerable children and those with EHCPs. Schools re-opened to all pupils on the 8<sup>th</sup> March 2021 and our focus is on working with the Local Authority, Health and Social Care partners to restore full provision for all children with an EHC plan within the safety measures outlined in the school's Risk Assessment. The school continues to work with the Local Authority to contribute to EHC Needs Assessments and annual reviews of EHC plans and is aware that temporary changes to the law on the timescales for EHC Needs Assessments and plans expired on 25 September 2020.

### **Safeguarding, attendance and remote learning**

New Brancepeth Primary School continues in its commitment to ensuring the safety and wellbeing of its children whilst opening with COVID-19 measures. New Brancepeth Primary School continues to ensure a safe space for all children to attend and flourish. The Headteacher / Deputy Headteacher work alongside the SENCO to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive school experience for all children. New Brancepeth Primary

School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

From 8<sup>th</sup> March 2021, all children are now expected to be in school. The usual rules on school attendance apply including:

- parents' duty to secure that their child attends regularly at school, where the child is a registered pupil and when the child is of compulsory school age
- schools' responsibility to record attendance and follow up absence
- the availability to issue sanctions including fixed penalty notices in line with local authorities' codes of conduct.

Where a child is unable to attend school because they are complying with clinical or public health advice, the school will immediately provide them access to remote education in line with our remote policy. Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, absence will not be penalised. The school will not provide remote education for children whose absence is unauthorised, for example if a child's parents decides their child will not return to school due to concerns about COVID-19 but the child or family are not clinically shielding and have not received clinical or public health advice to keep their child at home.

New Brancepeth Primary School is aware that some pupils, parents and households may be reluctant or anxious about returning to school. This may include pupils who have themselves been shielding, those living in households where someone is clinically vulnerable or those concerned about the comparatively increased risk from coronavirus (COVID-19) including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. If parents of pupils with significant risk factors are concerned, they are encouraged to discuss their concerns at the earliest opportunity with the school.

New Brancepeth Primary School will provide concerned parents with details of the measures being put in place to reduce the risk in school. Where necessary, a personalised approach has been agreed between school and parents to support a child's gradual reintegration into school i.e. a Temporary Reduced Timetable. These are shared with the Local Authority as required.

### **Pupil Wellbeing and Support**

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. It is important to contextualise these feelings as normal responses to an abnormal situation. In September 2020, New Brancepeth Primary School implemented a Recovery Curriculum to support children as they returned to school. We recognised that some children needed support to re-adjust to school, others enjoyed being at home and were reluctant to return, a few children were showing signs of more severe anxiety or depression. Others were not experiencing any challenges and were keen and ready to return to school. In preparation for school re-opening following the COVID-19 closures, staff participated in staff training and CPD around the Recovery Curriculum to further develop their understanding of effective support for children who would find returning to school difficult. We know that children need to feel safe and happy at school to make progress in their lessons and to fulfil their potential. However, we are also aware that Adverse Childhood Experiences (ACEs) and other traumatic events interrupt emotional

development and can lead to lifelong mental and physical health issues without the appropriate support. The Recovery Curriculum with a focus on rebuilding relationships and promoting wellbeing and resilience was implemented for the majority of the Autumn Term 2020.

As always, New Brancepeth Primary School will draw on external support where necessary and possible. We will signpost parents to other professionals who may be able to support them and their children at this time such as CAMHS and the school counsellor. The school has also shared parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies.

### **Arrangements for children with Special Educational Needs or Disabilities (SEND)**

Working in partnership with children with SEND and their parents continues to be central to New Brancepeth Primary School's policies and practice. New Brancepeth Primary School has ensured that appropriate support is made available for pupils with SEND. Children are being taught in year group 'bubbles'. Children must always stay in their 'bubble'. The 'bubble' has a designated classroom and outdoor area. Time in communal areas such as corridors, toilets and the dining hall is minimised. SEN interventions and support can only take place in spaces designated specifically for the 'bubble' of which the child/ren are part. In other words, interventions that would usually involve children from several classes cannot be run whilst the school is operating with COVID-19 opening measures in place.

Deployment of adults within the school to facilitate school opening with COVID-19 measures has involved careful consideration and planning to support children with SEND i.e. the school is satisfied that adults supporting individual children with SEND have the appropriate skills, expertise and experience to carry out their role. Where a child has an EHC Plan, they continue to receive the support (as far as reasonably practicable) specified in their EHC Plan. In a small number of cases, the school's Risk Assessment may mean that we need to find alternative ways to enable a child to achieve the outcomes / targets on their EHC Plan or SEN Support Plan, for example where interventions take place across bubbles. Please rest assured that this is only temporary, and we will work hard to ensure that we find alternative ways to produce the same outcome.

The school website contains the contact details for the SENCO, so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance, they can do so.

Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and children with, SEND so that their views are actively sought, considered, and promoted.

### **Arrangements for assessing and reviewing progress of children with SEND**

Where children's EHC plans are due for review, the school will discuss arrangements with parents, children, the Local Authority and professionals involved in the plan to decide whether arrangements for a 'remote review' should be made. The SENCO will make the necessary arrangements following this decision.

### **Arrangements for supporting children in moving between phases of education**

For children due to move between phases of education in the summer, New Brancepeth Primary School will continue to contact the new settings to share necessary information to make children's transitions as smooth as possible. New Brancepeth Primary School recognise that transition may be

a particular concern for parents of children of SEND, and communication remains open for parents to contact key school staff to discuss this.

### **Transitions within school**

For children transferring between classes the SENCO will continue to inform the new class teacher of the pupil's needs using electronic systems – CPOMS, one-page profiles and meetings where appropriate. Additional transition work will be used where necessary to relieve any worries and doubt. New class social stories will be sent home to support with the changes where possible. Any consultations that the school receives during this time will be responded to within the designated timescales.

### **Working alongside other professionals**

New Brancepeth Primary School will continue to maintain contact with other professionals during this period of opening with COVID-19 measures. This will include liaison with therapists and the Educational Psychology Service within the Local Authority. The SENCO holds contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENCO and key school staff are available via the school website should professionals need to make contact. New Brancepeth Primary School will continue to signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

This addendum to the information report will be reviewed in light of new or updated government guidance as and when it is published.

**March 2021**