



Brackenbury Primary School Offer for SEND

Here are some frequently asked questions regarding the provision for pupils with Special Education Needs and/or Disability (SEN/D) in the mainstream school.

1. Who are the best people to talk to at Brackenbury about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs McGovern, the school Inclusion Manager. You may wish to arrange a meeting with her.
- If you continue to have concerns arrange to discuss these with another member of the Senior Leadership Team: Mr Fricker, Ms Long, Ms Husted, Ms Peacock, Ms Ross or Mr Collins. (*See Roles and Responsibilities below.)

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The Inclusion Manager may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Brackenbury School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a meeting with the class teacher and/or Inclusion Manager to discuss current progress, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does Brackenbury School ensure the teachers and support staff are appropriately trained to support my child's special educational needs and/or disability?

- At Brackenbury School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting our child to do their best.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Local Authority Training and Outreach team, Speech and Language Therapy training, Outreach from Queensmill and Jack Tizard schools.
- In response to particular needs, individual training is arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Brackenbury School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will, when necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Brackenbury School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. Our school provides additional and/or different provision to meet the four broad areas of need as defined in the SEN Code of Practice 2014:

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**
 - At Brackenbury School we have a 3 tiered approach to supporting a child's learning.
 - Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
 - Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
 - Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
 - Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Sensory Advisory Teachers, the Child and Adolescent Mental Health Service (CAMHS) and the Cheyne Child Development Service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Education, Health and Care Plan.
 - The current interventions provided at Brackenbury School are designed to support:
 - Reading, writing and spellings
 - Maths
 - Phonics development
 - Social Skills and behaviour management
 - Speech, Language and Communication

7. How does the school identify children with SEN and assess their needs?

- We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
- Class teachers make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly lower than that of their peers starting from the same baseline
 - Fails to match or exceed the child's previous rate of progress e.g. Key Stage 1 attainment
 - Fails to close or widens the attainment gap between the child and their peers
 - Fails to respond to interventions
- Other ways that we identify children as having SEN include:
 - Liaison with a pupil's previous nursery or school
 - Concerns raised by parent or carer
 - Liaison with external agencies e.g. multi-agency assessment
 - Medical or clinical diagnosis through paediatrician
- This may include progress in areas other than attainment, for example social, emotional and behavioural skills.
- Slow progress and low attainment will not automatically mean that a child is recorded as having SEN until other factors have been considered by the Inclusion Manager and class teacher, in consultation with parents.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is required.
- If you have concerns about your child, ask to speak to the Inclusion Manager.

8. How do we evaluate the effectiveness of SEN Provision?

- We evaluate the effectiveness of provision for pupils with SEN by:
 - Reviewing SEN pupils' individual progress towards their goals every half term
 - Reviewing the impact of interventions after 10 weeks
 - Using pupil questionnaires
 - Monitoring by the Inclusion Manager and SLT
 - Using provision maps to measure progress
 - Holding Annual Reviews for pupils with Education, Health and Care Plan

9. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.
- External agencies and specialists may also review your child's progress and adapt their provision accordingly.

10. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make additional special education provision to meet the special educational needs of a child or young person, to secure improved long-term outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the Inclusion Manager or Headteacher, can request that the Local Authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

11. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops to help you understand the strategies used in school and can implement them at home. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Inclusion Manager may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

12. How is support allocated to children and how do they move between the different levels of support in school?

- Brackenbury School receives funding from the Education Funding Agency and/or the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head Teacher, in consultation with the School Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head Teacher and the Inclusion Manager discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

13. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

14. What support will there be for my child's happiness and well-being at Brackenbury School?

- At Brackenbury School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously and are committed to ensuring that every individual child feels happy, safe and secure.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the Inclusion Manager are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

15. How is my child included in all the same activities as his/her peers at school?

- Brackenbury School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

16. How will Brackenbury School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Brackenbury School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings between staff are conducted at transition points and your child will spend time with new staff to ensure continuity.
- Brackenbury School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

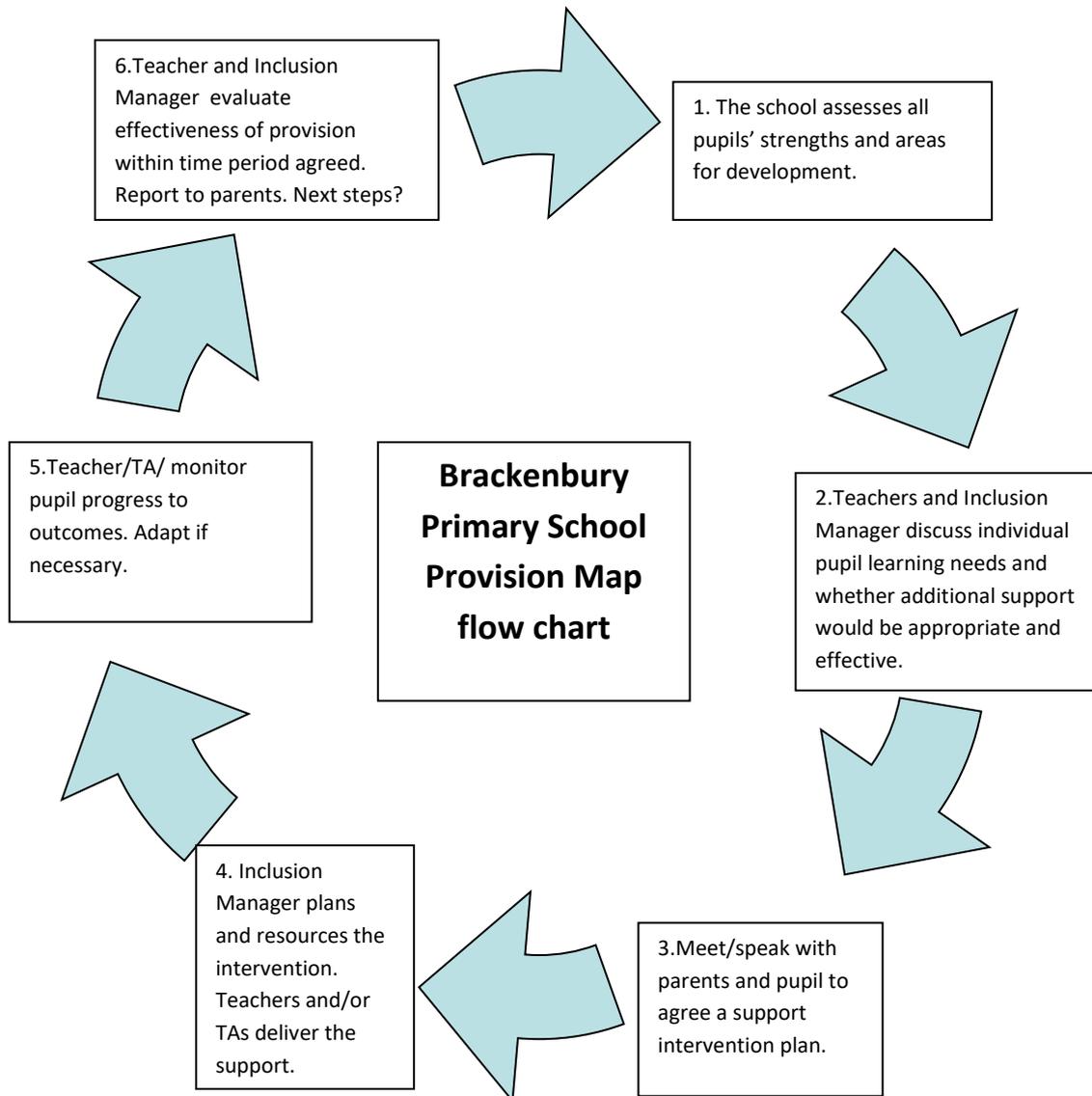
17. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the Inclusion Manager. Hopefully they will be able to address your concerns.
- You can then contact the Head Teacher, who may direct you to the school's Complaints Policy and procedure.

18. If I have any other questions about my child at Brackenbury School, who can I ask?

At Brackenbury School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher – this should be the first point of contact.
OR
- The Inclusion Manager, the relevant Phase Leader, including Early Years Foundation Stage, the Deputy Headteacher, the Headteacher.



Brackenbury school SEND Provision Map 2018-2019

A sample block of intervention for one term. Please note that the provision outlined below and the timetable for intervention delivery are subject to change throughout the year.

Intervention or provision	EYFS/Years	Frequency & duration (weekly)	Anticipated progress range	Staff	Staff/pupil ration	Approximate cost per pupil (x 10 weeks)
Number Box	KS1 / KS2	4 X 15 mins	Measurable progress in maths. Against P Scales or STEAM assessment descriptors.	TA	1:4	£36.75
					1:3	£49
					1:2	£73.50
					1:1	£147
Language for Thinking	KS1/KS2	1 x 30 mins	Improved verbal reasoning skills, which impacts on comprehension in reading	TA	1:4	£18.37
					1:2	£36.76
Speech and Language Therapy	All phases	1 x 30 mins	Improved speech, language and communication skills	SALT	1:1	£500
		5 x 12 mins	Daily Communication Partner	TA	1:1	£147
Box Clever	EYFS	4 x 20 mins	Improved speech, language and communication skills	EYE	1:4	£36.75
					1:3	£49
					1:2	£73.50
					1:1	£147
Rapid Phonics	KS1	Up to 4 x 15 mins	Accelerated progress in reading. Against STEAM assessment descriptors.	TA	1:1	£147
					1:2	£73.50
Rapid Reading	KS2	2 X 15 mins	Measurable progress in reading. Against STEAM assessment descriptors.	TA	1:1	£73.50
Rapid Maths	KS1 / KS2	2 x 30 mins	Accelerated progress in maths. Against STEAM assessment descriptors	TA	1:4	£49
					1:3	
Nessy Online Reading and Spellings	KS2	1 x 15 mins	Accelerated progress in reading and spellings. Improved spelling in written work. Against	TA	1:1	£36.75

			STEAM assessment descriptors			
Phonological Awareness Training	KS2	4 x 15 mins	Accelerated progress in reading and spellings. Improved spelling in written work. Against STEAM assessment descriptors	TA	1:1	£147
Writing Boost & Conferencing	KS1	1 X 45 mins	Accelerated progress in writing. Against STEAM assessment descriptors.	Teacher	1:6	£62
	KS2	1 X 30 mins		Teacher	1:6	£42
		1 X 45 mins		Teacher	1:4	£84
		1X 60 mins		Teacher	1:6	£85
		4 X 15 mins		Teacher	1:1	£500
		2 X 30 mins		Teacher	1:5 1:6	£100 £85
Dyslexia Tutoring	KS2	1 x 45 mins	Accelerated progress in reading, writing and spelling	Dyslexia Teacher	1:1	£500
Drama Therapy	KS1 & KS2	1 x hour	Support for Social, Emotional and Mental Health	Drama Therapist	1:1	£500
Family Support	All phases	1 x hour	Support for families to improve outcomes for SEMH and / or school attendance	Family Practitioner	1:1	£500
Emotional Literacy Support	KS2	1 x hour	Support for Social, Emotional and Mental Health	ELSA	1:1	£147
					1:4	£37
SPaG (Spelling, Punctuation and Grammar)	KS2	2 X 30 mins	Acquisition and reinforcement of knowledge and skills	Teacher	1:12	£42
Reading Volunteer	KS1	1 X 15 mins per week	Improved reading skills (individual level targets) and reading engagement/enjoyment.	Reading Volunteer	1:1	No cost
	KS2					

Costs based on LBHF Top-Up Funding rates for Teachers and TAs

Roles and Responsibilities at Brackenbury Primary School

Head Teacher

- To lead and manage the school
- To ensure achievement of all pupils
- To ensure the safeguarding and well-being of all pupils

The Head Teacher is supported by the Deputy Head Teacher and Assistant Head Teacher.

Inclusion Manager

- To co-ordinate the provision for children with SEN/D
- To oversee the day to day operation of the school's SEN/D policy
- To work closely with pupils, staff, parents, carers and external agencies in order to raise the achievement of children with SEN/D.

Phase Leaders for Early Years, Key Stage 1 and Key Stage 2

- To lead and manage the teaching and learning within their phase
- To monitor pupil progress and attainment within their phase

Class Teacher

- To plan teaching to achieve progression in all pupils' learning
- To establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- To assess and record pupils' progress systematically
- To give every child the opportunity to reach their potential and meet high expectations

SEN Support Teacher

- To support Inclusion Manager in the planning, delivery and monitoring of quality interventions for children with SEN
- To plan collaboratively to support progression in all pupils' learning
- To support identified pupils to reach their potential
- To contribute to teachers' assessments and record keeping

Teaching Assistant

- To support class teachers in establishing and maintaining a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- To support children's progress and acquisition of skills in the whole class, small group and 1:1 setting
- To contribute to planning and assessment of all pupils
- To work with an identified pupil based on requirements of a Statement of SEN or EHCP
- To develop and implement individualised learning programmes to support the pupil
- To contribute to planning and assessment of progress

Emotional Learning Support Assistant (ELSA)

To address barriers for learning for all pupils, including designated support for identified pupils.

In addition, we work with the following professionals from external agencies.

- Early Help Family Practitioner
- Drama Therapist
- Dyslexia Tutors
- Speech and Language Therapist
- Educational Psychologist
- Tri-Borough Alternative Provision
- SEN Outreach Advisory Teachers
- Occupational Health Therapist