

Local SEND Offer

This document outlines the provision offered at Bransty Primary School for children with Special Educational Needs and Disability.

At Bransty Primary School we are ambitious for all our children and young people and believe in success and respect for all. We recognise that all pupils are entitled to a quality of provision which will enable them to reach their potential and achieve well-being, raising the aspirations of and expectations for all children and young people with SEND.

We provide a secure and accessible environment in which all our children can flourish and where all contributions are considered and valued. Where a pupil is identified as having SEND, Bransty School will take action to remove barriers to learning and put effective provision in place. Every teacher is a teacher of every child or young person including those with SEND.

We believe in working in partnership with other agencies and include and value the contributions of our families to deepen our understanding of equality and diversity.

Local Offer - Bransty Primary School

Question	School's Offer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • Every new child to school has a home visit from school staff and any worries or health information can be shared before the child starts. • For children at school, teachers and teaching assistants will quite quickly, through their experience, training and observations be able to detect if there is a concern with a child and how they learn. As part of our daily observations we carry out daily informal assessments and look carefully at how each individual child interacts with others and whether they can meet the targets that have been set for them in class. This helps us decide if a child is having difficulties or needs additional help and support. • We work extremely closely with parents and carers and communication is key within our school. If you have a concern about your child in the first instance this should be discussed with your child's class teacher . • The class teacher can then discuss any concerns with the school Special Educational Needs Coordinator (SENCO)- Mrs Laura Bell, who will be able to contact and work alongside outside agencies to support your child. Parents will be fully informed and involved with all decision making and planning for the needs of their child. Other agencies and referrals would only be made if parents, teachers and the SENCO felt this was necessary.
<p>How will school staff support my child/young person?</p>	<ul style="list-style-type: none"> • Your child's class teacher will work very closely with you as parents, the SENCO, and the Headteacher to ensure that a manageable and achievable plan can be put into place for your child. • The needs of your child will be clearly identified and outcomes and targets will be set and reviewed regularly. Depending on the support and resources needed, your child may be working with teaching assistants who are highly trained in specific special needs areas. The SENCO will also liaise closely with any adult working with your child to develop targets and seek external support/advice when necessary Specialists will provide reports to help the school meet your child's needs. • Copies of the reports will be sent to you. Generally small targets for development are identified and these are then incorporated into the support plan for your child and reviewed termly with you and your child, if appropriate. • The school has a nominated governor for Special Educational Needs (Mrs S Mellon) who is responsible for helping to develop the Special Needs policy and procedures in school. She meets with our SENCO termly to discuss provision.

<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> • Your child's class teacher is responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEND with support from the school's SENCO. • We feel it is vital to ensure all children can achieve and succeed in a happy and safe learning environment. All children will have work set for them by their class teacher that will be differentiated to meet their individual needs. • We aim to be inclusive in all areas of our curriculum, however from time to time children who require additional support may work on a specific designed programme of study to help boost their understanding of reading, writing and number work. This is sometimes delivered in small groups or one to one and can be taught within the classroom or in smaller working areas in school. This can help a child grow in confidence and give them the skills they may need to access the rest of the curriculum successfully with their peers. • Your child will be working at an appropriate level and have targets for improvement. They may be working within the National Curriculum but not necessarily at average age expected levels. • You will be regularly informed of your child's progress towards their targets via the school's report system and you will also be set targets on a termly to support your child's learning at home. • We are developing a new ethos to learning, Building Learning Power, which focuses on giving each child important learning and life skills such as motivation, resilience and managing distractions.
<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • The class teacher will always be on hand to speak to you briefly first thing in the morning or at the end of the school day. However, as this can be a busy time you may feel that this time is not appropriate as other parents may be present and also need time with the teacher at this part of the day. Therefore, you can always request an appointment if more time is required to discuss concerns at length. You can do this by contacting the school office by telephone or email. • We feel that communication and working together with our parents is vital in order to give our children the best opportunities. All children will have targets set for them in Reading, Spelling, Writing and Numeracy and these will be recorded in their Learning Log. Behaviour and personal development targets can sometimes be set for them if the class teacher and parents feel that this is an area to develop. These targets are reviewed within the class and are shared with parents. • Each class teacher hosts an evening at the start of the year to explain the year ahead including expectations and targets for your child. • Bransty School also holds individual 'Parent's as Partners' meetings each term. These are very valuable meetings and a chance to discuss your child's progress and any concerns. • We use a text system, weekly newsletters and learning logs to ensure parents are fully informed and working with us as partners. • Children are continually assessed as part of classroom best practice, but they will also be assessed more formally at the end of each term. The results of these assessments are discussed with all teachers in school and the Headteacher. Our findings are tracked and monitored closely and this enables us to ensure all children are making good progress. If we have a concern regarding your child's attainment and progress the

	<p>class teacher will contact you to keep you fully informed.</p> <ul style="list-style-type: none"> • If short-term intervention is planned within school, children may be withdrawn from their classroom for a short part of the school day. We will share information with you so you can help your child at home. • For children who have an Educational Health Care Plan (previously known as a statement), the Annual Review process also allows additional opportunities to discuss your child's individual progress. • In addition parents are welcome to make appointments to discuss any concerns about progress with the school's SENCO- Mrs Laura Bell • There are curriculum events during the school year to which all parents are invited to attend. For example a 'Snack and Chat' evening where we tell parents and governors about our teaching methods for all subjects. We also hold information evenings and workshops for phonics, mathematical methods etc.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Our curriculum is designed to support children to know how to keep themselves safe from harm and lead healthy lifestyles. We see each child as an individual who has their own talent to offer Bransty School. We aim for our children to develop a love of learning and a deep rooted respect for themselves, others and the world around them, as stated in our mission statements and vision. • Children behave well in our school as standards and expectations are high. Support is immediately offered if a child is finding aspects of behaviour management difficult. • We have an excellent support team as well as the class teachers to help a child grow in confidence and develop the skills they need to become a responsible young person who is able to make the right choices. • The school has an agreed and effective behaviour management policy and the behaviour of the children is praised by many visitors. Attendance is closely monitored and reported on termly. If we feel that we have an issue with either behaviour or attendance then we will ask you to arrange a meeting with the headteacher and SENCO to discuss strategies to support you and help your child. • The school celebrates all pupils with good learning, good behaviour and good attendance. Pupils receive rewards (individual and class), stickers, 'brag tags', certificates and 'golden hoodies'. Parents also receive 'praise postcards' in the post. • We use a wide range of small group/whole class interventions to support the wellbeing of children with SEND and to promote positive behaviour. For example, nurture groups, circle time, clubs, peer reading and playtime buddying. • The school readily seeks the views of its pupils and has an ethos of listening to children. We conduct regular pupil questionnaires and the School Council is very active and meets regularly. We have a rolling programme of KidSafe sessions. Within class-time and during assembly, we deliver a well-planned and coherent PHSE curriculum. • The school follows statutory guidance in the administration of medicines and provision of personal care. The school has facilities for changing children with medical needs such as a hydraulic hoist and changing bed. • Where there are distinct medical needs we will make 'Health Care Plan' that identifies all procedures using the

	<p>experience and expertise of parents and health professionals. We have experience of dealing with children with some complex medical needs.</p> <ul style="list-style-type: none"> • We have a Breakfast Club and an extensive programme of After School Activities. We will support parents to choose activities that enhance their child's well-being for example Let's Get Cooking, Football, Signing, Art etc.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Bransty School is strategically resourced for children with Hearing Impairment. We work closely with a qualified teacher of the Deaf (Mrs Anne Barrett) who visits and advises school. Mrs Laura Bell also liaises with all staff promoting Speech and Language Development. Many of our staff have BSL level 1 signing and 2 have BSL level 2. The school uses Total Communication techniques to assist communication if speech is delayed. • We have an experienced Teaching Assistant for Visual Impairment including the use of Braille. • There is a wealth of additional experience and expertise in the school staff including those trained in Kidsafe, Down Syndrome, Team Teach, Paediatric First Aid and in specific medical needs e.g. Epipen, Diabetes, Epilepsy & Asthma. We also have trained staff in Lifting and Handling. This is not an exhaustive list of expertise and staff are trained and developed continually. • The school has close links with the school nurse and access to family support services through referral to the The Howgill Centre and the Child and Adolescent Mental Health Service (CAMHS). We are in regular contact with Physiotherapists, Speech and Language Therapists, Occupational Therapists, our Educational Psychologist and the Specialist Advisory Teacher Service to ensure that we have all the specialist advice to meet your child's needs. • The school also liaises closely with Social Care and hosts TAC/TAF meetings, Core Group meetings and also refers into Cumbria's Safeguarding Hub whenever there is a concern. • Staff share their expertise through collaborative training opportunities organised as INSET within school as well as local and national training. Individual staff development needs are identified and met as part of the formal appraisal process at least annually. There is a wealth of experience and training held for school staff to keep them fully informed of SEND issues and this is continually updated. Furthermore our SENCO receives regularly external training.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The whole school is at ground level with ramped access into classrooms. Wheelchairs can access all areas of the school and the playgrounds. • As a strategically resourced school for Hearing Impairment, the main school is fully soundproofed. This means that sound does not spill from one class to another or into the corridors. This makes the atmosphere very quiet and calm. All corridors and classrooms are carpeted and ceilings have been lowered. There are Soundfield Systems (which amplify the teacher's voice) in all classrooms and the hall. These adaptations give ALL children the best hearing conditions and therefore the best learning environment. • The school has a disabled toilet and is equipped with a hydraulic hoist and changing bed.
<p>How will the school prepare and support my</p>	<ul style="list-style-type: none"> • Bransty will organise a 'home visit' prior to your child starting the foundation stage or shortly after starting for

<p>child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>older children. You will be given a pack of useful information and a prospectus outlining all the school procedures.</p> <ul style="list-style-type: none"> • We will encourage you to bring your child into school to meet our staff, the class teacher and their peers. Many children choose to spend a day with their class before they join our school to get to know us and understand the school routine. • If your child is moving from another school we will ask their current school to provide us with all data, paperwork, targets, medical history, care plans, IEP'S, etc before your child arrives. Often the teacher will contact the child's former teacher and, if possible, arrange a meeting to receive a full briefing on the child and their progress and development. • When necessary a multi-agency meeting may be called to ensure your child's needs will be met prior to starting the school • To support transition to secondary school we will arrange meetings with the SENCO at the receiving school to discuss the needs of your child and what provision needs to be in place to ensure that transition runs smoothly. A teaching assistant will visit the new school with your child, so that any worries or concerns can be addressed. We will arrange an enhanced transition programme with the secondary school. • Our curriculum also supports your child's personal and social development. Our residential trips encourage your child to develop independence. All this will support them on transition into secondary school and the world beyond.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The school's resources are allocated based on the priority of needs of the children in our care. The school follows the Department for Education's Code of Practice 2014, to ensure that we meet our statutory duties for children with Special Educational Needs and Disabilities. Children with a statement of Educational Needs/ Education and Health Care Plan will be prioritised first, as outlined in the Code of Practice. • As a strategic resource for Hearing Impairment we have specific funding earmarked for children with Hearing Impairment which is used currently to support provision . • The budget is discussed and agreed by the Governing Body
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The decision about support will be made based on the needs of each child, the funding available, parental and child's views and the professional opinions of the agencies involved with providing support for the child. • Identified children with Special Education Needs and Disabilities will be allocated funding and resources as recommended in their Educational and Health Care Plan. This may manifest in many ways e.g. additional support in class, physical resources to support learning, or specialists working alongside the child and family. • The support will be reviewed consistently to ensure it is appropriate and effective. • Your input will be valued at the wide range of meetings detailed above to ensure your child is receiving the best support possible.