

Bransty School SEND Information Report

Our school website has been referred to in this document. Please use the link below to access it.

http://www.bransty.cumbria.sch.uk/index.php?category_id=-1

What kinds of special educational needs do we provide for?

- Bransty School is strategically resourced for children with Hearing Impairment. We currently work closely with a qualified Teacher of the Deaf (Mrs Anne Barrett) who visits and advises school. Our SENCO (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.
- We have experience of providing for wheelchair users and children with complex medical needs.
- 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 (CAHMS). 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.

How do we identify a child with SEND and how do we assess their needs

- 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. They will also be invited to visit school before starting to look around and meet new teachers and children. Parents will inform us if their child has an EHCP/statement so we can get information to help us meet their needs before they start.
- For children already 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.

Who is the SENCO and how can we contact them?

- The school's Special Educational Needs Coordinator (SENCO) is Mrs Laura Bell. She can be contacted by ringing the school on 01946 63590

How do we involve parents and consult with them about their child's education?

- 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.
- If short-term intervention is planned within school, children may be withdrawn from their classroom for a short part of the school day. You will be fully informed about this activity and information will be shared with you so you can help your child at home.
- For children who have an Educational Health Care Plan or 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

How do we involve and consult the children about their education?

- 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.

How do we assess and review the progress that children make and how do we involve them and their parents?

- Your child's class teacher is responsible for the education of all the children in their class. They plan the education programme for all children and they will monitor your child's progress continually as part of classroom best practice. 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 class teacher will contact you to keep you fully informed.

- 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 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.
- Sometimes if progress is not as expected, a short-term intervention may be planned within school and your child may be withdrawn from their classroom for a short part of the school day. You will be fully informed about this activity and information will be shared with you so you can help your child at home.
- For children who have an Educational Health Care Plan or Statement, the Annual Review process also allows additional opportunities to discuss your child's individual progress.

How do we support our pupils with SEND as they move on to high school or move to another school?

- If your child is moving to another school we will provide the new school with all data, paperwork, targets, medical history, care plans, IEP'S, etc before your child moves. Often the new school will contact the child's teacher and SENCO and they will provide a full briefing on the child and their progress and development.
- 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. If possible 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.

What is our approach to teaching children with SEND?

- 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 SEN 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.

How do we adapt the curriculum and the learning environment for children with SEND?

- 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.
- Staff in classes with Hearing Impaired all use BSL to aid communication and for Visually Impaired we have a Mountbatten Braille for reading and writing and a zychem machine to access diagrams

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

- 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 all SEND issues and this is continually updated. Furthermore our SENCO receives regularly external training.
- We receive training from community nurses, physiotherapists, occupational therapists and lifting and handling specialists for any children with medical conditions. This is updated regularly.
- We liaise carefully with Speech Therapists, Educational Psychologists, Play therapists and follow suggested intervention programmes.
- Our Teacher of the Deaf liaises with the local audiology department and Cochlear Implant teams.
- We have Specialist Teachers who regularly provide us with help and advice for delivering an appropriate curriculum.
- Bransty Primary School is committed to ensuring all children are safe-guarded and that pupil welfare is paramount. The safeguarding team receive regular training. (Please see safeguarding policy and information leaflet on our website)
- We will always ask for extra help if we are concerned about issues and have not experienced a problem before.

How do we know if what we provide for the children is effective?

- 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.
- National statistics including OFSTED reports can provide information about progress of children, including those with SEND, at Bransty compared to national averages. This information can be found on our website.
- For children with an EHCP/statement, IEPs are written and shared with parents once a term. Progress will be measured against targets set and new targets agreed on. the annual review is also a time to see if the provision is working.
-

How are children with SEND enabled to take part in all the activities available at school?

- Children with SEND are treated no differently to other children at school and we endeavour to make the whole curriculum including residential and day trips available to them.
- Children with SEND have enjoyed residential trips to London, Edinburgh, several outdoor pursuit centres and daily trips to Legoland, zoos, whole school walks in the Lake District etc.
- They take part in all school productions and PE sessions.
- They are represented on the school council.

How do we support children with emotional and behavioural difficulties?

- Staff are always talking to each other and quickly intervene if they are aware of a problem. Parents will be invited in to discuss problems and try to resolve within school. We will also run small nurture groups to help children initially.
- If these measures do not alleviate the problem then our SENCO will start an Early Help referral. At this stage we will ask our Specialist Teachers, Educational Psychologist, Howgill provision and other experts if required and set up multi-agency meetings to support families.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

- Bullying will not be tolerated and we make this clear in the information we give to children, staff and parents when they join our school.
- We use assemblies and curriculum time to reinforce our message. School rules, displayed in school, positively reinforce the message that we keep unkind words, hands and feet to ourselves and that we treat others with respect.
- Any parents who are concerned about their child should speak to their child's class teacher as soon as possible in order for us to address the issue
- We establish and maintain an ethos where ALL children feel secure and encouraged to talk and are listened to within an open and positive school atmosphere.
- We ensure that children know that there are adults in the school who they can approach, and systems in place such as the "worry box" if they are worried or are in difficulty. (Please see website for more information)

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

- The school works closely with all of the LEAs Specialist Advisory Teaching Service, County Health Teams and the Educational Psychologist when identifying, assessing and making provision for children with SEND.
- If your child has an EHCP/statement there will be an annual review of the provision offered by the county and we are keen as a school to make sure this meets the needs of your child.
- You can use the help of an independent supporter by contacting Cumbria SEND IAS Service (formerly Parent Partnership). They can be contacted at www.inspira.org.uk/independentsupport
or
Whitehaven Inspira Office: - 01946 695541
or Phyllis Bowler 01946 506416
email:phyllis.bowler@cumbria.gov.uk

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

- All Children Looked After will have a PEP (Personalised Education Plan) that reflects an approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.
- We are aware that some children may have undiagnosed special needs when they

start to be looked after. As part of the PEP process we try to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.

- Bransty school follows the SEND Code of Practice (2104) as it relates to looked after children.
- We ensure that the child's statement or EHC plan works in harmony with his or her care plan and that the child's needs are being met.
- Bransty School has experience of contributing effectively to this multiagency approach with very successful outcomes for LAC children and prides itself with building the life chances and aspirations of these children.

What should I do if I have a concern or complaint about the provision for my child?

- Initially you should discuss the problem with the SENCO or headteacher. If you feel you need further help then you can use Cumbria SEND IAS Service (formerly Parent Partnership) for independent advice. They can be contacted at www.inspira.org.uk/independentsupport
or
Whitehaven Inspira Office: - 01946 695541
or Phyllis Bowler 01946 506416
email: phyllis.bowler@cumbria.gov.uk

Where can I find information about the authority's Local Offer?

For more information follow this link.

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>