



SEND Information Report October 2024

We are a church school and through our distinct Christian values we enrich the lives of our children and create a true feeling of belonging for all our community.

How does the school know if a pupil needs extra help and what should I do if I think my child may have Special Educational (and Disability) Needs (SEND)?

We provide a graduated response to meet the children's individual needs.

The progress and attainment of all our children is monitored through the school year against their age related expectations, as outlined in the National Curriculum. During the year the class teacher meets with the Head teacher to discuss each child's progress. If a child is not making expected progress, intervention support will be put in place to narrow the gap. If the child still isn't making the required progress, support will be requested from the Special Education Needs and Disabilities Co-ordinator (SENDCo). The SENDCo may then invite parents/carers to a meeting and/or carry out observations and assessments to help decide if the child needs an individual learning plan and to be included on the school's SEN record of need.

Any concerns that the parents have about their child should be raised with the class teacher. The SENDCO, Mrs Jo Latham, can offer further support and guidance. Appointments can be made via the school office.

How will the school support the child?

All our teachers are responsible for the progress and wellbeing of our SEND pupils in their class. This is primarily achieved through quality first teaching which will include appropriate differentiation and group interventions. All our classes have class teaching assistants and some have additional SEN teaching assistants who are able to support groups of children. Children with an additional learning need will have an Individual Learning Plan (ILP) which will include small, achievable targets. This ILP is reviewed each term as part of the assess, plan, do, review cycle. Parents will be invited to the termly review meeting.

How will the curriculum be matched to the child's needs?

We offer a balanced, broad and creative curriculum which is planned and sequenced. All our teachers teach the same content to all children and teaching is adapted to meet the needs of the individual. Where possible teachers use a multi-sensory approach and children have access to a wide variety of support resources. Children are encouraged to discuss and share learning throughout each lesson. Children who have ILPs will have access to the class teacher and teaching assistants throughout the lesson, this might be to start them off on activities, support them in focused work activities or to check understanding at regular intervals.

How will we know how the pupil is doing and how will you support parents to help their child?

Parents are invited to parents' evenings in October/November and March/April to discuss their child's progress. An annual report is also sent to parents in the Summer term. At Brent Knoll Primary School, we offer an 'open door' policy where parents can talk to their child's teacher before and after school. If you need to discuss your child at length, an appointment can be made with the class teacher either by contacting the school office or arranging a convenient time with the class teacher. All children have reading record books and parents are encouraged to comment in these. Parents are also encouraged to help their child with homework tasks. The parents of children who have Individual Learning Plans are invited to a meeting each term where we review progress and plan additional support for the coming term.

What support will there be for the pupil's overall wellbeing?

The class teachers monitor their pupils' wellbeing alongside their academic progress. We try to work closely with parents if a child has an issue that affects their wellbeing.

Collective worship and other assemblies are often used to discuss various aspects of personal, social, health and emotional education. Class teachers follow the 'Jigsaw' PHSE program and when subjects arise these are addressed in class. Children are encouraged to respect and take care of each other in school.

We are a church school and promote Christian values throughout the curriculum. All children are encouraged to 'let their light shine'.

Teaching assistants provide social, emotional and nurture group activities for pupils to develop their social and emotional skills. This is group support and children do not require an ILP to access this provision. We have a dedicated Emotional Literacy Support Assistant (ELSA). She receives regular supervision from the Educational Psychology team and she works with children when a specific need arises. We also have access to parent, family support advisors (PFSA). They work with both pupils and parents to help support children with their well-being. A referral system is in place to access ELSA or PFSA support.

What specialist services and expertise are available or can be accessed by the school?

The school SENCO is able to offer specialist advice on matters relating to Special Educational Needs. School offer a graduated response to identifying barriers to learning. Somerset's Graduated Response Tool identifies the four main areas of need and identifies strategies to support. It contains details of services available to the school. A link to the Graduated Response Tool is available on the school website.

The school is able to seek further specialist advice from the following services:

- Educational Psychologists contribute to Educational and Health Care Plans. (EHCPs)
 - Learning Support Service offer advice regarding the best ways to support children with additional needs in their learning.
 - Parent and Family Support Advisors (PFSA) are able to offer a link between home and school and can provide a family with additional support on a range of child related difficulties.
 - Physical Impairment and Medical Support Team advise the school on strategies to support children who are physical impaired.
 - The School Nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.
 - The Autism and Communication Service offer support and intervention for children showing behaviours which indicate they may have an autistic spectrum disorder or difficulties with communication.
 - Occupational Therapy and Physiotherapy offer advice and support with physical needs. This can be physical disabilities, support with physiotherapy and conditions such as hypersensitivity and dyspraxia
- Speech and Language Therapy work with you and your child to encourage clear speech development They are also able to help with delayed speech and stammering. We will liaise with Therapists and follow guidelines to ensure our practice supports your child's individual needs

- Child and Adult Mental Health Services (CAMHS) offer assessment and treatment when children have extreme social, emotional or mental health needs.
- Vision Support offer support and advice for schools and families with regards children who have limited or failing sight.
- Hearing Support are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.

How will pupils be included in activities outside the classroom including school trips?

All children are encouraged to participate in external visits. A higher staff pupil ratio could be offered if it is considered necessary. A risk assessment is carried out prior to any educational visit and additional risk assessment may be carried out for individual children.

School will consult parents to help us accommodate pupil's needs as much as possible.

How accessible is the school?

The main pupil entrance is level and accessible. Inside there is a ramp between the old school building and the school extension building. There is a disabled toilet which is accessible for wheelchair users. An accessibility policy and plan are available on the school website.

How will the school support a pupil when joining or transferring?

Any child joining the school in EYFS with an already identified special education need has a school entry plan meeting. Parents, nursery staff and any professionals working with the child are invited. This plan is then reviewed in their first term at school. Extra pre-visits might be arranged if appropriate. The Early Years class teacher will also visit them in their pre-school setting.

If a child with special education need joins Brent Knoll during the academic year, contact will be made with their previous school to ascertain their needs. Where necessary support will be put in place prior to them joining Brent Knoll.

During Year 6 there is close liaison with the SENDCO of the child's next school. The SENDCO is invited to the child's annual review if the child has an EHCP. Children from Brent Knoll can go to a number of different secondary settings who all have their own programmes of transition. There are usually open days, additional visits, transition days, SENDCo meetings and secondary school teachers visiting us at Brent Knoll.

How are the school's resources allocated and matched to the pupil's SEN needs?

Almost all resources coming into the school budget for SEND are spent on staffing. Most children with SEND support, access what they need through individual and group support from the teaching assistants or teachers. This support is reviewed each term. Children who have a higher level of need have some individually targeted teaching assistant time to support their learning. Some children with exceptional need have an Education and Healthcare plan. Most EHCPs comes with additional funding to support the individual child.

How is the decision made about what type and how much support a pupil will receive?

Any child with SEND is monitored by the class teacher, SENDCo and Headteacher each term. If progress is slow additional support will be planned. Parents will be invited to all review meetings; support and progress will be reviewed and small, measurable, achievable targets will be set. If targets have been met then support can be reduced, if targets have not been met then additional support may be given. In some cases, where progress is limited or slow despite receiving additional support and interventions the school can seek advice from advisory services. Should the child have a number of additional needs that require a higher level of support it may be pertinent to apply for an Education and Healthcare Plan (EHCP).

Who can I contact for further information?

The first person to contact if you have concerns is your child's class teacher.

If you require further information regarding your child's SEND needs contact our school SENDCo, Jo Latham, via the school office.