

# Brampton Cortonwood Infant School

## SEND Information Report

### 2023-2024



Overview

Brampton Cortonwood Infant School SEND Information Report 2023-24 The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including LAC, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. This report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2023 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice these relate to the information outlined in KCSIE and the spending of your SEND budget.

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### **1. Our school's approach to supporting pupils with SEND:**

We are a fully inclusive school that puts learning at the heart of everything we do to ensure children's personal, social and learning needs are met. Children with additional needs are fully integrated into all aspects of school life and enjoy the same opportunities as their peers. We have very high expectations and ensure that those with SEND achieve and progress as well as their peers. There is an expectation that all SEND children can achieve national expectations for children of their age. We are committed both to providing support that is needed and developing maximum independence as a vital life skill. All children with an identified SEND need are registered on our inclusion register, and relevant documentation to the area of need, is completed. We follow an Assess, Plan, Do, Review cycle when forming one-page profiles and support plans and offer Wave 1, 2 and 3 support throughout all year groups. We actively seek parental engagement at each stage and thoroughly value your input and support.

## **2. Catering for different kinds of SEND**

### **Cognition and learning**

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Children with learning difficulties are likely to need support in all areas of the curriculum. A child with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This may be a difficulty in reading and writing (dyslexic tendencies), maths, co-ordination (dyspraxia).

Support:

- Quality first teaching
- Support staff in class
- Specific programmes, 1:1 Reading, Additional comprehension, Floppy's Phonics, 'Keep up' and 'Catch up' intervention
- Support from Fusion SEND hub
- EPS

### **Communication and interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their verbal and non-verbal language in order to support their thinking, as well as their communication skills. This includes children with specific speech and language needs (difficulty forming sounds or processing words etc) and children with an Autism Spectrum Disorder, including autism and Asperger's Syndrome.

Support:

- SALT intervention / programmes of work
- Small group support - socially speaking, friendship groups
- Additional support from SALT traded services in school 1 x monthly
- Specific programmes, tiny talkers, little talkers.
- Lego Therapy (ASD)

## **Sensory and/or physical needs**

There are a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children only require minor adaptations to the curriculum, their study programme or the physical environment to be able to access learning, although others may need more. For example, Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Similarly, children with sensory processing difficulties may need specific intervention and provision to enable children to access the curriculum.

Support:

Medically trained staff

- Specialist equipment
- SEMH support
- Support from professionals (School Nurse, Hearing Impairment Team, Visual Impairment Team)
- Sensory spaces in school
- Accessible building
- Specific personalised programmes

## **Social, emotional and mental health**

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (e.g. anxiety) or problems of conduct (e.g. oppositional behaviours). Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Social stories, friendship group, self-esteem boost group, 1:1 feelings and emotions work, Art Therapy
- School Pets (Luna and caring for our chickens).
- Additional support/advice/strategies from 'Meet the Millennial Need' training through Positive Regard/Positive handling
- Team Teach trained staff
- Whole school positive behaviour system
- Educational Psychologist support.
- Aspire 1:1 Art/workshop Therapy (bespoke, planned and implemented where necessary)

### **3. Key staff and expertise:**

Name of staff member	Area of expertise	Level of qualification (e.g. BA
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		<b>(Hons), Masters)</b>
Mrs T Levitt- SENCO <a href="mailto:tlevitt@bc.jmat.org.uk">tlevitt@bc.jmat.org.uk</a> 01226 340044	Social, Emotional and Mental Health (SEMH) Cognition & Learning Sensory	PGCE with Qualified Teacher Status New to SEND training, aspiring SEND qualification
Mrs V Lambert -Head of School <a href="mailto:vlambert@bc.jmat.org.uk">vlambert@bc.jmat.org.uk</a> 01226 340044	Social, Emotional and Mental Health (SEMH) Cognition & Learning	BSc (Hons) in Psychology PGCE with Qualified Teacher Status
Mr S Dyson - Head of school/Deputy	Cognition & Learning	PGCE with Qualified Teacher Status
Mrs L Preece -	SEMH Cognition & Learning	HTLA Support level – Floppy’s Phonics, Trauma informed trained, Boxhall profiling, Nurture support
Mrs M Frost Lead Practitioner – Smarties	Early Years Speech & Language	Every Child a Talker, Language Ladder, Early Language, Talking Tables, 0-5 Universal Language Training, Makaton, tiny talker, little talkers
Mr M Savage	SEMH Cognition & Learning ICT & Technology	Understanding dyslexia, Trauma Informed Practice, creating an inclusive classroom (supporting learners with SEND in computing)
Mrs A Jessop	Speech & Language SEMH	Speech and language course, Adverse Childhood Experience and Early Trauma
Mrs J Balint	Speech & Language	Speech and language training
Mrs M Conway	Speech & Language	Speech and language training

At our school we have a graduated response approach, which focuses heavily on quality first teaching as the first part of any child’s provision. With this in mind, all our staff are responsible for high expectations and good quality teaching for all SEN pupils and are expected to respond to need at a classroom level accordingly. As well as this, all teachers and TAs have received training around delivering bespoke intervention which supports access to the curriculum as a classroom level, sensory circuits to support pupils with sensory difficulties and Team Teach to support de-escalation strategies for pupils with SEMH. The staff named above have specialist training and experience and are deployed to deliver additional interventions in order for children to meet targets on their SEN plans. As well as these staff members, we also have a TA who are employed to provide 1:1 support for pupils with high need.

If you have a concern about your child. The first person you should talk to is your child’s class teacher about any concerns that you may have. If you continue to be concerned that your child is not making progress, you may speak to the SENCO (Mrs Toria Levitt / Shaun Dyson).

### **Securing and deploying expertise:**

The school secures specialist expertise through planned CPD and the commissioning of specialist support services / staff to upskill and train staff in school. We deploy staff around the school to support pupils with SEND through the use of Support Plans and EHCP For 2023-24, the schools within the Trust will be working with Fusion SEND Hub to bring about greater consistency and quality to the SEND support for children.

#### **4. Identifying and assessing pupils with SEND:**

Within pupil progress meetings class teachers identify children who are not making expected progress in their learning, or need support in other areas, and identify any strategies or interventions which may need to be put in place. Parents are consulted at this early stage. The SENDCo attends all pupil progress meeting to discuss concerns and offer advice. After a cycle of a support plan achieved through the process of 'Assess, Plan, Do, Review', a referral may be made to an appropriate agency for advice / assessment. As a result of assessment children may have a 'One Page Profile' (OPP), and/or a SEND Support Plan formulated through an Assess, Plan, Do, Review process record (APDR), and/ or an Individual Behaviour Plan (IBP). Through a graduated response this might lead to an Education Health Care Plans (EHCP). All plans are reviewed with parents and new targets set. Some children will use specific tracking and evidence-based tools to support their develop such as the Birmingham Tool Kit (BTK) and Evidence for Learning (EFL).

#### **5. Consulting with pupils and parents:**

We have an open-door policy and parents are encouraged to speak to members of staff frequently at morning drop-off or afternoon collection. We also consult with parents / carers with SEND and involve them in their education through:

- SEND meetings
- Parent consultations
- Face to face informal discussions
- Telephone, email conversations if required / preferred
- Marking and feedback
- Pupil progress discussions
- Targeted work reflective of the success criteria
- Gathering wishes and feelings
- Inviting them to meetings

For every child in school 'learn together sessions' are held in the Autumn, Spring and Summer term, where parents are invited to come in to work along- side their child.

### **Pupils**

Wherever possible and appropriate, your child will be involved in discussing their needs and the support that is in place to meet them. They will be supported by school staff who will continually be gathering their views through frequent conversations. Children will be involved in setting and reviewing any targets that they may be working on. They will also have access to the Learning Mentor, Mrs Preece, if they need some emotional support. When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children's views will be gathered beforehand.

## **6. Involving key stakeholders:**

We involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations, to support pupils' needs and their families as required. We currently work with:

- Educational psychology service - JMAT
- Fusion SEND Hub
- Visual / Hearing Impairment Team - LA
- Social services / Early help – LA
- Virtual schools – Sheffield, Rotherham, Barnsley LA
- SENDIASS – LA, CDC, ASDAT
- Moving and handling team – LA
- CAMHS - LA
- Speech and language therapy – NHS
- Occupational therapy, physiotherapy, paediatricians, GP's - NHS
- School Nurse (0-19 Service) - NHS
- Aspire Outreach – SEMH

## **7. Progressing towards outcomes:**

The school's arrangements for supporting pupils' progress towards outcomes include:

- Quality first teaching
- One Page Profile and/ or Support Plans through a cycle of Plan, do, review of work in 10 week blocks
- Working with parents and young people as part of this assessment and review through informal and formal meetings
- Pupil progress meetings with the class teacher, SENDco and Head Teacher
- Reviewed curriculum offering quality learning experiences
- Planned programme of CPD for all staff

## **8. Transition support:**

We recognise that transitions between schools and classes can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

Our school supports pupils with SEND as they move between phases of education by:

- Onsite pre-school education
- Enhanced transition

- Teacher and SENDCo discussions
- Use of one-page profiles
- Enhanced transition arrangements to secondary provisions
- Visiting alternative provisions with parents / pupils

If your child is joining us from another school:

- If your child would benefit from a book/passport to support them in understanding moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
  - We will request all relevant paperwork relating to your child's SEN.

If your child is moving to another school (including to Y3):

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. When your child is moving to their new school, a planning meeting will take place with the SENCO from BCI and their new school.
- Whenever possible, visits will be arranged to the receiving school for your child, prior to the move.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school. When moving classes in school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. SSPs and provision maps will be shared with the new teacher.
  - During the final weeks of the school year your child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates.
  - If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

## **9. Teaching approach**

All children have a right to access quality first teaching in a classroom, and if additional support is required, it will always be done at classroom level first. This would mean that the teacher has the highest possible expectations for children and all pupils in their class, that all teaching is built on what your child already knows, can do and can understand, that your child is fully involved in learning in class and that specific strategies and/or resources (which may be suggested by the SENCO) are in place to support your child to learn. This may involve extra adult support, additional resources, prompts and reminders or adjusting the expectations of a task. As well as this, your child may receive 1:1 reading support, extra spelling lessons, multi-sensory sessions, support for basic maths skills, fine motor skills exercises or handwriting practice. If your child is receiving support at this level, they will be classified, with your permission, as 'School Support' on the SEN register. If your child still needs help, they may need extra support outside the classroom. This is usually on a 1:1/ 1:2 or small group basis, with a trained TA and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. In most cases, a very personalised plan will be put into place for your child, and a School Support Plan (SSP) will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set,



how they are being supported and what the expected outcomes are. If your child is receiving support at this level, they will be classified, with your permission, as formally SEN on the SEN register. You will receive a copy of the SSP.

Brampton Cortonwood is an inclusive school all pupils have access to:

- Quality first teaching
- Differentiated learning
- An exciting, engaging curriculum
- Forest School at least once per week
- Mindfulness, where this is deemed appropriate Which is enhanced, when required, by
- SEMH provision / support
- SENDCo input
- Specialist services
- Targeted support / interventions

## **10. Adaptations to the curriculum and learning environment:**

Adaptations are made to the curriculum and learning environment to ensure accessibility for pupils with SEND through:

- Personalised timetables
- Use of on-site facilities e.g. garden, trim trails, Forest School.
- Use of flexible spaces – small rooms, nurture environments
- Support staff
- Specialist equipment e.g. ear defenders, cushions, writing stands.

## **Equipment and facilities:**

Specialist equipment is purchased for children based on need, as part of the provision required to enable them to access learning in their classroom. This includes specialist pens/pen grips, overlays, coloured paper, differentiated texts and mathematical equipment. We also have a bank of sensory break equipment, which we use to support children with sensory processing difficulties. Some resources/programmes are provided by outside agencies such as speech and language or occupational therapy services and some resources are highly specialised for specific children, such as hearing aids or walking aids. We liaise with both parents and outside agencies to ensure that we provide everything required for pupils to access learning fully and all staff supporting with these resources are always fully trained with the appropriate risk assessments in place. We secure specialist equipment through allocating targeted funding and have hygiene facilities to support pupils with physical needs. In our hygiene room we have washing facilities and a hydraulic, height adjustable bed for changing. Our accessibility plan can be found at <http://bramptoncortonwoodinfants.co.uk>.

## **11. Inclusivity in activities:**

To make the curriculum accessible to children on the SEN register or children with disability we have the following accessibility arrangements in place:

We ensure that any teaching strategies, equipment, resources and curriculum support used in classroom to enrich learning are accessible to all children, regardless of their needs.

- Additional adults available and deployed effectively for where support is required.
- Good communication with parents and carers and effective strategies for collecting pupil voice to ensure we use pupil strengths and interests to enable access.
- Facilitate peer support.
- Effective differentiation, based on good assessment of what children can do and what they need next.
- There is a disabled toilet and parking.
- School trips and residential visits are open to all pupils, regardless of their needs and school make adjustments to ensure that all pupils can access these experiences.
- After and before-school provision is available to all children, including those with SEN. Additional adults are deployed where necessary to provide extra support where needed.
- Extra-curricular activities are available and accessible to children, including those with SEN. Additional adults are deployed where necessary to provide extra support where needed.

## **12. Supporting emotional and social development:**

At Brampton Cortonwood we support and improve the emotional and social development of pupils with SEND through:

- Daily mindfulness and regulation exercises.
- Working with Carnegie Centre of Excellence for Mental Health in Schools
- Nurture time spent with our school pets.
- Trauma informed practice / Team Teach CPD for all staff – where staff are new to school additional training is planned.
- Capacity to have an open-door policy to the SENDco for parents and pupils.

## **13. Online safety:**

We recognise the additional risks that pupils with SEND face online, e.g. through online bullying, grooming and radicalisation. We support pupils with SEND to stay safe online through:

- Inclusive access to the curriculum.
- Liaising with parents and offering advice / signposting to available support (including e-safety parent display board in the corridor)
- Ensuring that pupil voice is heard and all concerns are actioned immediately
- Promoting safe internet by training staff linked to the use of a range of available platforms, Website, Facebook, Twitter, Newsletters, text, email, face to face. Please see Safeguarding policy and internet safety policy for additional information.

## **14. Sexual Violence and Harassment:**

We also recognise the additional risks that pupils with SEND face in terms of sexual violence and harassment between children in school. We have the following procedures in place to address these risks.

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- MASH referrals
- Relationships and Sex Education Policy
- Annual Safeguarding training led by the Trust DSL
- Access to NSPCC email updates

## **15. Evaluating effectiveness**

We will talk to your child about how they feel about their learning and their progress, how confident they feel and what new skills they think they have. If your child finds it difficult to communicate verbally, we will use other methods of communication to find out how they feel about learning. Open evenings/afternoons and review meetings (following the assess, plan, do, review model/cycle) are held to discuss this progress with you so that your comments can also inform us of how well support is working. Your child's progress will also be continually monitored by his/her class teacher. Various assessment tools are used to track if pupils are meeting their targets, including the engagement model, the Birmingham toolkit, Boxhall assessments, national assessments and phonics screening. These are used to measure how well support is working for in class support and interventions. We will also look at work in books, how well your child is using learning in lessons in different ways and how much of new and old learning they are remembering and using. Lesson observations and pupil interviews will also help us to work out how much progress your child is making and to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We also evaluate the effectiveness of the provision in place to support pupils with SEND by:

- Facilitating timely discussion with the SENDCo for staff, parents and pupils
- Holding 10-week block pupil progress meetings
- 1:1 teacher & SENDCo meetings to review progress of children on the Inclusion Register.
- Termly reviews of the inclusion plan
- Liaison and seeking other professionals' advice / opinions

## **16. Handling complaints:**

The arrangements in place for handling complaints from parents of pupils with SEND about the provision at Brampton Cortonwood would be in line with the complaints procedure.

We also offer:

- Meetings with the class teacher, SLT / SENDco
- Signposting to impartial support service – for example SENDIASS

- Liaising with LA services e.g. EHCP panel, CAMHS.

## **17. Spending the budget:**

The school receives and SEND budget to support pupils with SEND.

The funding has been allocated to:

- Enhanced staffing in classrooms, and for 1:1 TA support
- CPD for all staff
- Bespoke equipment to support individual needs

## **18. Rotherham Local Offer:**

Rotherham local offer can be found at <http://www.rotherhamsendlocaloffer.org> The Local Offer covers:

- Education, health and care provision for children and young people with SEND.
- Arrangements for identifying and assessing children and young people with SEND, including arrangements for requesting an Education Health and Care (EHC) needs-assessment.
- Other education provision (outside of schools or colleges, such as sports or arts) and training provision, including apprenticeships.
- Respite support and leisure activities.
- Arrangements for travel to-and-from schools, post-16 institutions and early year's providers.
- Support to help children and young people move between phases of education and to prepare for adulthood. Brampton Cortonwood works with the LA to offer advice, support and signpost families to additional services. Including, SENDIASS, Rotherham charter and local NHS services. From 2023-24, school will also be working with Fusion SEND Hub bringing additional capacity to the support in school.

## **19. Named contacts:**

You can contact the following people if you have any concerns around the SEND provision in school.

Mrs Toria Levitt (SENCO) 01226 340044

Mr Shaun Dyson (Head of School) 01226 340044

## **20. Additional Support:**

Additional support is available to pupils with SEND to help with their learning including:

- Breakfast club
- Lunchtime clubs
- Behaviour policy
- Nurturing environment
- Homework support

- Access to IT equipment