



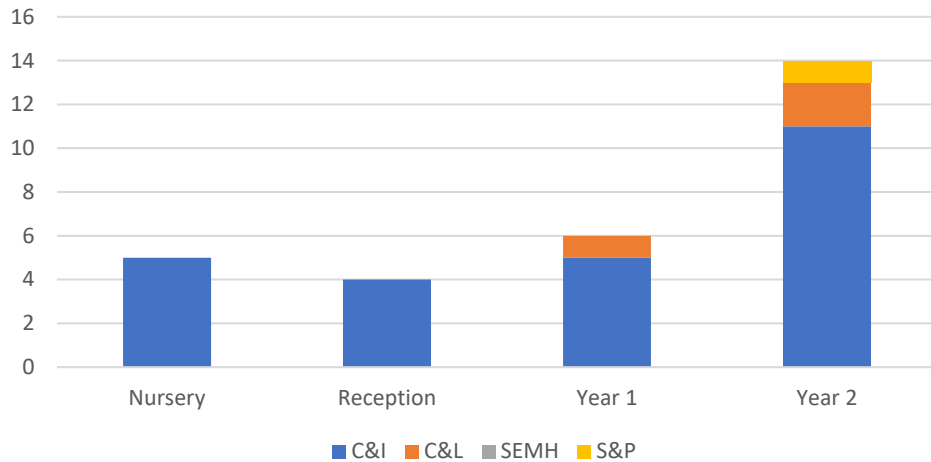
Brampton Cortonwood Infant School
SEND Information Overview 2023-2024

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>At Brampton Cortonwood Infant School, we believe it is every child’s right to receive an education that provides them with the appropriate tools to become independent and inquisitive learners, as well as valued members of our wider community. Our intention for children with Special Educational Needs and/or Disabilities (SEND) is to provide children with a programme of study that is high quality, engaging and aspirational and which meets their individual needs. By the time children leave Brampton Cortonwood Infant School, we aim for all children, including those with additional needs, to reach their potential and flourish.</p> <p>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 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.</p>	<p>At Brampton Cortonwood Infant School, we aim to identify additional need swiftly, provide targeted intervention, work collaboratively with parents/carers and external agencies to ensure children’s needs are met so that they can achieve their own personal long and short-term goals. This is achieved through the implementing of:</p> <ul style="list-style-type: none"> • high quality provision • a graduated response • assess, plan, do, review cycle. <p>Through high-quality provision, we aim to:</p> <ul style="list-style-type: none"> • Provide personalised and differentiated learning to allow all children to access our curriculum in an inclusive and supportive manner. • Provide high-quality, relevant and up-to-date training for all staff to meet the needs of all children. • Work collaboratively with parents/carers to gain the best understanding of each 	<p>As a result of the provision provided, children at Brampton Cortonwood Infant School: -</p> <ul style="list-style-type: none"> • Feel safe, happy and respected. • Have personalised and individual SMART targets that follow our graduated response and allow for smaller steps of progress to be identified and celebrated. • Are provided with life skills as well as academic skills to prepare them for the next stage of their learning journey and life outside school. • Have appropriate external agencies involved. • Are provided with appropriate interventions that are regularly reviewed and adapted to meet their needs. • Have supportive and trained staff who make appropriate provision for each child’s individual needs.

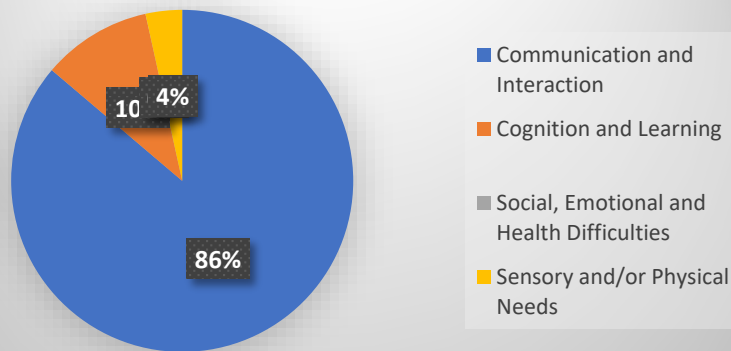


School Context

Primary Need for each Year Group



Whole School - Primary Need



child's need, as they know their children best.

- Provide informative support plans through an Assess, Plan, Do, Review (APDR) approach-meetings being held every 12 weeks with parents and appropriate agencies to regularly assess and review progress and ensure children are achieving their full potential.
- Provide a learning environment that is accessible, welcoming, supportive and safe, as well as tailored to individual needs.
- Provide timely identification of needs and a consistent graduated response that allows teachers to ensure the correct procedures are followed, appropriate interventions are in place and, where necessary, accurate agencies are involved.
- Use a range of assessment tools to track progress such as the Birmingham Tool Kit (BTK).

The graduated response:

- SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (See Overleaf to see what this looks like at our school).

Assess Plan Do Review:

- Have diversity celebrated throughout the school year e.g. Autism Awareness Week, Mental Health Week and key events and stories highlighted through Collective Worship and PHSE.

SEN Attainment:

		2022-23	
		School	National
EYFS- GLD		0%	25%
Y1 phonics			44%
KS1	Reading	44%	27%
	Writing	44%	18%
	Maths	55%	32%



	Whole School	National	Attendance 2022-23	School	National	The Assess, Plan, Do, Review cycle is part of the graduated approach to SEN support. It is a four-part cycle that ensures support is constantly being reviewed and adjusted where possible (see for more information).
Total Pupils	152		SEN	92%	88.9%	
Total SEN	29	17.3%	Non SEN	92%	92.6%	
	19.1%					
EHCP	2	4.3%				
	1.3%					
SEN support	27	13.0%				
	17.8%					



School's graduated response

Universal provision

For children and young people as part of Quality First Teaching. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be adapted as required. All reasonable adjustments should be made to ensure successful inclusive education.

Targeted support

Additional time limited provision in the form of small group intervention to support personal progress and enable children to work at/towards age related expectations.

Individualised / specific Support

Additional provision is required to enhance the personal progress of identified children where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress.

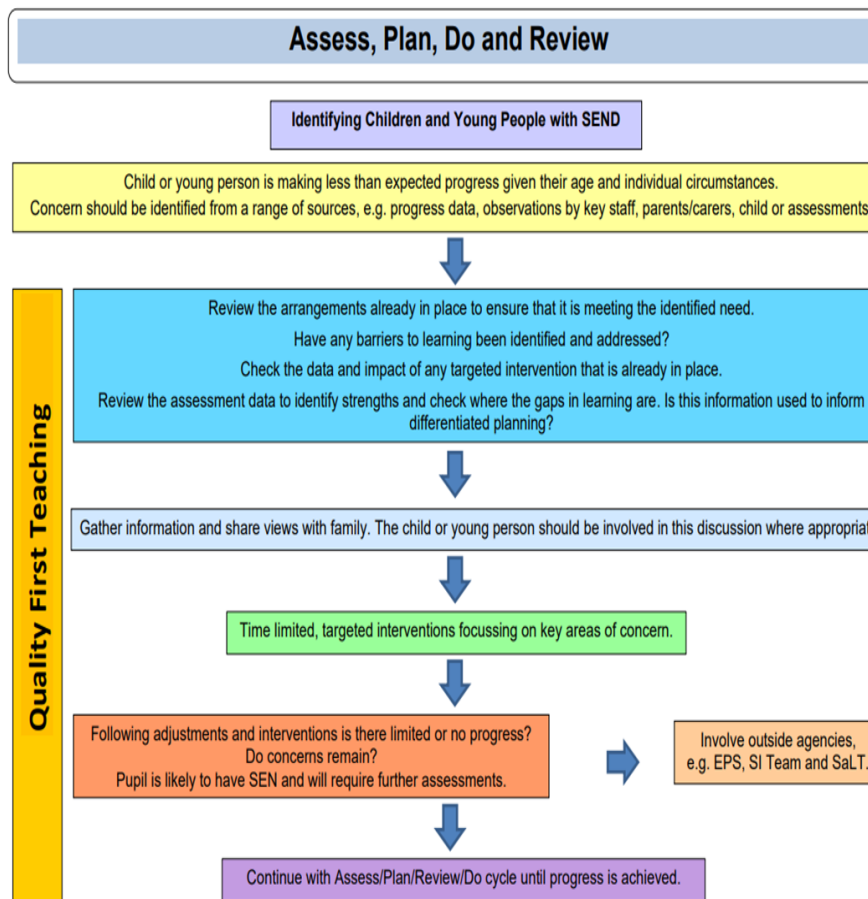
Education Health Care (EHC) Plan:

Where a child's progress continues to be a concern under formal support, a request can be made to the Local Authority which may result in an Educational Health Care Plan- <https://www.rotherhamsendlocaloffer.org.uk/education-and-health-care-plans/>. These plans are statutorily reviewed annually in conjunction with the Local Authority. The SEND support plan, part of the support structure of (EHC) will continue to be reviewed termly.

All support plans whether SEND or EHCP must be reviewed and amended in sufficient time prior to children moving between key phases of education.

Assess Plan Do Review

If pupils are accessing additional support or have an SSP / OPP or EHC they will have their targets / plan reviewed on a 12-week cycle. When this happens parents/carers will be invited into school to discuss their child's progress towards their targets and new target will be set. Other professionals may also be present in these meetings such as: an educational psychologist, a member of the ASDAT or Aspire team.



Pupil Voice

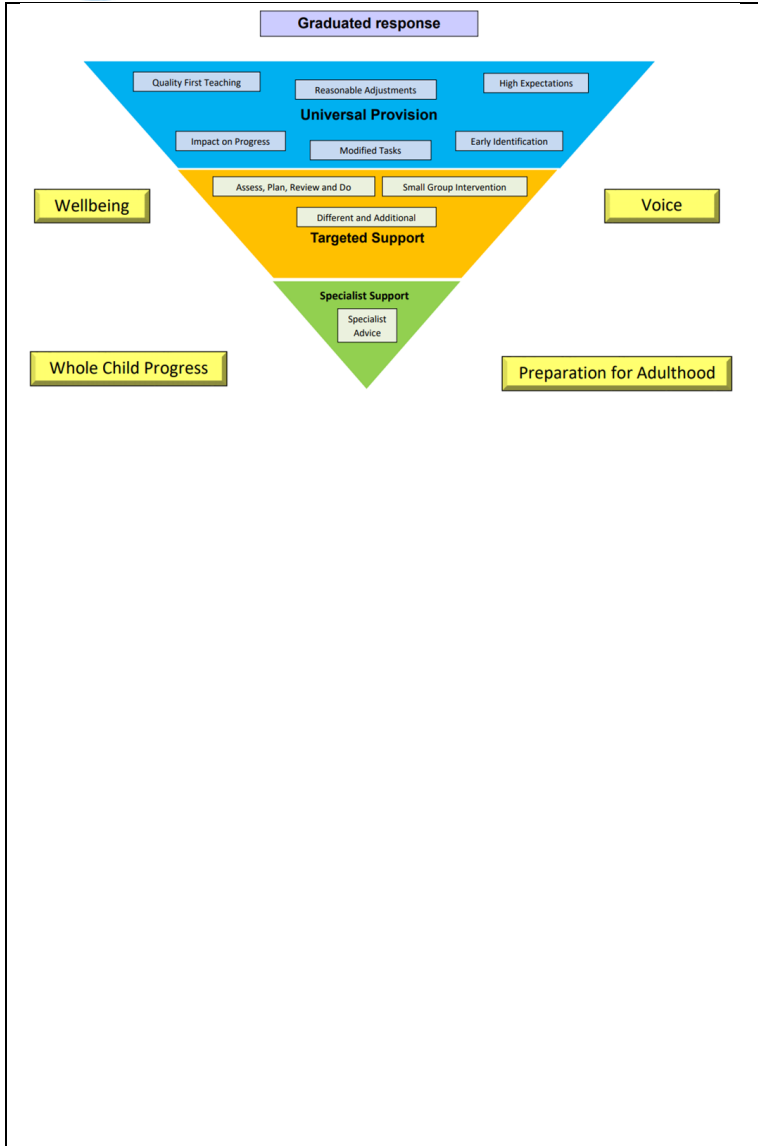
“All the grown-up help me at school.”

“I like it that new adults into my class know what like and don't like.”

“My work station is always ready for me on a morning”.

Parent Voice

“All along the school has supported with EHCP. The whole process I was informed about the graduated response, how to prepare J for EP visits. I use the Rotherham Parent Carer group which made me realise how well supported I've been compared to others. We have a parent communication book that works really well. Mr Dunkley has supported a lot. If I feel like I have a question to ask that doors are always open for support. I feel like the staff really know J well, their



Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

understanding and nurturing to help him. J has trust and Faith in the teachers."

"Termly meetings with class team. Mini targets are set and parents are aware of this, for example name writing. Children are stretched and encouraged to get there, but get there in their own time.

Awareness days have been set up to support families and parents of children with rare disorders. This has been fed into classes for pupils. Reports are personalised, although not on track, they know our children better than us some times. Class Dojo will send messages to let us know. Communication book gives us information. Every child is a member of the family here."

"Nothing is too much trouble, they do more than care for the children. They



		<i>don't treat anyone different".</i>
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