



Brixworth CEVC Primary School

Special Educational Needs & Disability (SEND) Information Report & Local Offer

Inclusion Manager/SENCO:
Mrs S. Marsh

Reviewed September 2023



What do you do if you are not happy?

What types of SENDs are provided for?

How does our school identify that children have special educational needs or a disability (SEND)?

How do we consult with parents of children with SENDs about their education?

How do we consult with children who have SENDs or disabilities?

How does the school access support from local bodies for children with SENDs and their families?

What support is available for children's social and emotional development? How do we listen to the views of children with SENDs and prevent bullying?

Local Offer Provision at Brixworth CEVC Primary School

How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

How do we arrange and support SEND pupils transfer to another school/educational establishment and prepare for their adult life?

Who will be working with your child? What training do they have?

How have we made our school accessible to children with SENDs (curriculum and learning environment)?

How will our school teach and support children with SEND?



What types of SENDs are provided for?

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. Historically, we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
 - ADHD
 - Visual impairments
 - Hearing impairments
- Physical and sensory needs
- Speech, Language and Communication needs
- Social, emotional and mental health needs, including children who have had adverse childhood experiences (ACE's)



How does our school identify that children have special educational needs or a disability (SEND)?

Children's needs should be identified and met as early as possible through:

- Liaison with feeder nurseries/preschools on transfer
- Information from previous schools
- Analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (Cycle of plan, assess, do and review)
- Use of assessment tools (GL Assessment Toolkit)
- Observations by SENDCo or other external professionals
- Following up parental concerns
- Tracking individual children's progress over time
- Information from other services
- Involving an external agency where it is suspected that a special educational need or disability is significantly impacting on a child's learning.



The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- providing all information in an accessible way
- carrying out an annual parent view survey specifically for parents of children with SENDs and reviewing approaches in light of feedback

How do we consult with parents of children with SENDs about their education?



How do we consult with children who have SENDs or disabilities?

We recognise that all pupils have the right to be involved in making decisions and exercising choices.

In lessons, pupils are involved in monitoring and reviewing their progress in a number of ways, such as, having the opportunity to respond to verbal/written feedback, peer and self-assessment and target setting.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Learning Plan
- share their views about what information should form part of their one-page profile.

The SENDCo also collates information from pupil voice questionnaires to ensure there is a clear understanding of how each individual child feels about the support they receive and the progress they are making.



The monitoring and evaluation of the effectiveness of our provision for pupils with SENDs is carried out in the following ways:

- Learning walks carried out by the SENDCo and SLT
- Ongoing assessment of progress made by intervention groups work sampling on a termly basis
- Scrutiny of planning and children's learning
- Pupil progress meetings
- Pupil interviews when setting new ILP targets or reviewing existing targets
- Termly assessment data is tracked using Insight and used to measure progress made by SEND pupils.
- Pre-Key Stage statements are used to measure progress for some SEND pupils.
- Termly pupil progress meetings are held with the class teachers, Head teacher, Deputy Head and SENDCo.
- Edukey Provision Map is used to monitor provision across all year groups and the effectiveness of each provision is recorded to monitor its future use.
- Inclusion meetings and Annual Review Meetings are held for some pupils with SEND.
- Information on the progress your child is making is shared with parents at Parent's Evenings and through your child's annual report.
- ILP's (where appropriate) are reviewed termly to inform your child's next steps.

How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?



How do we arrange and support SEND pupils transfer to another school/educational establishment and prepare for their adult life?

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before they leave, will offer transition meetings to parents with pupils receiving SEND support. All pupils with Education Health and Care Plans will have a transition review meeting and additional arrangements tailored to meet their individual needs.
- Pupils will be included in all transition days to the next phase but may also be offered additional transition visits (carried out virtually where face-to-face visits are not possible).
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.
- Pupils will have the opportunity to discuss their future aspirations and consider ways they can develop the skills and knowledge needed for adult life in an age appropriate manner.



Class teacher: Through excellent classroom teaching also known as Quality First Teaching.

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring clearly differentiated teaching and learning opportunities appropriate for your child's needs.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in their learning. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDCo) to support your child to learn.

Specific group work within a smaller group of children.

This group may be: in the classroom or outside of class run by a Teaching Assistant/Teacher.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress. This intervention will be monitored through our Provision Mapping system.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will work on the specific targets set for your child.

How will our
school teach
and support
children with
SEND?



External Agencies:

- If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's individual needs and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - A group run by school staff under the guidance of the outside professional e.g. a social skills.
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

How will our school teach and support children with SEND?



Education, Health and Care Plan (EHCP).

- If a child's needs are significant and complex, a request for statutory assessment may be sent to the Local Authority by the school or parents.
- If the Local Authority agree to carry out a statutory assessment of a child's needs, the school and other professionals working with the child, will be asked to complete a school report providing the most up-to-date information about their needs, provisions and attainment.
- After the information has been collated, the LA will decide if your child's needs are severe and complex enough to issue an Education, Health and Care Plan. If it is felt an EHCP is not needed at this time, parents will be offered a 'Way Forward' meeting to discuss why a plan has not been issued and what support is needed in the future to ensure their child is able to make progress.
- If it is felt the child would benefit from a plan, the EHC Plan will outline the provision your child will receive and what strategies must be put in place. It will also have long and short-term goals for your child.

For Further information about the EHCP process, please speak with the SENDCO in the first instance or contact IASS (Information and Advice Services)

<http://www.iassnorthants.co.uk/Pages/home.aspx>

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How have we made our school accessible to children with SENDs (curriculum and learning environment)?

The school is accessible to children with physical disabilities. There is a lift to the lower KS1 and FS area, disabled toilets and disabled parking spaces.

We ensure that equipment used is accessible to all children regardless of their needs.

As well as a number of disabled toilets, there is a medical room which includes changing facilities if required.

Enrichment activities are extended to all pupils, irrelevant of their needs.

All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements to ensure no child is disadvantaged because of their special educational need or disability.

As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.

We have a nurture provision on site (The Hive) as well as 4 trained Nurture UK practitioners to ensure some pupils with SEMH needs will access an appropriate learning environment relevant to their developmental stage.

Our curriculum is written to motivate all pupils to learn and is tailored to their needs and interests.

A copy of the school's accessibility plan is available on the website:

<https://www.brixworthprimary.org.uk/index.php/send#SEND>



As a large school with a well-established and stable staff, we are fortunate to be able to draw upon a wide range of knowledge, skills and expertise when supporting your child.

Your child will have a class teacher and also access at times support from a Teaching Assistant, Behaviour Support Assistant/Specialist, Nurture UK trained staff , ELSA (Emotional Literacy Support Assistant) or Pastoral Support Assistant. Your child may also be assessed by the Inclusion Manager and may work with other professionals who are monitoring outcomes of SEND provision.

Other people or external agencies that may be involved include:

- Inclusion Manager
- Specialist Support Services
- Educational psychologist
- School nurse
- Occupational Therapists (including Specialist OT's)
- Physiotherapy
- Speech and language Therapists
- School Nurse
- CAMHS

Who will be
working with
your child?
What training do
they have?



- The SENDCo has the responsibility of supporting the teacher's in identifying your child's strengths and difficulties and ensuring appropriate teaching and learning opportunities are made available. In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and also has extensive experience and a Postgraduate Certificate in SENCO Standards.
- The school has a duty to provide continuous professional development opportunities for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, attachment difficulties and speech and language difficulties. Our school is committed to providing on-going training in accordance to the ever-changing needs of our pupils at any one time to ensure support is relevant and appropriate.
- Individual teachers and support staff also attend training courses that are relevant to the needs of specific children in their class. Training takes place on a regular basis.

Who will be working with your child? What training do they have?



What support is available for children's social and emotional development? How do we listen to the views of children with SENDs and prevent bullying?

- Brixworth CEVC Primary is a Gold Accredited TAMHS school and is critically reviewing the provisions in place to support children's SEMH (social, emotional and mental health) needs.
- We have a full-time Pastoral Support Assistant who is also a fully trained ELSA (Emotional Literacy Support Assistant).
- Children have access to a range of interventions to support their SEMH development, such as Drawing and Talking or Lego Therapy.
- Some children need support when they arrive at school and staff recognise the importance of provision such as 'meet and greet' or giving them 'time to talk' with a key adult.
- Social Stories are often successfully used by staff to support some children in their understanding of social expectations, transitions or new experiences.
- In January 2021 we opened our own Nurture Provision (The Hive) following four members of staff successfully completing Nurture UK training. This provision provides a safe and secure learning environment for some pupils with SEMH needs.
- Staff recognise the importance of listening to the views of our children and where there may be concerns about bullying, staff act promptly, adhering to the guidelines within the school's Behaviour Policy and Anti-Bullying Policy :

<https://www.brixworthprimary.org.uk/index.php/policies#policies>



When it is recognised that a child or their family needs support from external agencies, this is discussed with the family and child (if appropriate) and the appropriate referrals are made, usually through the Northamptonshire Referral Management System: <https://www.nhft.nhs.uk/cyprmc>

Some of the services used to provide support include:

- Early Help
- Specialist Support Service
- Child and Adolescent Mental Health Service
- Target Autism
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service or Early Years SEND support service (Including the Portage team)
- Multi-agency Safeguarding Hub
- Mental Health Support Team (MHST)

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This is the school's Inclusion Manager, Mrs Marsh.

How does the school access support from local bodies for children with SENDs and their families?



What do you do if you are not happy with any aspect of your child's provision?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can ask to speak with the SENDCo, Key Stage Leader or Head Teacher.

If you are still not happy, you can request a meeting with our Chair of Governors or SEND Governor who can be contacted through the school.

If you require further information on the school's complaints procedures you can access this through the school's Complaints Policy:
<https://www.brixworthprimary.org.uk/index.php/policies#policies>

In line with the new SEND Code of Practice (2014) all Local Educational Authorities must display their own Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND) and the families that support them.

Please see the following link to see Northamptonshire's Local Offer.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Information and Advice Services are support for parents of children and young people with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Young Northants – Mental Health

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/young-northants/health/Pages/Emotional-wellbeing.aspx>

Northants Parent Forum Group

<https://www.npfg.co.uk/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>

How can the Local Educational Authority support me and my child?

SEND Information Report – Covid-19 Appendium (September 2020 addition for reference of provision put in place during the global pandemic)

As a school community we recognise the significant impact that the global pandemic has had on our pupils and families. From a SEND perspective this has been our response to the pandemic:

- Inclusion Manager and teachers liaised with staff, parents and pupils where appropriate to ensure learning was engaging and accessible.
- Where possible, pupils with identified SEND were able to return to school for a reduced number of hours from June 2020 even if they were not in the key year groups identified by the Government. We recognised the importance of this arrangement to benefit pupil's mental health and subsequent attainment.
- Clear plans have been made with staff, parents and pupils where there are concerns that high levels of anxiety may impact on a pupil's attendance from September 2020. This includes additional visits on the training days for some pupils as well as virtual support and social stories where required.
- Pupils with EHCPs have continued to receive external professional support by the use of virtual platforms e.g. Zoom or Teams.
- TA's have accessed CPD for SEND issues during the lock down period to enhance their knowledge and skills.
- Risk assessments and Positive Handling Plans have been revised in response to reduce risks to staff and pupils.