

Brundall Primary School Information Report



At Brundall Primary School, our mission is to develop excellence through high achievement and creativity for all. High quality, personalised teaching is at the heart of all children's learning. All teachers focus on positive outcomes for learners, and recognise that all children are individuals with individual needs, and that we hold high expectations for all.

This local offer should be read in conjunction with our SEN-D policy, Behaviour Policy, Dyslexia Friendly Policy, Equalities Scheme and Accessibility Plan which can all be found on the school website.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difference that calls for special educational provision to be made for them.

"Children have a learning difference if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;**
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;**
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)**

How does the school identify needs?

For some children SEN-D is identified at an early age, whilst for others difficulties become evident as they develop. Identifying the barrier is the priority and a formal assessment or diagnosis will not always be necessary in supporting the child. At Brundall Primary School we work with parents and other professionals to identify special educational needs through a variety of ways including the following:

- Liaison with Nursery or Playgroup settings/previous school/and schools within the Partnership**

- Child performing below expectations
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting learning
- Information sharing with external agencies
- Health diagnosis through paediatrician

Assessments are also used in school to identify actions to overcome a child's learning barriers, which in turn informs thinking about the specific learning needs of a child.

How will I raise concerns if I need to?

Talk to us! First point of call is always your child's class teacher as they work every day with your child and will know them best. The Special Educational Needs Co-ordinator (SENCO), Mrs Sutton, is always happy to talk to parents and help.

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

At Brundall Primary School, all learning within class/subject area is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there will be different levels of learning set for the class/subject area, including individual differentiation. We have high expectations for all learners and believe that learning should challenge each individual whilst enabling them to succeed. If a learner is identified as having a special educational need, then provision will be put into place that is 'additional to or different from' that received by other children of the same age. No two children are alike in their learning difficulties and provision will look different for each individual.

How will I keep informed of my child's progress and support?

Your child's education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

You are welcome any time to make an appointment to meet with the class teacher or the SENCO in order to discuss your child's progress.

Each child has a home-school book, which is used by class teachers to communicate with parents. We also use a variety of other communication methods such as phone calls, emails, letters and newsletter information. If your child is receiving extra provision, we will contact you to discuss progress, outcomes and next steps. This will be by either a letter, an informal chat or at parent's evening.

For children with an Educational, Health, Care Plan, a formal meeting will take place to discuss your child's progress annually. You will be informed of this meeting in advance by the SENCO.

At our school, each child receives a school report, as well as two parent's evenings throughout the year. We take on board parental views and continually seek to improve the methods of communication.

How does the school know how well my child is doing?

We measure children's progress in learning against national expectations and age related expectations. We also measure progress from a child's personal starting point in order to track their progress throughout each year. The class/subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress regularly throughout their time at school, using a variety of different methods.

Children who are not making expected progress are identified through our regular progress meetings which take place termly where next steps and provision will be identified. **Equally important is that we know the 'whole child' and we take into account all of their achievements and celebrate their strengths.**

How will school support my child?

We recognise that High Quality Teaching enables every child to make the best progress. Support staff will always work under the close direction of a class teacher. At Brundall School we recognise that children need to become independent learners and therefore they may work in small groups rather than working with one member of staff. The class teacher, alongside the SENCO, will discuss the child's needs and what support or teaching strategy would be appropriate. All children are different, therefore the level of support will be different for each child with special educational needs, and will be flexible as to those needs. The aim of the support is always to focus on the outcomes for each child and how we can achieve those outcomes. **Some support will be designed to narrow the gap or catch up the gap to achieve age related expectations, and others will be to support continuing personal progress.**

How do we know if it has had an impact?

We use the Assess, Plan, Do, Review approach to monitor impact, as shown in our Special Educational Needs Policy. We measure impact by looking at progress in any of the following areas:

- Communication and Interaction (speech and language)
- Cognition and Learning (e.g. English and Maths)
- Social, Mental and Emotional Health
- Sensory and Physical

Verbal feedback from the teacher, parent and pupil contributes to evidence of progress. Children may be considered to no longer have SEN when they have made sufficient progress in any of the above areas and do not need provision that is significantly different from other pupils.

It is important to remember that not all progress can be monitored by data and assessment results, but by looking at the whole child and all of their achievements, throughout their time at our school.

What specialist services and expertise are available or can be accessed at my child's school?

We work with external agencies that are relevant to individual children's needs within our school, including:

- Health: GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists;
- Social care: Family support workers, social workers;
- Educational Psychologists, Advisory Teachers, Autism Support, SEMH team
- Other local specialists and charities, e.g. Autism Anglia.

What training have the staff supporting children with SEND had or are currently having?

Sam Sutton, our SENCO, has completed the National Award for SEN, and is a qualified teacher.

In addition, teaching staff and support staff at Brundall Primary School have benefited from training, for example in:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Sensory Processing Difficulties

Our SEN-D profile for 2018- 2019 shows that all teachers and support staff are working with children with a range of needs. We currently work with children who have communication and interaction needs, cognition and learning needs, social, mental and emotional health needs and sensory and physical needs. Therefore, we are continually training and accessing a range of expertise.

We have identified Dyslexia as a priority area of need. There is a separate Dyslexia Friendly School Policy which details how we are supporting our children with dyslexic tendencies or literacy learning barriers. This priority area will change yearly depending on the needs of all children.

Opportunities for All

All learners are offered the same opportunity to access extra curricular activities. We are committed to making 'reasonable adjustments' to ensure participation for all, as stated in the Equality Act 2010. For further information please see our Equality Policy.

How will my child be included in activities outside the classroom, including school trips?

All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school?

See Brundall School's Single Equalities Schemes and Accessibility Plans. All schools aim to make their schools as accessible as possible within the constraints of the site and funding.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We also visit children in their current setting where appropriate.

We use various strategies for children who find transition difficult and staff have ample experience in this area. Children are encouraged to visit their new class, and take pictures to look at during the summer holidays, with parents and family members. When children are preparing to leave our primary schools, Thorpe St Andrew High School and Sixth Form and Acle Academy run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. This applies to other High Schools pupils may be transferring to.

If your child has complex needs and an Education, Health and Care Plan, a review meeting will be used for transition, during which we will invite staff from High School to attend.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available at school?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to well-being. We have caring, understanding teams looking after our children at Brundall Primary School. A Pastoral Support Worker is available to work with any child at Brundall Primary School as and when they need it.

At Brundall Primary School we take a strong stance against bullying behaviours of all types; see our Anti-Bullying Behaviours policy.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Our school promotes positive behaviour. We support any child with identified behavioural needs and relevant interventions are put in place. After any behaviour incident we expect the child to reflect on their behaviour with an adult and take a restorative justice approach where appropriate. Where necessary, a behaviour plan will be in place. Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council, which have an open forum for any issues or viewpoints to be raised. Pupils' views are sought regularly regarding their experience of school. If your child has an Education, Health and Care Plan, or are involved in the Family Support Process, their views will be sought before any review meetings.

What if my child has a medical condition?

At Brundall Primary School we work closely with parents/carers to ensure that all medical conditions are supported and understood by all staff. Brundall Primary School has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained. A Care Plan would be in place for specific medical requirements.

Who can I contact for further information?

- First point of contact is your child's class teacher to share your concerns
- Look at the SEN policy on our website.
- Contact Parent Partnership - <https://www.norfolksendpartnershiass.org.uk>
- Ask the SENCO.
- Norfolk Local Offer www.norfolk.gov.uk/children-and-families/send-local-offer

How are the Governors involved and what are their responsibilities?

The SENCO reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEN and meets regularly with the SENCO. The SEN Governor at Brundall Primary School is **Melanie Garrett**, who reports to the Governors to keep all informed. The Governors agree priorities for SEN spending with the overall aim that all children receive the support they need in order to make progress.

Who should I contact if I am considering whether my child should join the school?

Places are allocated by the Local Authority.

Contact the school office in each school for an appointment to meet the appropriate member of staff.

For contact details of Local Authority Children's Services personnel, go to <http://www.schools.norfolk.gov.uk>

Updated: May 2019