

# Brundall Primary School Information Report

## July 2022



### **Welcome to Brundall Primary School.**

Our mission is 'Creativity and Achievement for All.'

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. It can be found by clicking on the link below.

<http://www.schools.norfolk.gov.uk/pupil-needs/index.htm>

Brundall Primary School is a place where children become confident individuals, successful learners and responsible citizens. 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. We seek to create an inclusive culture in our school where all children, families, staff and our wider community feel welcome and supported to be a valued member of our school family.

The Team:

Headteacher: Ms. Sarah Shirras

Special Educational Needs and Disability Co-ordinator: Mrs. Hannah Michael

SEND Governor: Dr. Amy Gould

If you are concerned about your child's learning or possible SEN, talk to your child's teacher in the first instance. For further discussion, call Hannah Michael on 01603 712597 (working days Wednesday, Thursday, Friday)

*This should be read in conjunction with our Behaviour Policy, Dyslexia Friendly Policy, Equalities Scheme and Accessibility Plan which can all be found on the school website:*

<http://www.brundallprimary.com/governors/policies/>

## **What is SEN?**

Children could be identified at any time in their education journey as having a 'special educational need' (SEN). The Code of Practice 2014 defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

If a child is identified as having SEN, we will provide support that is 'additional to or different from' the normal differentiated curriculum, to help them overcome barriers to their learning.

## **SEND PROFILE at Brundall 2021-2022**

Our SEN profile for 2022-2023 shows that we have 35 children on the SEN register, 11.5% of children on roll at Brundall. The breakdown of their primary SEN is detailed below.

Communication and Interaction	26%
Cognition and Learning	40%
Social Emotional and Mental Health	31%
Sensory and/or physical needs	3%

All staff are aware of the SEN Code of Practice 2014 and that special education needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Brundall we use these four broad areas to identify children's needs. We record their SEN according to their primary need in order to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time. These secondary needs are not recorded in this data but are still supported.

## **Funding**

Brundall receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as an SEN memorandum. The base level of funding we received for SEN in 2021-2022 was £65,856. We can also apply for exceptional needs funding for provision costing more than £6000 annually and in this financial year we received an additional £13,914.

## **How we identify SEN at Brundall**

Not all children who face challenges with learning have SEN. Some children have had long absences from school, others might not have English as their first language or have anxieties that distract them from learning well. At Brundall we equip all children to learn and provide support in many different ways. However, only children with a specific learning difficulty will be identified as having SEN.

For some children SEN are identified at an early age, through parental concern or a health or pre-school professional. For others difficulties become evident as they develop. Class teachers have a crucial role in identifying pupil with SEN and are first point of call for parental concerns.

At Brundall SEN could be identified in the following ways:

- Liaison with Nursery or Playgroup settings or previous school
- Child performing below expectations, despite interventions being put into place.
- Teachers carry out termly assessments of all children and track relevant performance data.
- Diagnostic assessments; this may involve professionals such as Educational Psychologists or Advisory Teachers
- Concerns raised by parent/carer
- Concerns raised by teacher, teaching assistant, lunchtime staff or pastoral worker as to changes in behaviour that might be impacting on a child's learning
- Information sharing with external agencies
- Health diagnosis through a paediatrician – we may at times suggest you make an appointment via the GP for a medical referral

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.

Within school we have access to a range of assessment tools. These include:

- Sandwell diagnostic maths test
- Wellcomm Speech and Language assessment
- Boxall profiles to identify SEMH needs
- Single age spelling test
- YARC – reading comprehension

- BPVS – vocabulary delays
- Dyscalculia screener – number issues
- Salford reading test
- Working memory rating scale
- Talkboost – speech and language

We also subscribe to the EPSS (Educational Psychology Service for Schools). In situations where we want to seek advice from experts in specialist areas such as autism or hearing loss etc. we will access this team of Educational Psychologists and Specialist Learning Support Teachers.

A times we also access support from Virtual School for SEND, Norfolk Inclusion and SEND team, Dyslexia Outreach Service among others.

### **Provision for children with SEN**

The SEND Code of Practice (2014) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) or universal approaches, benefit all children as well as those also with special educational needs. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers

In their day to day teaching, our teachers will use various strategies to adapt access to the curriculum and environment. This might include using:

- Visual timetables to support children with transitions during the day
- Writing frames and word banks
- Use of ICT
- Peer buddy systems – grouping children together so they can support each other
- Positive behaviour rewards systems
- Coloured overlays or paper can be used to reduce visual stress
- Practical apparatus to support learning
- Access arrangements for KS2 SATs
- Talk Partners – giving children time to talk through their ideas with a partner before answering a question
- Visual prompts such as sand timers
- Checklists so children know what they have to do
- Allowing children to record their understanding in different ways such as mind maps or drawings
- Pre-teaching new concepts of vocabulary
- Precision teaching of spellings
- Giving children access to ‘calm’ or ‘safe’ spaces



If children with SEN are assessed as needing more specialist support we are able to access or buy additional expertise and resources. In the past these have included:

- School to School support from Norfolk’s specialist complex needs schools
- Just One Number – a one stop service for advice such as sleep, toileting, speech and emotional health
- Access Through Technology – referrals can be made for children who might benefit from having communication technology to assist their learning
- Benjamin Foundation – work with children on SEMH issues
- Point One – a referral service for children with mental and emotional health concerns
- CAMHS – a referral service for children with higher level mental health needs
- Sport Foundation – provide 1:1 sessions
- Speech and Language professionals
- Specialist Resource Bases – for short term placements or outreach work
- Occupational Therapy
- 1:1 support from a Teaching Assistant

Brundall school employs 11 Teaching Assistants who work in an allocated Phase (Early Years 1/2 3/4 and 5/6). They will often deliver bespoke support to individual or small groups of children. The table below shows the packages available for different areas of need. This forms the basis of our provision map that is adapted annually according to need.

All staff receive ongoing, relevant CPD in areas related to SEN. Across the team, there are specialisms in autism, dyslexia, speech and language. The SENCO is completing the National SENCO award this year.

Area of Difficulty	Support available
Cognition and Learning	Toe by Toe SNIP precision reading Precision spelling Sumdog Nessy Reading between the Lines

	Maths interventions
Communication and Interaction	Talkboost Pre-teaching vocabulary
Social, Emotional, Mental and Behavioural	Social stories Pastoral worker sessions ELSA sessions using sand tray or Drawing and talking Transition support
Sensory and Physical	Theraputty OT exercises incorporated into PE and class sessions Touch typing programmes

### **Monitoring and Evaluating Impact**

We use the **Assess, Plan, Do, Review** graduated 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, language and social interaction)
- Cognition and Learning (e.g. English and Maths)
- Social, Mental and Emotional Health
- Sensory and Physical

An example of what this might look like in practice could be:

**Assess:** use of Wellcomm to assess a child's gaps in vocabulary.

**Plan:** Teacher and SENCO plan appropriate intervention such as Talkboost. They would set a relevant target for the next term.

**Do:** Talkboost group carried out

**Review:** the target is reviewed, in consultation with whoever delivered the group, a new assessment is done to see progress made. Children, parents and carers contribute to this process. A decision is made whether to continue, set new targets or stop.

Targets are set termly, assessed and new targets set. These are shared with parents and children where appropriate.

We have two levels of monitoring. For children who require some additional support but do not need to be added to the SEN register, we use a form called Breaking Barriers. Targets are set and progress monitored. This might be for a very specific objective such as spelling improvement. If progress is not made despite the internal support given, we would review whether the child should be moved to an APDR where we would seek more specialist input or offer more intervention.

We talk to the children; child voice is one of the best ways of knowing if anything is having an impact and we involve the children in their learning journey wherever possible.

Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.

Progress data of all is collated for the whole school and monitored by teachers, senior leaders and governors. Anonymised case studies are reviewed by governors on a regular basis to ensure that provision is meeting the needs of child and resulting in progress both academically and holistically.

**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.**

Most children at Brundall school with SEN have their needs met within the school and provision we can provide. However, if a child has complex and significant SEN that cannot be met by the school support, it might be appropriate to apply for an EHC (Educational Health and Care) assessment from the local authority. This can only happen once evidence of ongoing school support has been gathered. More information about EHC plans can be found here:

[What is an EHCP and who is it for? - YouTube](#)

### **Keeping informed**

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.

In the first instance, please talk to your child's teacher if you have any concerns. They can be contacted through the school office. You are welcome any time to make an appointment to meet with the SENCO in order to discuss your child's progress. This can also be achieved through email or a phone call to the office.

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 either by a letter, an informal chat or at parent's consultation.

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 parent consultations throughout the year. We take on board parental views and continually seek to improve the methods of communication.

## **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.

All children and young people are included in all parts of the school curriculum and we aim for all children to be included in clubs and 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.

## **Equality**

The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' This includes disability – mental, physical or those with long term health conditions including asthma, diabetes, epilepsy etc. These children might not have specific SEN but there is often a significant overlap. These children would then be protected under SEN and disability legislation. For more detailed information, see the school's Policy pages on the website.

## **How accessible is the school?**

We have a tricky site but we have made adjustments to make it as accessible as we possibly can. We have two new modular builds, which has in turn improved our pathways around the area and includes a further accessible toilet. 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.

## **Supporting significant transitions**

### **Transition and change is part of life for all learners.**

We encourage all new children to visit the school prior to starting. For children with SEN 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



### **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. For children with SEN, the SENCO includes small group discussions as part of her monitoring. In the past these have been very fruitful and led to changes to the English curriculum and reading books based on the children's experience of learning. 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](http://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 SEN; 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 **Amy Gould**, 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.

### **How do I make a complaint?**

If you have concerns about anything involving your child in school, do talk to us straight away so we can try and deal with any problems. The process for this is to talk to the class teacher and, if you still have concerns, the SENCO or headteacher. We are committed to listening to all concerns and responding quickly and positively. If you feel the matter is still unresolved, you

can access the school's Concerns and Complaints policy through the school website or on request from the office.

**Have your say...**

This report is updated annually to set out our offer for children with SEND. In order to make this process successful, we need the views of parents/carers, pupils, governors and staff. You can engage by returning the Assess, Plan, Do, Review forms that come home.

If you have any concerns please speak to your child's teacher.

**Brundall Primary School**

**Telephone Number: 01603 712597**

**Email: [office@brundall.norfolk.sch.uk](mailto:office@brundall.norfolk.sch.uk)**

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