

SEN Information Report for Bramley Vale Primary School

At Bramley Vale, it is our aim that all pupils, including those with additional needs, make the best possible progress. We provide support for pupils across the four areas of need that are set out in the Special Educational Needs (SEN) Code of Practice 2014. These are:

Communication and interaction speech, language and communication needs (SLCN) ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning - moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties- anxiety, depression, self-harm, eating disorders, behavioural issues, attention deficit disorder (ADD), and attention deficit hyperactivity disorder.

Sensory and/or physical needs- disability, vision impairment, hearing impairment or a multi-sensory impairment.

Name and contact of SENCo

Mrs Lisa Foston is our Special Educational Needs Co-ordinator (SENCo). She can be contacted at school on **01246 850289/01246 859853** or **senco@bramleyvale.derbyshire.sch.uk**

Below are some questions that you may have about our SEN Provision. If you require any further information, please do not hesitate to contact school.

How would Bramley Vale identify and assess children with Special Educational Needs?	<p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways:</p> <ul style="list-style-type: none">Concerns raised by the class teacher or SENCO.Concerns raised by the parents/carers.Using assessment data to identify pupils not making progress.External agency involvement. <p>Following initial concerns being raised, the school would put in place targeted intervention to address the child's needs. These interventions would be reviewed and where progress continues to be less than expected, the class teacher and SENCo would continue to put into place more rigorous interventions.</p> <p>Through discussion with parents, a decision may then be made to refer to an external professional for support. This may include an assessment from Educational Psychology, Behaviour Support, Speech and Language Therapy, School Nurse or School Doctor.</p> <p>Parents would be kept informed and consulted throughout this process.</p>
How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?	<p>We have a robust system of reviewing our provision each term to ensure our pupils are receiving the best provision. This includes:</p> <ul style="list-style-type: none">• Observations of the child and the provision

	<ul style="list-style-type: none"> • Monitoring the behaviour of the child to notice any changes that would indicate the provision is not appropriate • Learning walks and observations of the teacher's lesson planning and quality first teaching • Data analysis of assessments • Familiar staff talking to the child about their provision (where appropriate) • Weekly staff meeting time allocated to discuss the provision for pupils and how it meets the children's needs • Pupil Progress Meetings held between the class teacher, SENCo and Headteacher • Annual reviews for children who have EYIF, IF, GRIP or EHCP support – parents and professionals are invited to discuss the child's provision
How does Bramley Vale assess the progress of children with Special Educational Needs?	<p>Pupils are assessed by their class teachers to monitor progress on a day to day basis. More structured assessments are carried out each term to inform teacher assessment.</p> <p>The progress of children with Special Educational Needs is carefully monitored in a variety different ways including:</p> <ul style="list-style-type: none"> • scrutiny of assessment data- NFER tests, teacher assessment • looking at the child's work • discussions with pupils • termly Pupil Progress Meetings • IEP (Individual Education Plan) small step targets which have been designed specifically for each child. • Reviews and assessments carried out with professionals <p>The SENCo and class teacher are available for appointments to discuss progress at any other time during the year</p>
What is the schools approach to teaching children with Special Educational Needs?	<p>All pupils identified as having a Special Educational Need or Disability are placed onto the school's SEND register. They will have an Individual Education Plan which details their targets and suggests strategies to meet these targets.</p> <p>At Bramley Vale, our priority is for all pupils, including those with SEND, to receive quality first teaching within the classroom from the class teacher. This is done through carefully differentiated work to match the needs of the child and access to adult support and resources. Alongside this, pupils have access to small group or individual intervention groups matched to their own needs in order to support progress.</p> <p>All staff are supported by the outside agencies that work with children with SEND to ensure that the strategies we use best match the specific needs of the pupil.</p>
How does the school adapt the curriculum and learning environment for children with Special Educational Needs?	<p>We always ensure that our ever changing curriculum is broad, balanced and engaging for all of the pupils at Bramley Vale and that it will equip them with the skills that they will need in life. We want all of our pupils, including those with special educational needs and disabilities, to have full curriculum access.</p> <p>Our curriculum is differentiated to the learning stage and needs of the pupils in each class, including those with Special Educational Needs. This differentiation can be through a differentiated task, by groupings, level of adult support or through access to resources. Teachers also use additional</p>

	<p>adult support from Teaching Assistants to outside agencies to ensure that all pupils receive a balanced curriculum.</p> <p>When there is a need to withdraw a pupil from the classroom for a specific intervention, the class teacher will ensure this does not affect their access to a full curriculum and only when appropriate.</p> <p>All staff ensure that their classrooms are accessible to and meet any additional needs of the pupils in their class. Any specific adaptations that need to be made are discussed with parents/carers.</p>
What additional support for learning is available for pupils with Special Educational Needs?	<p>The school receives funding through the Local Authority for pupils with Special Educational Needs. This funding is to support work with all pupils identified by the school as having a Special Educational Need or Disability. As a school, we use this funding to fund additional classroom support and purchase learning resources.</p> <p>School support:</p> <p>If a child does not make expected progress, the school will identify an appropriate intervention in order to provide additional support. Sometimes, the school may feel that a child requires support from an outside agency e.g. Speech and Language. The school would consult with the parents/carers and complete referral forms together at a formal meeting. The professionals may come into school and work with the child, leaving materials and targets for the child to work on with the class teacher and/or teaching assistant.</p> <p>Early Years Inclusion Funding (EYIF):</p> <p>We may feel that the child would benefit from receiving EYIF funding so that the school can provide the children with a more personalised provision with access to a range of interventions. This is for children working in Nursery class and must be converted to IF when they move into Reception during the Autumn term.</p> <p>Inclusion Funding (IF):</p> <p>We may feel that the child would benefit from receiving IF funding so that the school can provide the children with a more personalised provision with access to a range of interventions.</p> <p>Education, Health and Care Plan (EHCP):</p> <p>A child who has more significant and complex learning needs would perhaps require an EHCP to provide the school with appropriate funding so that the child can make good steps of progress in all areas of learning and the wider aspects of life. If a pupil has an EHCP or a Statement of Special Educational Needs then this will also outline the amount and type of additional support that the school must provide for the pupil. This provision will be agreed in partnership with parents, professionals, school staff and the local authority.</p>
What activities are available for pupils with Special Educational Needs?	<p>All extra-curricular activities that we offer at school are available to all children and will be suitably adapted and supported to ensure access for all.</p>

<p>What support is available for my child's social and emotional development?</p>	<p>At Bramley Vale Primary School we value the emotional, social and mental wellbeing of our pupils. We believe that pupils' happiness, safety and well-being is crucial to their development.</p> <p>We value the huge role that positive rewards have on building emotional wellbeing and this underpins our school reward systems.</p> <p>We offer the Listening Ear service, run by a trained teaching assistant, for children who may require some support, guidance and time to process their feelings, thoughts and emotions. Parents are able to ask for access to this service or the class teacher may refer a child.</p> <p>We also have strong links to the Changing Lives service, who work in the local area, to provide children, parents and school staff with the appropriate tools and resources to tackle social and emotional difficulties.</p> <p>If parents felt their child needed more specialist support, they can self-refer to CAMHS (Child adolescent mental health service) or request the class teacher/SENCo support them with this process.</p>
<p>What training do the staff at Bramley Vale receive to support pupils with Special Educational Needs?</p>	<p>Mrs Foston is currently studying the NPQSENCo. As SENCo, she is using her training to support staff in planning for pupils with Special Educational Needs.</p> <p>As a school we value professional development and provide training and support to enable all of our staff to improve teaching and learning of pupils, including those with Special Educational Needs. We ensure that we include opportunities to support this development as part of our whole school development plan. The school accesses the local services to ensure that the skills of the staff match the needs of our current pupils.</p>
<p>What equipment and facilities are available for pupils with Special Educational Needs?</p>	<p>We always ensure that we work closely with outside agencies to ensure that we have all of the right equipment needed to provide a fully inclusive education for all. This includes being able to access specific and additional sensory resources, learning aids and additional funding or support when they are deemed important for a child.</p>
<p>How does school work with the parents of children with Special Educational Needs?</p>	<p>It is our aim to work in partnership with parents to ensure that pupils are receiving the best educational provision.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Keeping parents/carers informed about their child's progress at parents evenings • Working in collaboration with agencies that are working with the family outside of school • Listening to parents about their own views and experiences • Having an open door policy where parents are welcomed into school • Direct contact with the SENCo via phone or email • Supporting parents with ways they can help at home
<p>How does the school involve children with Special</p>	<p>We recognise and value the role that pupils can have in making decisions about their own learning. Where appropriate, all pupils are involved in monitoring and reviewing their own progress by:</p> <ul style="list-style-type: none"> • Stating their own views about their learning

Educational Needs in their own learning?	<ul style="list-style-type: none"> • Identifying their own learning needs • Setting and reviewing their own targets • Writing and reviewing their own Individual Learning Plans • Attending annual review meetings
How will Bramley Vale prepare my child for transition within and between schools?	<p>We understand that transition can be a challenging time for children with Special Educational Needs and Disabilities.</p> <p>If your child is joining us from another school then we will ensure that we contact their previous school to discuss any special arrangements and we will ensure that we receive any relevant records.</p> <p>When moving classes within school, information is shared between the old and new class teachers and any support will be put into place prior to transition. Pupils will get an opportunity to meet their new class teacher on transition day. In some cases, more structured extended transitions over a longer period of time are used for pupils we believe may find the move difficult.</p> <p>When leaving Bramley Vale and moving to a new school, the class teacher and SENCo liaise with staff at the new school to ensure a smooth transition. We will ensure that all records are passed on. If they receive GRIP or EHCP funding, the new school staff and SENCo will be invited to the final review meeting.</p>
What other agencies can work with the children and families?	<p>We have a range of services that we can work with including:</p> <p>Educational Psychology</p> <p>Behaviour Support Services</p> <p>Support Service for visual, physical and hearing impairments</p> <p>Speech and Language Therapy</p> <p>School Nurse</p> <p>School Doctor</p> <p>Support Service for Special Educational Needs</p> <p>Autism Outreach</p> <p>Child and Adolescent Mental Health Services</p> <p>School Counsellor – listening ear</p> <p>P4YP</p>
What can I do if I have a concern about school?	<p>We would initially encourage you to speak to your child's class teacher to try and resolve any concerns you may have. If you still have concerns then please contact the SENCo and/or Headteacher. In the unlikely event that your concern is not resolved then parents are asked to contact the Chair of Governors and follow the school's complaints procedure.</p>

<p>What support can I receive as a parent?</p>	<p>At school we always want to support you as a parent throughout your child's time at our school. Your child's class teacher and the SENCo are always available to discuss your child's needs and progress. We will be happy to arrange a time that is mutually convenient should you have any concerns or need any support.</p> <p>Any outside agency that is involved will contact you directly to keep you informed of their involvement.</p> <p>Derbyshire Parent Partnership can also be contacted to support you with any decisions or advice that you may need. Telephone – 01629 533660 Email – parent.partnership@derbyshire.gov.uk Derby & Derbyshire Parent Partnership c/o Chesterfield Register Office New Beetwell Street Chesterfield Derbyshire S40 1QJ</p>
<p>Where can I access Derbyshire's Local Offer?</p>	<p>Please click on the link below to access details of the Derbyshire SEND Local Offer</p> <p>Derbyshire SEND Local Offer</p>