

**SEND Information
Report**

2016-2017

Brewood and Wheaton Aston Federation

“Be the Best that you can be”

Introduction

Brewood C of E Middle School and St Mary's C of E First School have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by ENTRUST to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local Offer?

The *Children and Families Bill* requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 – 25. This is the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

To find out about the local authority's local offer of services and provision for children and young people with SEND click on the link below:

<http://helpyourself.staffordshirecares.info/localoffer>

Please click on the questions below for more information about the Local Offer from Brewwood and Wheaton Aston Federation and how we can support you and your child

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What kinds of special educational needs are provided for at Brewood C of E Middle and St Mary's C of E First Schools?

Our aims for pupils with SEND:

- To reduce barriers to progress by embedding the principles in the National Inclusion Statement.
- To ensure that all young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and printed information for all.
- To use our best endeavours to secure special educational needs provision for pupils for whom it is required and that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Needs
 - Sensory and Physical Needs
- To request, monitor and respond to parents', carers' and pupils' views in order to ensure high levels of confidence and partnership.
- To ensure high levels of staff expertise to meet pupils' needs through well targeted continuing professional development.
- To support pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation with the local authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.



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Admission arrangements for pupils with SEN or disabilities

Children with an Educational Health Care Plan or Statement of Special Educational Needs which names the school will be allocated a place in accordance with section 324 of the Education Act 1996.

<https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissioncriteria/AdmissionArrangements/Staffs-LA-Admission-Arrangements-2017-18.pdf>

What should I do if I think my child has special educational needs?

If you think your child may have SEND, first speak with your child's teacher.

If you have any concerns regarding your child's progress or well-being then please speak to your child's class teacher, form tutor or Miss Goldup (SENCO) to discuss your concerns.

Points you may want to think about before contacting the school are:

- Why do you think your child has SEND?
- How can the school help your child?

Please bring any reports or information you have about your child's needs to the meeting.



How does the school know if children need extra help ?

At different times in their school life, a child may have a special educational need (SEN). The Code of Practice 2014 defines SEN as follows:

“A child or young person may have SEN if they have a learning difficulty or disability which call for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where a child’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.



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How is the decision made about the type and how much support my child will receive?

If a child is identified as having SEN, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in each school's Inclusion Map.

When providing support that is additional to or different from we engage in a four-stage process: Assess, Plan, Do and Review. This is outlined on the next page.

While the majority of children with SEN will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with and Education, Health and Care Plan.



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The Assess, Plan, Do, Review cycle

Graduated Response

1

- Assessments and teacher or parent indicate child not making sufficient progress.
- Put in basic provision and adaptations to support needs and record in child's file.
- Inform parent.

2

- Concerns continue after additional support inputted for minimum 6 weeks, unless evidence from other sources suggests earlier action.
- Teacher completes questionnaire and raises concern with SENCo.

3

- SENCo reviews evidence with teacher and discusses area of need and targets.
- If meets criteria, teacher invites parents to a meeting, writes plan for support. Parent signs plan.
- Teacher notes provision in place on provision map.
- SENCo adds child to SEN Support Register.
- IF DO NOT meet SEN criteria but needs identified, SENCo adds them to Monitoring Register.

4

- Individual Support Plan (ISP) is used for planning and preparation. Working document.
- ISP shared with other staff working with child.
- ISP reviewed termly with child and parents.
- Pupil profile will be reviewed as and when needs change.

5

Review can lead to:

- Continued support at SEN support with new targets written by teacher (with advice from SENCo if required and/or referral to outside agency by SENCo).
- Move to monitoring register.
- Application for EHC plan (if outside agencies have been involved or enough evidence to warrant this). SENCo completes this process with information from staff.



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How will the staff support my child?

The Headteacher has overall responsibility for provision for children with SEND.

The school has a designated SENCo who is responsible for the leadership and day-to-day management of SEND provision. There is also a designated SEND governor.

Teachers will: check on the progress of every child and identify, plan and deliver any additional help a child may need in liaison with the SENCo; share and review Individual Support Plans with parents or carers at least once each term; personalise teaching and learning as identified on the school's Inclusion Map and ensure that the Inclusion Policy is followed in their classroom and for all the children they teach with SEND.

Both schools have a strong team of support staff who may also provide additional support, working with individual children or small groups.

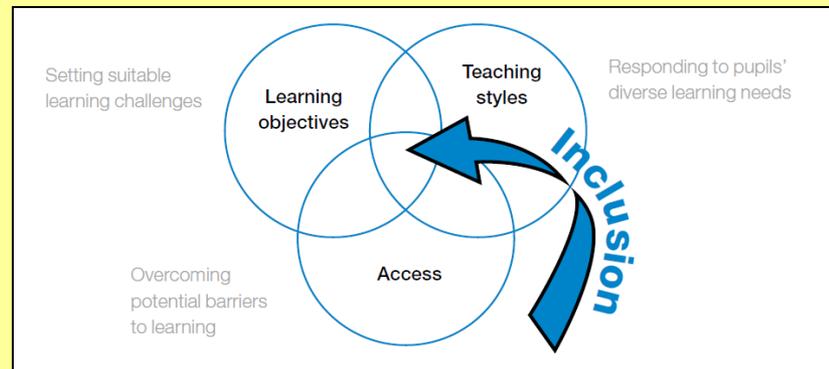


What is the approach to teaching, learning and development of children with special educational needs?

We recognise our responsibility to provide a broad and balanced curriculum for all children.

Teachers will:

- set suitable learning challenges;
- respond to children's diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of children.



Curriculum planning for children with SEND will take account of the type and extent of the difficulty experienced by the child. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A smaller number of children may need access to specialist equipment and approaches or to alternative or adapted activities, following advice and support from external professionals. Teachers and teaching assistants will, where appropriate, work closely with other agencies who may be supporting the child.



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

Additional support will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school on a one-to-one basis or as part of a small group of children with similar needs. These interventions may be run by a teacher or a trained teaching assistant.

For a small number of children, their needs may require access to technology. For example, modified ICT equipment or recording devices.



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How will I know how my child is doing and how will the school help me to support my child's learning?

Teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and at home so that similar strategies can be used.

The SENCo is also available to meet with you to discuss your child's progress or any concerns that you may have.

Your child's progress will be continually monitored by his / her teacher and this will be reviewed formally with the Headteacher and SENCo at Pupil Progress Meetings.

If your child has an Individual Support Plan, regular reviews will take place to ensure that the intervention is having the intended effect. Termly reviews will involve you and your child as well as his / her teacher.

The progress of children with an Education, Health and Care Plan will be formally reviewed at an Annual Review with all adults involved in their education.



What support will there be for my child's overall well being or medical needs?

We recognise that some children may have additional emotional and social needs that need to be developed.

For children who need further support we offer a range of interventions as outlined in the Local Offer, including individual or small group mentoring with teaching assistants.

If a child needs extra support, the SENCo will access support from external agencies with the permission of the parents or carers.

Pupils with specific medical needs are provided with a health care plan, compiled by the school nurse or another medical practitioner in partnership with parents and if appropriate the pupil.

Staff who administer medicine do so in accordance with the local authority policy and DfE guidelines included in: Supporting Children with Medical Conditions (DfE) 2014.



How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education?

Transition is a part of life for all children, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term. Arrangements for transition to high school for pupils with SEND will be planned according to individual need.

Where a child enters the school during an academic year, the SENCo will work closely with the previous setting to ensure that transition is well planned and that provision is in place for any additional needs.

At transition, information previously agreed with parents or carers, will be shared with the SENCo at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school; staff from the new school will visit him or her or staff will accompany the child on visits to their next school.



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How are facilities that are available accessed by children with special educational needs?

The school is fully compliant with the requirements of the Disability Discrimination Act. There is an Accessibility Plan in place that is compliant with the requirements of the Equality Act 2010.

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

After-school and extra-curricular activities are accessible to all children, including those with SEND.

At Brewood Middle School there are lifts and disabled toilet facilities.

Please contact your child's teacher or Miss Goldup (SENCo) if your child has any specific requirements.



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

We believe that all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all.

Please contact your child's teacher or Miss Goldup (SENCo) if your child has any specific requirements for extra-curricular activities.



What training have the staff supporting SEND had or what training are they having?

We provide training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

This includes whole school training on Specific Learning Difficulties; Autism Spectrum Disorder and Speech, Language and Communication Difficulties.

Class teachers are accountable for the progress of all pupils in their classroom. In order for teachers and teaching assistants to contribute to ensuring pupils have access to learning and make progress we provide performance appraisal, linked to pupil progress and individual professional development and high quality training that takes account of the school's needs.



What specialist services and expertise are available at or accessed by the school?

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the consent of parents or carers.

We have developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Special Educational Needs Support (SENSS)
- Educational Psychologist
- Autism Outreach Team
- Speech and Language Therapist
- Specific Learning Difficulties Base
- Occupational Therapist
- Advisory teachers, including hearing and visual impairment
- School Nurse/Health Visitor
- Local Support Team
- Education Welfare Officer



How is the effectiveness of special educational provision assessed and evaluated?

Pupil Progress Meetings are held every half term. The progress of individual pupils is discussed and additional provision needed, to address barriers to learning, is identified.

To provide a clear picture of the quality and consistency of inclusive practice across school, it is monitored and evaluated through:

- classroom observation;
- scrutiny of pupils' work;
- and discussion with pupils.



Who can I contact for further information?

In case of any difficulty with the provision made, teachers should be the first point of reference for parents or carers. If these difficulties cannot be resolved, the school's Complaints Procedure will be followed. If independent disagreement resolution is requested, further information about this process will be made on request.

From September 2014 'Independent Support' has been introduced to assist parents, carers and young people through the [Educational Health and Care \(EHC\) Assessment](#) process.

An Independent Supporter can:

- Support you through the EHC Assessment process
- Help you put together a one page profile
- Help you while your child's statement of special educational needs is transferred to an EHC plan
- Liaise across a range of services and act as a named contact when gathering the information required for an EHC plan
- Provide impartial information, advice and support

The Independent Supporter with SEND Family Partnership is **Tracey Evans**. Tracey began working for the service in April 2016 and has extensive experience supporting young people in her role as a Special Educational Needs Coordinator (SENCo) at various schools.

If you would like Tracey to support you through the EHC Assessment process, contact the SEND Family Partnership Service on 01785 356921. Alternatively, you can email Tracey on tracey.evans@staffordshire.gov.uk



<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Independent-Support-IS.aspx>



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