



Brinsworth Manor Infant School's SEND Offer SEN Information Report

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The school offer is part of the wider Local Authority Offer, and is based on the requirement for **all schools** to outline the support available to children with SEND. We have decided to combine these two documents into one, and include information on our SEND Policy also, so you have one place to find out all the information you need. This document is written in line with the '*Special Education Needs and Disabilities Code of Practice: 0-25 years. 2014*' and the '*Special Educational Needs and Disability Regulations 2014*'. To make it as easy as possible to find the information you require, we have laid it out as a series of questions parents/carers often ask about a school and what happens for children with SEND. If there is a question you would like answered that isn't included below or you would like additional information, please let us know!

At Brinsworth Manor Infant School, we are committed to working together with all members of our school community.

This Information Report has been produced with the Head Teacher, Special Educational Needs & Disabilities Coordinator (SENDCO) and the Governing Body. It will be reviewed annually by staff, governors, parents and pupils. We would welcome your feedback and future involvement in the review of our report, so please do contact us:

Head Teacher: Mrs M Tomlinson

SENDCO: Mrs R Platts

SEND Governor: Mrs J Crow

All can be contacted via reception, tel: 01709 828187

Email: office@brinsworthmanorinfantschool.co.uk

How does Brinsworth Manor Infant School know if children need extra help?/ How does the school identify children with SEND?

The progress of all pupils is discussed each term with all adults involved in their education. This shared discussion highlights any children not making sufficient progress. Where appropriate, further support is given.

We know when pupils need extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs eg emotional needs
- There is a particular barrier to their learning, e.g. speech development, behaviour etc.

What are the different categories of Special Educational Needs?

At Brinsworth Manor Infant School, we embrace the fact that every child is different, and therefore, the educational needs of every child is different. This is certainly the case for children with special educational needs & disabilities. We are happy to make provision for any kind of SEND and will make any reasonable adjustments possible to include pupils and parents in our school.

The categories of need are outlined in the SEND Code of practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than other children of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that

may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children with SEND may have needs in more than one of these areas.

We currently provide for a number of children with complex physical and medical needs as well as making provision for Autism and other Specific Learning Disabilities.

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

If you have concerns relating to your child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is Mrs Platts and whose contact details are 01709 828187.

How will I know how Brinsworth Manor Infant School supports my child?

Our school is committed to ensuring that our pupils are entitled to quality learning and teaching. Pupil's education will be carefully planned for by the class teacher through differentiation.

If after extra support, a child continues to make limited progress, then a meeting will be held between teachers and parents to discuss the next steps.

Part of Mrs Platts's role is to monitor the additional support children receive. She regularly checks if the support offered is working or needs changing.

Sometimes children might need more expert support from an outside agency such as the Learning Support Service, Educational Psychologist, Visual Impairment team etc. In this instance; a referral will be made with parents/carers consent and forwarded to the most appropriate agency. They will help the school to plan then next steps.

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

When a child has been identified with a special need, the class teacher, parents/carers and the Special Needs Coordinator will work together to make an individual support plan. You will be invited to a meeting each term to talk about the plan.

Work will be adapted to enable the pupil to access the curriculum more easily and will support the child in achieving the targets set within their individual support plan.

Teaching Assistants may be allocated to work with the pupils where needed.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, ear defenders, pencil grips etc.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evenings which are held each term. Additional review meetings will be provided each term for children with special educational needs, where their individual support plans will be reviewed on a regular basis and next steps will be identified.

Staff are available should you have a concern and appointments can be made to speak in more detail.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01709 828187.

How will the school help me to support my child's learning?

The class teacher may suggest ways of how you can support your child.

Mrs Platts (Special Needs & Disabilities Coordinator) may meet with you to discuss how to support your child. If outside agencies eg the Educational Psychologist have been involved, suggestions and programmes of learning are normally provided that can be used both at home and at school.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

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

Our school has a Well-being Mentor who can provide support for children's emotional well-being. The Well-being Mentor is called Mrs Marvin. She works with children and parents/carers to support children with emotional needs. The support offered by Mrs Marvin includes a variety of needs such as:

- Bereavement
- Anger management
- Confidence issues

- Friendship circles
- Family break ups/changes within the family
- Behaviour issues
- Attendance

This school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school is supported by the Educational Psychology Service which supports the school for individual children with any emotional and mental health needs.

What support will there be for my child's medical needs?

Where staff need additional training for a medical need, then a detailed Care Plan is written with support from the School Nurse (0-19 Service) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff who volunteer to administer specific care plans will complete formal training and be verified by the School Nurse (0-19 Service) as being competent.

Medicines can be administered in school but only where a signed medicine consent form is in place. The school will only administer medication prescribed by the doctor.

Foundation stage staff have paediatric first aid (renewed every two years) and the remaining staff are emergency first aid trained. This is updated every three years.

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

Sometimes it may be necessary to ask outside agencies for their expertise. The agencies used by the school include:

- Learning Support Services
- Speech and Language Therapy (SALT)
- Autism and Communication Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse (0-19 Service)
- Educational Welfare Officer
- Visual Impairment team
- Hearing Impairment team
- Early Help Services
- Social Care

An Educational Psychologist and Learning Support Service worker works with our school. They help the staff where more specialist provision is needed. The services need permission from parents/carers before they can do any assessments.

What training have the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. This has included learning interventions such as:

- RWI 1:1 tutoring
- NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

Further training has been undertaken for staff for other areas of SEND such as:

- Physiotherapy sessions (bespoke and in line with physiotherapist support)
- Team teach training (positive handling)
- Theraplay sessions
- Training for supporting children on the Autism Spectrum is offered from the Autism Communication Team.
- The school has regular visits from SEND specialist teachers who provide advice to staff support. The success and progress of individual pupils.

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

Activities and educational visits are available to all.

Risk assessments are carried out for the class to make sure that all children can join in. More detailed risk assessments are written for children who need more specific support.

How will the school prepare and support my child when joining Brinsworth Manor Infant School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions with previous settings/future settings.
- Pupils spend time in their new classroom. This can be adapted where needed.
- Where a child may have special educational needs; Mrs Platts (the Special Needs & Disabilities Coordinator) may arrange a meeting with parents/carers, the previous setting and the new teacher to discuss actions and next steps.
- Transition booklets-with photographs of staff, classroom, toilets, cloakroom etc.

How are the school's resources allocated and matched to children's special educational needs?

The school's Special Educational Needs' budget is allocated each financial year. The money is used to provide additional support or resources.

- Additional provision may be allocated.
- Resources may include equipment or deployment of staff depending on circumstances.

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

These decisions are made in consultation with the class teacher and the senior leadership team. Decisions are based upon termly tracking of pupil progress.

- Individual needs are taken into account when planning additional support.
- Guidance from external agencies may be sought where appropriate.
- For pupils with Education and Health Care Plans (EHCP), this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussion and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Attending parents' evenings
- Attending a Special Needs review meeting each term to review previous support and contribute to new plans.
- Meetings with external agencies/school

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling; please contact Mrs Platts, the school's Special Needs Coordinator.

If you would like support as a parent of a child with additional needs, or would like impartial advice regarding the provision your child is being offered then Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available to you. <http://www.rotherhamsendiass.org.uk/> Alternatively contact the service on 01709 823627

We hope that the information provided has answered any queries you may have; but do not hesitate to contact the school if you have further questions.