

Brockhampton Primary School Special Educational Needs & Disability Information Report



SENCO: Miss E. Taylor

Introduction

Brockhampton Primary School is committed to supporting the needs of all our pupils including children with educational needs and disabilities. Brockhampton Primary School is an inclusive school and offers a range of provision to support children with an individual need, following thorough assessment by internal or external agencies in order that they can achieve and thrive. The support offered is structured around the individual need of the child and designed to promote pupils becoming independent and resilient learners. It does not detail every skill, resource and technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.



Aims and Implementation

The school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the Local Authority and professional agencies within the following principles:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support.

SEND Pupils at Brockhampton and Nationally

The figures below are taken from our internal identification of pupils and nationally from the school census as of January 2022.

	National %	Brockhampton %
% of Pupils with EHC Plan	3.3	1
% of Pupils on all SEND Support (inc EHCP)	14.6	12.6
% SEND Boys	64.2	84
% SEND Girls	35.8	16

The most common type of need for pupils with SEN support nationally is speech, communication and language needs. The table below indicates the needs of the current SEND pupils at Brockhampton:

	National % of Overall SEND 2022	Total (% of all SEND) 2022
Speech, Language and Communication	28	16
Moderate Learning Difficulty	20.3	16
Social, Emotional and Mental Health	22.8	12
Specific Learning Difficulty	14.4	4
Autistic Spectrum Disorder	16.2	12
Severe Learning Difficulty	3	0
Profound and Multiple Learning Difficulty	0.9	4
Physical Disability	3.3	0
Hearing Impairment	2	4
Visual Impairment	1.2	0
Multi-Sensory Impairment	0.4	0
SEN Support – no specialist assessment of need	4.0	20
Other Difficulty/Disability	4.8	0

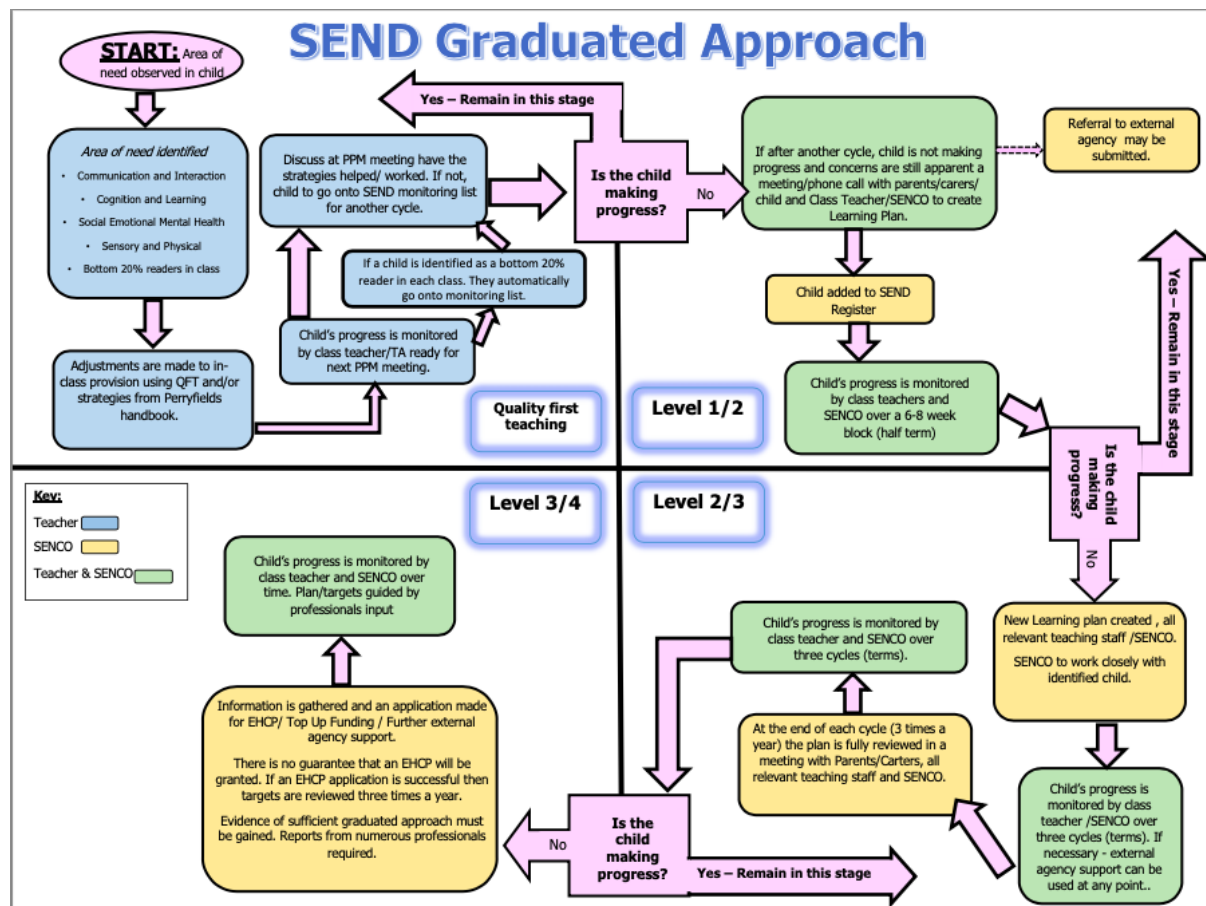
Identification of SEN

The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team and class teacher at Pupil Progress Meetings. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. For pupils starting the

school, we gather information from any previous settings and conduct our own internal assessment to establish their personal needs. In addition to this we encourage parents and/or pupils to meet with the class teacher if they have any worries. Furthermore, all bottom 20% of readers in each class go onto the SEND Monitoring list. Children on the monitoring list will be lightly tracked and form conversations at Pupil Progress Meetings.

Our Approach at Brockhampton

We follow a graduated approach to SEND which starts with quality first teaching and whole school practice in effective assessment, tracking and monitoring. See below for our Brockhampton Graduated Approach:



In accordance with the SEN Code of Practice and Herefordshire SEND Services Local Offer there are four different levels of support:

Level 1 - quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Level 2 - specific, additional and time-limited interventions (normally on a 6 weekly assess and review cycle) provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Level 3 - targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential; this is often 1:1 external specialist support and teaching.

Level 4 - The educational health and care plan (EHCP) is for children and young people who have significant special educational needs (SENs) and/or disabilities. Your child's needs will be assessed by education, health and social care professionals to see if you should have a EHC plan. Extra support, beyond that of which a school may normally provide will be used to enable the child to achieve.

At Brockhampton Primary School we encourage effective home-school partnership. If we have any concerns about your child's progress our Special Educational Needs Leader (SENCO) will contact you. If you have concerns about your child's progress you should initially speak to your child's class teacher.

For pupils who are at Level 2 or above we develop Learning Plans and Pupil Passports alongside parents/carers and the pupils themselves. These include specific targets for improvement that will ensure your child makes progress when they are met. Termly meetings with parents/carers review the child's progress towards these targets and if appropriate set new ones.

Internal Support

Individuals and agencies that provide support for pupils at Brockhampton are funded from the school budget.

Internal support includes:

- SENCO – a member of the school Leadership Team that has responsibility for monitoring, evaluating and implementing strategies/provision that ensures our SEND service is of high quality.
- Teaching Assistants who lead intervention groups for SEND specific children (including Speech and Language Therapy, Fine Motor Skills, Phonics, Sentence Structure, Maths, English)
- Thrive Practitioners – they support children who are experiencing social, emotional or behavioural difficulties. In addition to this, they use the programme to support pupils who may be experiencing trauma of some kind.
- Class Teacher release time to work with targeted children and offer reactive teaching support.



Outside Agencies

If strategies for level 1 or 2 children are not demonstrating a positive impact on the child's educational or pastoral outcomes the SENCO will speak with parents/carers to gain permission to involve external professionals or agencies that can provide a bespoke and expert service.

Examples of the services that we work with are:

Inclusion Team (EHCP applications)
Child and Adolescent Mental Health Service (CAMHS)
Visual Impairment Service
Educational Psychologists (EPs)
Hearing Impairment Service
Speech and Language Team (SALT)
Behaviour Support Team (BST)
Learning Support Team (LST)
Autism Spectrum Disorders
Physiotherapist
Occupational Therapist (OT)
Paediatricians
School Nurse
Family Support Worker
Education Welfare Officer

The professionals evaluate the pupil's needs and provide the school with strategies or services that are likely to have a positive impact on the child's progress. They tend to work with pupils on an individual basis and feed back to staff verbally and in written reports that are shared with parents/carers.

We also work with and alongside Social Services, Family Support, Parent Partnership and Community Police.

How our staff support children with SEND?

Our provision includes:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need. This may involve extra support being given to the pupil in the form of an adult or concrete/visual resources. We aim to support all SEND pupils to achieve in line with their peers by providing them with tools in the classroom that will help them.
- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Class Teacher release time to support children in the class with 'booster' sessions.

Specific examples of programmes/work carried out by staff with SEND pupils includes:

- Termly evaluation of the needs of all children who require SEND support
- Using quality first teaching strategies in the classroom
- Thrive
- Phonics/Read Write Inc Programme
- Speech, Language and Communication Interventions
- Colourful Semantics – sentence structure
- 1:1 Support in the classroom
- Fine Motor Skills
- Spelling
- Smart Moves – Gross Motor Skills
- Rapid Reading
- Rapid Writing
- First Class at Number 1 & 2
- Power of 1 & Plus 2 Mathematics

Provision is carefully planned. Targets for SEND provision are embedded into the School Improvement Plan and training is carefully planned in. Individual staff are sent on relevant training and then cascade this to everyone else in school so that best practice is consistent.

Five members of staff are trained Thrive Practitioners and facilitate programmes of work to meet the social and emotional needs of all children.

We have staff who are supported by the Communication Outreach Team to effectively deliver Speech, Language and Communication work with small groups and individuals throughout the school giving targeted help and support where the children need it.

The SENCO regularly and carefully reviews the quality of teaching and how children with SEND are catered for. They do this by conducting learning walks, scrutinising books, talking with children/staff, progress data analysis, lesson observations and via discussion in termly pupil progress meetings. All information is used to form an annual action plan that is centred on school improvement. This is done alongside the rest of the leadership team.

The SENCO conducts an annual audit of provision in school and presents a report to the IAB (Governing Body). This includes data and suggestions from the annual SEND parental questionnaire, in which we ask what is working well and what could be improved. The named Member of the IAB will also conduct Governor Visits so they have an understanding of SEND at Brockhampton and can challenge and support leaders on the impact of strategies on SEND pupil outcomes.

Teaching, Learning and the Curriculum

The teachers at Brockhampton have the highest possible expectations for all pupils in their class, including those with SEND. All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.

Specific strategies (which may be suggested by the SENCO and/or external agency advisory staff) are in place to support your child to learn. These can be personalised such as for example visual timetables, 'now/next' boards, sloping boards or making the classroom environment 'friendly' and conducive to learning for all SEND pupils.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap(s) in their understanding/learning and needs some extra support to help them make the best possible progress.

Our Curriculum is ambitious and designed to engage and enable all pupils to learn. Our main Intent for all pupils is as follows:

- Meet our children's academic needs for future learning and employment
- Achieve high standards in Reading, Writing and Maths
- Develop long term memory so children can recall, retain, transfer and use learning in a range of contexts
- Meet our children's pastoral needs for future learning and employment
- Promote independence
- Be physically and mentally healthy
- Have a sense of contribution to the community
- Be accessible for all.

All SEND pupils will have the opportunity to achieve well despite their individual needs. The Accessibility Plan outlines some of the strategies and resources that we may use to help them with this.



The Impact of What We Do

We have a number of methods in which we measure the impact of what we do with SEND pupils. These include:

- Learning Plan Reviews – there is clear indication of pupils achieving personalised and individual targets and progressing onto the next stage of their development
- Educater Assessment Tracker – when scrutinising books it can clearly be seen that pupils are achieving specific targets or steps towards key objectives
- THRIVE Assessments – a clear system whereby our pupils demonstrate progress towards defined targets. There are a number of cases where the pupils have made accelerated progress and are no longer in need of weekly support
- EHCP Targets – our EHCP pupils regularly meet targets set within their plans and move on to the next stage of development
- Half termly Intervention Programme Reviews – show that the overwhelming majority of pupils demonstrate progress within their programme of work
- Pupil Voice – we work alongside pupils to gather their opinions on how well they are doing in the more subjective targets such as independence, resilience, attitude to school, British Values and aspirations. SEND pupils often speak positively about these aspects of school
- Some pupils over time, particularly those identified at Level 1 or 2, do not require any additional support due to them making progress.

Additional Learning Activities

As part of our disability and equality statement we encourage all pupils, irrespective of SEND, to participate in a range of extra-curricular clubs and activities. The following table shows a breakdown of the attendance/engagement of the SEND pupils in relation to their peers in 2018/2019 clubs:

Club	Total Number of Pupils Attending Over the Year	Total Number of SEND Pupils Attending Over the Year	% of Pupils Attending that are SEND
Football	69	18	26
Choir	36	11	31
Netball	36	11	31
Mindfulness	28	10	35
X-Country	42	8	19
Drama	1	1	100
Church	4	2	50
Dance	17	4	24
English and Maths	22	6	27
Scarecrow Art	30	6	20
Tennis	19	7	37
Forest School	17	5	29

As is shown the numbers of SEND (20% of school population) and the proportion of SEND attending clubs is at least in line and very often higher than their Non-SEND peers.



Staff

Over the past two years staff have had the following SEND training:

- Perryfields Outreach Training – understanding the needs of all learners
- RWI Phonics / Reading training
- Thrive
- Communication Friendly Classrooms
- Use of technology to aid learning in the classroom

Parents

The school prides itself on developing close links with parents. We conduct termly individual reviews as well as an overall in depth annual one at the end of the academic year. Parental feedback and opinions are included in all formal documents and used to inform the strategies, interventions and/or resources that we provide for SEND pupils.

Parents have access to support services and activities via the school website.

Pupil Premium

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children. Eligibility for the grant is determined by the income of each household, whether a child is being looked after or if parents/carers are in the services. The school receives:

£1,320 for eligible primary aged pupils
£2,300 for each looked after pupil
£300 for eligible pupil who parents are or have been in the armed services
Up to £300 for pupils aged 3 to 4 years; Early Years Pupil Premium

Brockhampton receives the grant and spend it in line with our Pupil Premium Strategy to ensure the money is allocated to the children appropriately and enables them to achieve. Our PP Strategy is available on the school website.

Attendance

The table below gives a picture of SEND and Pupil Premium children's attendance from 2017 onwards. Please note that attendance data has been skewed by the Covid pandemic in 2019/2020 so is not used as a reliable measure.

	2017/2018 Attendance %	2017/2018 Persistent Absentee %	2018/2019 Attendance %	2018/2019 Persistent Absentee %	National 2018/2019 Attendance %	National 2018/2019 PA %
SEND Pupils	94.3	39	96.4	15	91.3	24.6
Pupil Premium	90.2	42	93.4	15	92.5	22.8

As you can see in 2017/2018 a disproportionate number of the school's persistent absentees were SEND. Due to a targeted approach, by the end of 2018/2019 SEND pupils at Brockhampton make up less of the total persistent absentees when compared with their peers nationally. The same is true of Pupil Premium children. We are very proud of the effort our SEND pupils and parents make with attendance.

How children are supported when moving between phases of education?

The key transfers are as follows:

- Pre- School provider to school
- Primary school to secondary school
- Relocation to another primary school

We recognise the value of a smooth transition for all SEND pupils and when appropriate use a toolkit to communicate with the new provider. The Toolkit provides information on:

Details of SEND
Pupil's Key Challenges
Support Provided – Intervention Programmes
Details of Effective and Ineffective Support
Significant Life Events
Pupil Interests and/or Talents
Pupil Worries
Parent/Carer Input
Recommendations

Within school, smooth year to year transitions are ensured through:

- Open strong relationships with all staff and all children and regular collaborative sessions throughout the year.
- Formal "handover meetings" between the current and next teacher where the needs of every child are discussed.
- Extra visits to new classrooms and to meet new teachers are planned into the curriculum.

Children are aware of key members of staff who they can talk through any concerns or worries. If it is deemed necessary key members of staff are temporarily used to support transition. Also, transition action plans are tailored to a child's individual needs following consultation with key stakeholders.

We have good links with the local secondary school and we plan in opportunities for collaborative working. Consequently, a clear and well thought out transition process is in place for children going to Secondary School.

When children transfer to other schools, all information is sent on to the receiving school and if deemed necessary and is possible staff will visit the new school with the child to help them with the transition.

Policies Relating to SEND

We regularly review policies in accordance to an annual cycle in school and those relating to SEND are no exception. If you would like to request a hard copy of any policy, please contact the school office and it will be provided free of charge. Policies include:

Policy	In Place (X)	Review Date
SEND	x	12/22
LAC	x	03/23
Equality and Disability Statement	x	09/23
Social, Emotional and Mental Health	x	11/22
Pupil Premium	x	09/23
Exclusions	x	12/22
Supporting Pupils with Medical Conditions	x	11/22
Admissions	x	12/22
Intimate Care	x	11/22
Accessibility Plan	x	02/23
Data Protection and GDPR	x	09/23
Pupil Confidentiality	x	02/23
Records Management	x	12/23
Safeguarding and Child Protection	x	09/23
Positive Handling/Restraint	x	09/23
SEND Information Report	x	09/23
SEND Local Offer	x	09/23

Contacts

SENCO

Miss Emily Taylor	etaylor@brockhampton.hereford.sch.uk	01885 483238
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Member of the IAB responsible for SEND

Mrs Jo Preston	jpreston@brockhampton.hereford.sch.uk
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Headteacher

Mr Matthew Mander	head@brockhampton.hereford.sch.uk
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Any queries or questions relating to Looked After and Pupil Premium children can also be made to the above members of staff or member of the IAB.

If parents/carers have any concerns about their child then we encourage you to make an appointment to see the classteacher in the first instance. If your problem is unresolved then the SENCO will meet with you. Any complaints can be made in accordance with the Complaints Policy that can be seen on the school website or a hard copy requested from the office.