



Bromesberrow St. Mary's C of E Primary School

Special Educational Needs (SEN) Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website www.bromesberrowschool.co.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

At Bromesberrow St. Mary's C of E Primary School we are all teachers of SEND. The Lead on SEND is the SENCO, Miss Robyn Oakes, with the support of the SEND Assistant, Mrs Amy Chesham.

School staff have specific training in:

Autism Awareness, Lego therapy, Anxiety Awareness, Mental Health First Aid, Zippy and Apples' Friends PSHE programme, Elklan, Drawing and Talking, Talk Boost Speech and Language support, Precision Teaching, Dyslexia Gold and Numicon maths, Number Stacks, Clicker, Pearson Rapid Programmes. We

access ongoing training through Tewkesbury District Partnership and the Local Authority SEN Clusters.

If we need any extra support we have a strong relationship within Primary Quest Trust and with the local authority Education Psychology, Advisory Teaching, CYPS/CAMHS (child mental health services) and Early Help teams, as well as the school nurse. We gain from their expertise and can organise for individual assessments to support learning when appropriate.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Robyn Oakes, who is also one of our class teachers.

They are a qualified teacher..

Assistant SENCO

Our assistant SENCO is Mrs Amy Chesham

They have 6 years experience in this role, having previously supported SEN in nursery settings. They have undergone training in Four Areas of Need and Lego Therapy.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

They have received recent whole school training in:

Memory Training through Educational Psychology Team as part of Primary Quest Trust

Teaching assistants (TAs)

We have a team of 3 TAs, who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as:

Precision Teaching, Talkboost, Elkan, Drawing and Talking, Zippy's/Apples/Passport, Dancing Bears.

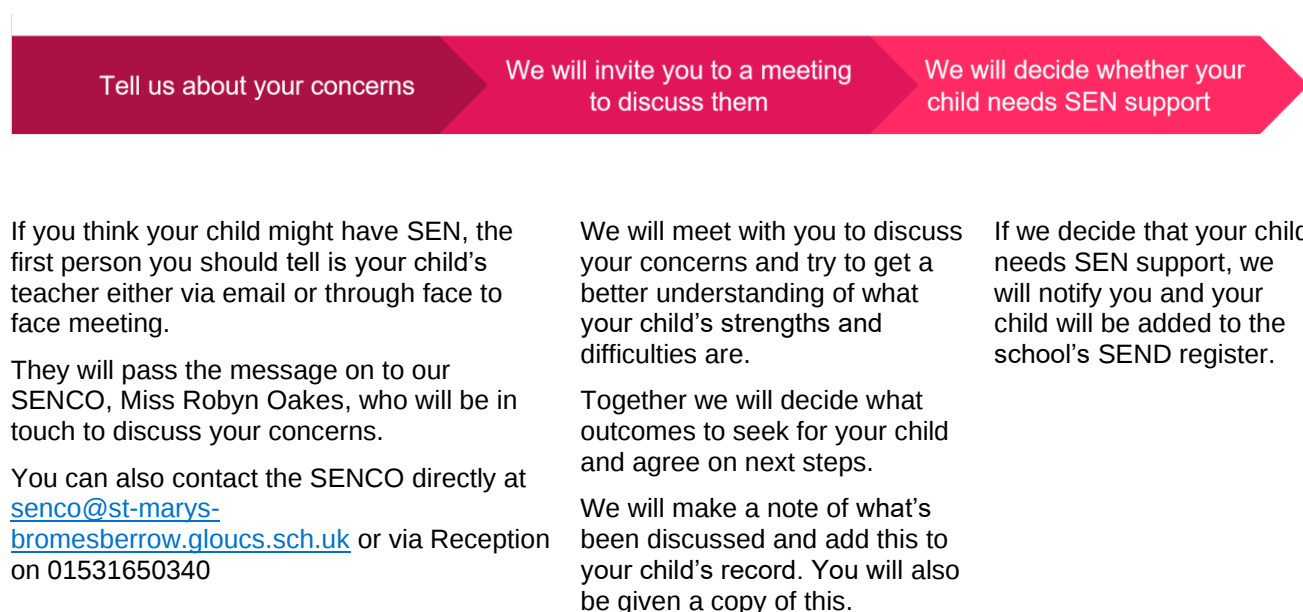
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing or number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

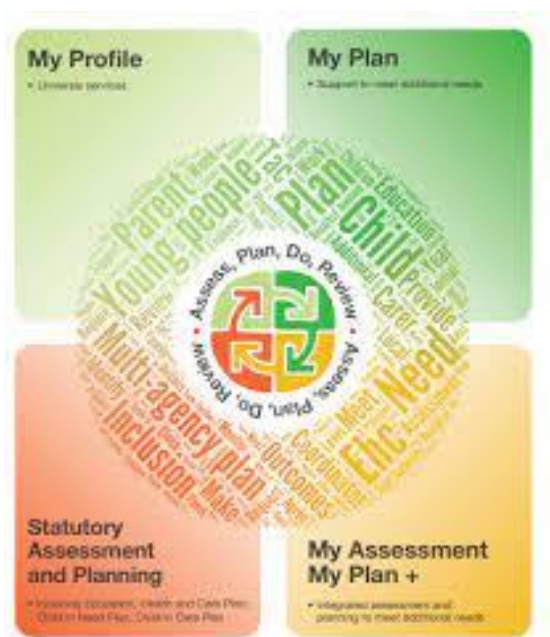
Based on all of this information, the SENCO will decide whether your child needs SEN support and you will be informed.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports (2 written and 2 verbal) on your child's progress per annum.

Your child's class/form teacher will meet you regularly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

All of our staff are teachers of SEND and have been trained in adaptive approaches to enable them to support all children to access the curriculum and achieve. Our curriculum offer is inclusive and we make adaptations to ensure this e.g. writing frames and pictorials in English, additional maths manipulatives in maths and bigger paint brushes in art.

Please visit our school website to read more about accessibility and inclusion through our Accessibility Plan.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

Precision teaching

Drawing and Talking

Elklan

Rapid Writing

Talkboost

Dancing Bears

Number Stacks

Lego Therapy

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and Next Boards-providing structure Providing predictable routine and support to anticipate transitions

	Speech and language difficulties	Speech and language therapy Talkboost Quality adult-child interactions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	General: Precision teaching Pre teaching vocabulary 1:1 Tuition Dyslexia specific: Writing slope Coloured paper and or overlays Dyslexia Friendly Books Ipads for spelling Clicker Dancing Bears Dyspraxia Specific: Breaks Extra time Consider writing implements Clear directions and instructions Speed Up Dyscalculia Specific: Drawing out tasks and problems Real life cues and objects Talking through Graphic organisers Chunking and breaking down learning
	Moderate learning difficulties	Precision teaching Pre teaching vocabulary Number stacks Numicon Rapid Writing 1:1 tuition

	Severe learning difficulties	Bespoke curriculum offer in line with EHCP needs. This may have a heavier focus on alternative provision e.g. life skills, outdoor learning.
Social, emotional and mental health	ADHD, ADD	Quiet work area Movement breaks Wobble cushion for carpet time Fidgets Support for organisation Visual timetables
	Adverse childhood experiences and/or mental health issues	Nurture groups, Lego therapy Emotional literacy support Trailblazers- a CAMHS outreach support service for low level SEMH need.
Sensory and/or physical	Hearing impairment	Positioning- closer to teacher Visuals Repetition Hearing loops Support from Advisory Teaching Service for hearing. Explore using Makaton or alternative as advised Access technology
	Visual impairment	Limiting classroom displays Positioning- closer to stimulus Reading aloud what has been written Advisory Teaching service Look at sensory play and audiobooks to support engagement and learning Clicker Access technology
	Multi-sensory impairment	Sensory stations/box with earphones, fidgets, weighted blankets Sensory and food play Access technology

	Physical impairment	Adaptations to environment and curriculum to ensure inclusion e.g. PE equipment Fizzy Programme Physiotherapy programme
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These interventions are part of our contribution to Gloucestershire's local offer.

Stages/levels of SEN

Cause for Concern

The class teacher identifies areas of concern and consults with the SENCO and/or SEND Assistant, who will then carry out an analysis of the child's needs, gathered from whole school data, previous progress and attainment, observations, child voice, communication with teaching assistants and class teacher. Parents and pupils will be consulted and their views sought. The class teacher and SENCO will draw up a One Page Profile, identifying needs and actions. Early intervention will be put in place to support within the classroom.

My Plan:

- Parental consent is sought and participation encouraged to build an individual 'needs led' learning plan for a child. These will involve needs targets, which could be academic, physical, medical or emotional, and may be to work on at school and/or at home. Plans are reviewed each term.
- Structured conversations 2 times per year provide opportunity for these learning plans to be reviewed and amended with parental input.
- More in depth assessments are conducted to facilitate an understanding of an individual pupil's barriers to learning and how these can be overcome.
- Provision mapping will be used if the child or children need something that is different from or additional to what is usually differentiated for in the classroom. Progress is closely monitored and assessed.
- The SENCO and SEND Support Assistant supports the class teacher in gathering information, assessments and co-ordinating the child's provision.

My Plan Plus:

After My Plan has been in place for some time and progress is still of a concern, it may be necessary to widen the breadth of support offered to a child. At this point, the class teacher and the SENCO will seek outside agency involvement

for a multi- agency approach. A My Plan + will be coordinated by an elected Lead Professional (most often the SENCO or the SEND Support Assistant). The Lead Professional will (as outlined in the Gloucestershire Guidance Booklet for SEND, 2014):

- Meet with the child and/or their parents to discuss concerns
- Seek the views of the child about their thoughts for the future and aspirations (possibly using a One Page Profile format).
- Seek the views of parent/carers about their hopes and aspirations for their child.
- Explain the purpose and need for a My Plan+ and how this involvement will benefit the child.
- Gain informed consent.
- Refer the child to appropriate agencies or services, who become the Team Around the Child (TAC).

As soon as consent is obtained, the Lead Practitioner will send a partially completed Analysis of Assessment form to all those professionals outside of school working with a child, who add to the analysis document. The Lead Practitioner is responsible for ensuring that the My Plan + is put in place as quickly as possible (between 3 and 12 weeks, depending on whether the child is already known to professionals). The Lead Professional will then organise a TAC meeting to include parents/carers and the child if appropriate so the information can be discussed. The team can then identify needs, targets, actions and outcomes. The My Plan+ needs to be reviewed regularly (termly) to ensure positive outcomes are met. If good progress continues to be made, it may well be that the My Plan + is converted back to a My Plan.

Educational Healthcare Plan/Statement:

If following reviews of My Plan + it is clear that a child hasn't made significant progress towards targets, it may be appropriate to recommend an Education, Health and Care Plan (EHCP). This can be requested by a parent/carer or from a person acting on behalf of an education provider (ideally with parental permission). If it is decided by the Local Authority (LA) Panel that an EHCP is needed, all stakeholders will be contacted and a TAC will be called to draw up the plan. This plan will initially be drafted and costed and then sent off to be approved. Once agreed a final EHCP will be issued by the LA, with a specified review date.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Oakerwood

All pupils are encouraged to take part in sports day/school plays/special workshops .

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Arrangements for Admissions of Children with Disabilities

We welcome all children to our school and value equality and diversity through all that we do.

If a child has disabilities, we will seek funding if appropriate, access specialist service support, look at adaptations and modifications within school to ensure full access to the curriculum and work closely with parents to ensure a smooth transition.

Arrangements for Admission of Children with Special Educational Needs

We welcome all children to our school and work hard to ensure a smooth transition by working with previous setting and parents, modifying and adapting the learning environment and curriculum as required, using provision mapping and My Planning to support, deciding on support and intervention.

Children with EHCP's

Our Admission policy states clearly that:

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by Section 324 of the Education Act 1996 to admit a child with an EHCP that names the school, even if the school is full if they agree that they can meet need. Parents of children with an EHCP should contact their child's casework officer for any further information.

13. How does the school support pupils with disabilities?

We work hard to ensure that children with disabilities are able to access the same opportunities as that of their peers. We take steps to ensure that disabled pupils are not treated differently from their peers by ensuring we adapt the environment, curriculum and provision so that all children can take part and learn. We ensure that we deploy our adults and resources well in school to support this inclusion. We seek support from services such as Occupational Therapy, the School Nurse and Advisory Teaching Service to access advice and auxiliary aids.

Our school's Accessibility Plan is available on the school website:

www.bromesberrowsschool.co.uk. This explains how we are working hard to increase the extent to which disabled children can participate in the curriculum. Improve our physical environment to be more disabled friendly and to improve the availability of accessible information for disabled children.

14. How will the school support my child's mental health and emotional and social development?

At Bromesberrow we pride ourselves on our ability to cater to the whole child and their needs. Our small and friendly class sizes and high adult to child ratio means that we can fine tune and focus learning and support children at every level. Staff very much have an open door policy, where children feel comfortable to share concerns and worries.

Our Pastoral Lead has strong CPD and support through the Young Minds Matter, which offers low level mental health intervention and support. We have a strong PSHE curriculum, including the therapeutic Zippy's and Apple's Friends and Passport programmes as well as GHLL resources. The SENCO/SEND Assistant

runs emotional literacy groups (including Lego Therapy) to support children to learn how to identify and manage emotions where this is needed.

We signpost our families as part of our Early Help Offer to different services and areas of support.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through pupil interviewing
- We run nurture clubs (focused on Lego therapy) for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by adhering to our Anti-bullying Policy

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We welcome all new children with SEND and provide strong communication from the off. We communicate with parents and previous settings to find out what has worked best for the child and gain an early insight/understanding into their needs and potential barriers. We will draw up a plan from this, initially they may be informal to allow the child to settle and get to know new routines. We will then put in place a more specific planned support, dependent on level of SEND.

Being such a small school, we all have very strong links with each other across school. The children have opportunities throughout the school day to come together as a school and so changes to classrooms are less daunting and more seamless. Our communication as a team is strong and we ensure that we know all the children and their needs across school.

We work very closely with all our transfer secondary schools and ensure that they are aware of each child's needs and areas of difficulty. We provide additional transition days in conjunction with the secondary school, which offer opportunities for practising timetables and organising transitions. In certain circumstances, where needed we will put in place a transition plan, which will involve meetings with the SENCO and pastoral care team at the transfer school to ensure the best possible start.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Leonie Mison (named person for LAC) will work with Miss Robyn Oakes, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our school has a complaints policy available on our school website www.bromesberrowschool.co.uk

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Gloucestershire mediation services:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=RmypRuq2jIE>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's [Gloucestershire or Herefordshire local offer. Gloucester publishes information about the local offer on their website: <https://www.gloucestershire.gov.uk/education-and-learning/families-in-partnership-newsletters/families-in-partnership-newsletter-december-2022/support-for-families-with-send-gloucestershire-s-local-offer/>

Herefordshire's Local offer is available at: <https://www.herefordshire.gov.uk/local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Gloucestershire branch: <https://sendiassglos.org.uk/>

Herefordshire: <https://www.worcestershire.gov.uk/sendias>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages