

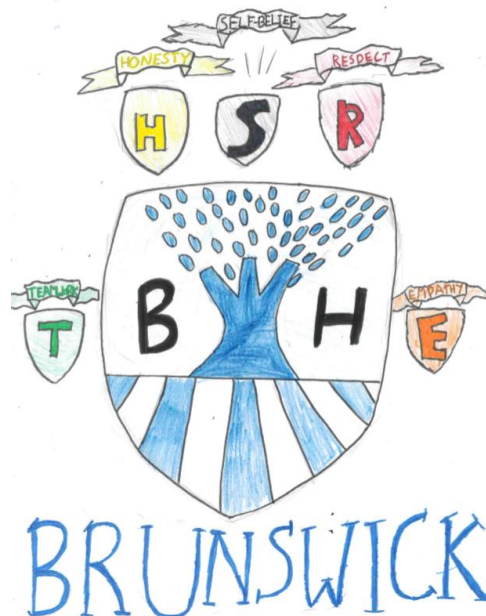


**Brunswick House**  
Primary School



## **SEND Information Report**

**Ratified On: November 2020**  
**Next Review: November 2021**  
**By: SEN Team**



## 1. HOW DOES THE SCHOOL APPROACH THE TEACHING OF CHILDREN WITH SEND?

At Brunswick House Primary School, we embrace the fact that every child is unique. We are an inclusive school and encourage all children to be tolerant and understanding of the varying needs of others. We take an inclusive approach to teaching pupils with SEND and provide for pupils with a wide range needs and disabilities. Skilled teaching staff deliver high quality learning experiences that are appropriately differentiated and personalised and which meet the needs of the majority of the pupils in our school. A minority of pupils require additional special educational provision in order to meet their needs. This provision is provided under Section 21 of the Children and Families Act (2014).

A child has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made. A child may have these needs either throughout, or at any time during, their school career. A child of compulsory school age has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age and stage, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age and stage in mainstream schools.

These pages contain information on the implementation of our school's SEN Policy; outlining our provision for pupils with special educational needs and disabilities (SEND) and how this provision ensures that all pupils, regardless of their specific need(s), make good progress in our school.

## 2. WHAT ARE THE DIFFERENT TYPES OF SEND?

Special Educational Needs and/or Disabilities (SEND) fall into four broad areas, but individual students may have needs that span two or more areas outlined below:

### **Communication and Interaction:**

Including:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### **Cognition and Learning:**

Including:

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia.

## **Social, Emotional and Mental Health**

Including:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

## **Sensory and/or Physical**

Including:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

### **3. HOW DOES THE SCHOOL IDENTIFY WHETHER OR NOT MY CHILD HAS SEND?**

At Brunswick House, we identify and assess the needs of all pupils at the earliest possible opportunity. This guarantees the early identification of any SEND and ensures all children make good progress.

Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- a pupil's lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

All adults working with pupils in our school are alert to an individual child's emerging difficulties. As part of the school's monitoring process, staff regularly formatively assesses the progress of all children. Meetings to discuss children's progress, attainment and learning attitudes are held regularly between school staff and with parents. These meetings support the identification of children making less than expected progress despite high standards of teaching in the classroom and/or concerns about a child's emotional well-being or behaviour. Staff in school then respond by following the KCC identification of SEND/LIFT process outlined in the appendix. Parental concerns and concerns raised by outside professionals also trigger the same process of identification and support.

If you have any questions about this Identification process please contact the school and arrange to meet with **Miss Steward** by telephone 01622 752102 or via email [inclusion@brunswick-house.kent.sch.uk](mailto:inclusion@brunswick-house.kent.sch.uk)

### **4. HOW DOES THE SCHOOL SUPPORT CHILDREN WITH SEND?**

As a school we prioritise removing barriers to your children's learning. This is achieved by:

- attending training specific to your child's needs.
- adapting the curriculum and learning environment to meet the needs of all children.
- Ensuring that all children in school receive support that is specific to their individual needs. This support may be provided by the class teacher or may involve other staff in the school or specialist staff (outlined in section 4ii of this report). Where appropriate, specialist staff also contribute to the review of SEND children's progress.

As detailed in the SEND Code of Practice 0-25 (2015), we follow a waved approach to supporting children with SEND.

Wave 1 - Universal Provision			
<ul style="list-style-type: none"> <li>• High quality staff training; including internal and external CPD and Lesson Study</li> <li>• Wellbeing &amp; rigorously planned PSHE Curriculum</li> <li>• Differentiated curriculum</li> <li>• Additional adults in all year groups</li> <li>• Lunchtime nurture club run by trained staff (Oasis)</li> </ul>			
Wave 2 - Targeted Provision			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Home-school communication book	Home-school communication book	Home-school communication book	Home-school communication book
Visual Timetable	Visual Timetable	Social Skills group	Reasonable adjustments and modifications made to the physical school environment when necessary
Now and next	Now and next	Play Therapy	Occupational Therapy (OT) programmes run by TA and overseen by NHS OT
Phonics Intervention	Social Skills group / social detectives	Social Stories	Physiotherapy (PT) programmes run by TA and overseen by NHS PT
Reading booster	Social Stories/comic strip conversations	Zones of regulation	Sensory breaks
Number time	Lego Therapy		Clever fingers
1:1 adult support	Colourful Semantics		BEAM
Spagology club	Narrative club		
Movement breaks	SaLT sessions run by TA and overseen by NHS & Private in house SaLT		
	Pre-teaching vocabulary		
Wave 3 - Specialist Provision			
<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• NHS Speech and Language Therapy (SaLT)</li> <li>• Private, in house Speech and Language Therapist (Judith Westrup)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Paediatricians</li> </ul>			

- NHS Occupational Therapy (OT)
- NHS Physiotherapy (PT)
- Specialist Teaching and Learning Support (STLS)
- School Nurse
- Hearing Impairment Service
- Visual Impairment Service

At Brunswick House we offer a broad and balanced curriculum for all children, including those with SEND. All teaching staff at our school deliver high quality learning experiences, tailored to meet the needs of every individual in their class. If your child is identified as having SEND needs, our SENCO will support their class teacher in planning to meet their needs. Appropriate support will be put in place and will be reviewed regularly. The support we provide follows a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs. This ensures that the provision your child receives has an on-going, measurable impact on their learning and development. This follows the recommended model (Assess-Plan-Do-Review) for supporting children with Special Educational Needs, as set out in the SEND Code of Practice 0-25 (2015). As a parent of a child with SEND, you may be asked to come into school more regularly to discuss the progress your child is making.

Where, despite the school providing several cycles of SEND support, your child has not made expected progress, we will discuss with you the possibility of requesting Statutory Assessment by the Local Authority (LA). In Kent the first step is that your child will be taken to LIFT (appendix) to be allocated an STLS specialist teacher. If support is in place and it is not having an impact then the decision will be taken to the local authority to see if they agree that your child requires additional support, then they will agree an Education Health and Care Plan (EHCP). High Needs Funding can also be requested at this stage. The EHCP document will outline the next steps for your child and further additional support they must receive. Progress towards the outcomes agreed in the EHCP is reviewed at least annually and all adults involved in supporting your child are invited to attend this.

The SENCO, Headteacher and SEND governor regularly review our SEND provision and the progress being made by SEND children across the school, to ensure its effectiveness.

#### **4. WHAT EXPERTISE DO SCHOOL STAFF HAVE TO SUPPORT CHILDREN WITH SEND?**

Our Special Educational Needs Co-ordinator (SENCO) is Miss Lucy Steward. She can be contacted via: [inclusion@brunswick-house.kent.sch.uk](mailto:inclusion@brunswick-house.kent.sch.uk)

Our Governors with responsibility for SEND are David Stead and Faye Wilks. They can be contacted on: [stead.david@brunswick-house.kent.sch.uk](mailto:stead.david@brunswick-house.kent.sch.uk) / [wilks.faye@brunswick-house.kent.sch.uk](mailto:wilks.faye@brunswick-house.kent.sch.uk)

Our SEND Policy is available on our website:

<https://www.brunswick-house.kent.sch.uk/>

#### **4i. School Staff**

All school staff have a level of expertise and training in relation to children and young people with SEND and are committed to ensuring the provision and support offered to your child is appropriate and effective. Ongoing training needs are reviewed as part of the schools professional development cycle and training in various aspects of SEND is identified and prioritised appropriately to meet the needs of all children. This training can be whole school or specific to identified members of staff. Our 1-1 support staff and teaching assistants are trained to support the particular needs of the children they work with. This training covers both academic and pastoral (social and emotional). Additionally, we regularly review classroom strategies being used across the school to support SEND needs and offer further training and opportunities to develop good practice as part of our weekly staff training program. This ensures a consistency in SEND support across the school.

Further to this formal training, our school staff regularly engage in Lesson Study as a tool to analyse and improve teaching and learning. This allows them to collaboratively identify barriers to the inclusion of specific pupils/ pupil groups and effectively plan for and support the needs of all pupils.

Information about services available to you and your children and what they offer can be found on the Kent Local Offer website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>  
The SENCO, whose contact details can be found in section 9i, is happy to answer any questions you may have about these services and how they are provided and funded.

## **5. WHAT RESOURCES DO THE SCHOOL USE TO SUPPORT PUPILS WITH SEND?**

The needs of all SEND pupils in the school are identified on a provision map. This outlines all of the support received by the children across the school and is reviewed regularly. The school budget, received from Kent County Council, includes money for supporting children with SEND. The Headteacher and the SENCO regularly discuss all the information they have about current SEND needs in the school, including:

- Children receiving extra support already.
- Children needing extra support, as identified by the class teacher, SENCO and/or outside professionals.
- Children who have been identified as not making as much progress as would be expected.
- Staff training required to better support SEND across the school.

The Headteacher, in consultation with the SENCO and the school Governors, uses this information to inform decisions about how the SEND budget will be spent and how SEND resources will be allocated and deployed. A decision is made about what equipment, facilities, resources, training and support are needed and this is prioritised, organised and put in place as quickly as possible. All decisions are made and reviewed on the basis of need, ensuring the needs of all children continue to be well met.

SEND support at our school is provided in a variety of ways. It is used to support children's academic progress but is also provided to encourage children to develop the skills of independent learning and build confidence.

## **6. HOW DOES THE SCHOOL ENSURE YOU AND YOUR CHILD ARE KEPT INFORMED AND INVOLVED IN DECISION MAKING AROUND THE SEND SUPPORT YOUR CHILD IS RECEIVING?**

As a school, we believe that good communication between parents/carers, pupils and school staff enables us to gain a fuller picture of a child's SEND needs. We are open about all arrangements made for children with SEND in our school and aim to work with parents/carers to establish shared goals and aspirations. This open, shared approach is important in enabling students with SEND to achieve their potential.

### **6i. How will the school make sure you know how your child is doing?**

We always contact you at the earliest possible opportunity if we are concerned that your child may have a SEND and we will always encourage you to be involved in the support of your child.

As a school we keep you informed about:

- Your child's progress and achievements
- Any additional support he/she requires
- Any referrals to outside agencies we feel would be appropriate
- Any further assessments and ideas suggested by outside agencies already working with your child.
- Anything you can be doing at home to support your child

We do this in a number of ways, including:

- Home/school telephone conversations and/or contact book.
- Letters/certificates sent home.
- Termly parent's evenings for you to talk to your child's class teacher and discuss their provision and progress.

- The ability to request a parents evening slot with the SENCO as well as your child's class teacher termly.
- Additional meetings arranged with the SENCO, as required. If you have anything you wish to discuss, the process for arranging these meetings yourself is outlined in section 9i.
- Annual Reviews to review your child's provision and progress (where the child has an EHCP), with all involved professionals invited to attend.
- End of Year Reports written by your child's class teacher.
- Reports from outside professionals supporting your child (these reports can be discussed with you on request).
- A detailed pupil passport and provision map telling you all the strategies, resources and interventions your child has access to that they have helped to create. A parent comment box is also offered for parents to have their say on this document if they wish.

If your child is undergoing statutory assessment, as outlined in section 4, you will also be supported by the ***Kent West Team***. They will ensure that you fully understand the process.

### **6ii. How will the school help you to support your child's learning?**

We highly encourage you as a parent/carer to be actively involved and engaged in supporting your child's needs outside of the school environment. To do so we offer:

- EYFS stay and play
- An open door policy for meeting with the SENCO and/or class teacher
- Personalised home learning
- Access to meetings with external agencies where required

### **6iii. How will you be involved in the decision making around your child's SEND needs?**

Our SENCO, class teachers and teaching assistants will work closely with you and your child. As a parent, you will be involved in the initial identification of your child's SEND needs. You will then continue to be a part of the monitoring, review and next steps planning process, helping to ensure that your child's support, provision and subsequent progress are appropriate, aspirational and in keeping with your hopes and wishes. This is achieved because we ensure:

- You are given the opportunity to discuss your views on the difficulties your child has at home and at school.
- You are informed of any intervention your child is taking part in at school to support their learning.
- You are consulted and your permission sought before any referral is made to outside agencies to support your child's needs.
- You have right of access to all of your child's SEND records that are held in school.
- If your child has a Statement or Education, Health and Care Plan, you will be invited to his/her Annual review with the SENCO. This review includes information provided by all other professionals working with your child. Your views and opinions are always sought as part of this process and your aspirations and hopes directly affect the support your child receives.

### **6iv. How will the school ensure your child is at the centre of all of their support?**

Your child will be encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. Their pupil passport is created by them, for them and highlights the things they enjoy, the things they are proud of and the things that they find tricky. At Brunswick House Primary School we encourage all children that have an EHCP to have a voice at their Annual Reviews through a pre-recorded video. This affords them the opportunity to share their wishes and feelings with their family and staff. Additionally, all children (including those with SEND) have the opportunity to share their views on their educational provision through their school council representatives.

## **7. HOW DOES THE SCHOOL ENSURE CHILDREN WITH SEND ARE INCLUDED IN ALL ASPECTS OF SCHOOL LIFE?**

### **7i. Equal Access: SEND and medical conditions**

As a school we prioritise inclusion, using Lesson Study as a tool to analyse, improve teaching and learning and effectively support the needs of all pupils. We make every reasonable adjustment to ensure equal access and inclusion for all children. This includes the delivery of the curriculum, after-school provision, classroom activities, trips and the school environment.

### **7ii. Improving emotional and social development of pupils with SEND?**

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. As a school we foster tolerance of each other and of SEND behaviours. In keeping with this, all teachers embed the PSHE curriculum strands across the curriculum.

For identified children, we also offer:

- social skills groups
- extra pastoral support, where there is an identified need and time allocated with our FLO Julie Martin
- access to play therapy with a trained therapist
- lunchtime and playtime support, through planned activities, groups and sport.
- in class support from a team of specialist TAs
- monitoring of the possible impact of medical conditions on a child's social and emotional development and mental health, and implementation of appropriate support

All children are encouraged to raise any issues and concerns that they may have with a trusted adult in the school. Where appropriate, staff act on the issues raised in a timely manner, following school policies where applicable. The school's Behaviour Policy and Anti Bullying Policy both outline measures to prevent bullying, further improving pupil's emotional and social development. This can be read at

<https://www.brunswick-house.kent.sch.uk/page/?title=School+Publications+and+Policies&pid=34>

## **8. HOW DOES THE SCHOOL SUPPORT CHILDREN WITH SEND MOVING BETWEEN DIFFERENT PHASES OF SCHOOLING?**

The transition from one stage of a child's education to the next can be difficult, especially for children with SEND. At Brunswick House, we take every step to ensure that any transition is as smooth as possible. Placements are considered carefully in order to meet a child's particular needs. At all times of transition, SEND information is gathered together and records transferred appropriately. Where this transfer is to another primary school, relevant records are passed on to the receiving school within the 14 day statutory period.

### **8i. Joining us from another school**

- The SENCO will contact the relevant professionals from your child's previous educational setting and, when appropriate, will visit this setting to meet your child before they join our school.
- Where appropriate, your child will be able to visit our school and stay for a taster session. They may be accompanied on this visit by a teaching assistant or the SENCO from their previous educational setting.
- For children with SEND who require it, we offer a programme of extended transition visits. These visits may take place over several weeks.

### **8ii. Moving up a year group**

- A planning meeting will take place between your child's current and new class teacher, where all important information and targets will be shared and discussed.
- Children with SEND will be offered several sessions to meet their new teacher or any members of support staff, if necessary.
- Children will receive a transition booklet with photographs of relevant staff and classrooms



### **Siii. Moving to another school**

- We will contact the SENCO at your child's new school and ensure he/she knows about any special arrangements or support that need to be in place for your child.
- Where appropriate, we will arrange for you/your child to visit their new setting. Your child's current teaching assistant may accompany this visit. If your child is in year 6 and is moving on to secondary school, this can involve travelling on public transport, when applicable.
- In some cases staff from the new school will visit your child in this school.
- If your child is in year 6 and has a Statement or Education Health and Care Plans, their transition to secondary school will involve a transition review meeting, to which you will be invited. This will take place in the Summer Term and the SENCO from your child's secondary school will attend.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child is in year 6 and receiving Speech and Language therapy, the school therapist will work on a Communication Passport with them prior to attending secondary school.
- For children with SEND who require it, we endeavour to arrange a programme of extended transition visits. These visits may take place over several weeks.

If at any point your child would be helped by a book/passport to support them in moving on, then one will be made for them. At all times we liaise well with other schools to ensure records, files and information about your child are passed on and received swiftly.

## **9. WHO SHOULD I CONTACT IF I NEED TO SPEAK TO SOMEONE REGARDING MY CHILD'S SEND NEEDS?**

### **9i. Questions**

If you have any concerns about your child's progress and attainment you should first contact the class teacher. The class teacher will be able to answer many of the questions you have. They can be contacted via their phase leader via mail.

If you continue to be concerned or if you would like to feedback, including compliments and complaints about SEND provision at our school please contact:

- Miss Lucy Steward (Deputy Head for Inclusion / SENCO): [inclusion@brunswick-house.kent.sch.uk](mailto:inclusion@brunswick-house.kent.sch.uk)
- The school office: 01622 752102

We aim to respond to any contact within 7 days.

Kent's Local Offer contains lots of information for parents and is an important resource that will help in understanding the range of services and provision available for children and young people with SEND in the local area.

It is available at the following website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

### **9ii. Complaints**

The school works to develop good, positive relationships with parents and carers but if a parent or carer is unhappy or concerned about the SEND provision for their child, initial contact should be made with the class teacher. A meeting is then arranged, which may include the Deputy Head for Inclusion SENCO and/or Deputy Headteacher/Headteacher. The views and concerns of the parent or carer are listened to and discussed and consideration is given to the points raised. The involvement of the Headteacher is offered where necessary.

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Headteacher directly. Parents may also contact the Governing Body. The governing body has adopted and follows the Local Authorities complaints procedure, which includes complaints about SEND provision made at the school. See Complaints Policy for further information.

## **10. WHEN IS THIS INFORMATION MONITORED AND REVIEWED?**

### **SEND Information Report**

This report was written in November 2020 and meets the requirements set out in Schedule 1 of the Special Educational Needs and Disability Regulations (2014).

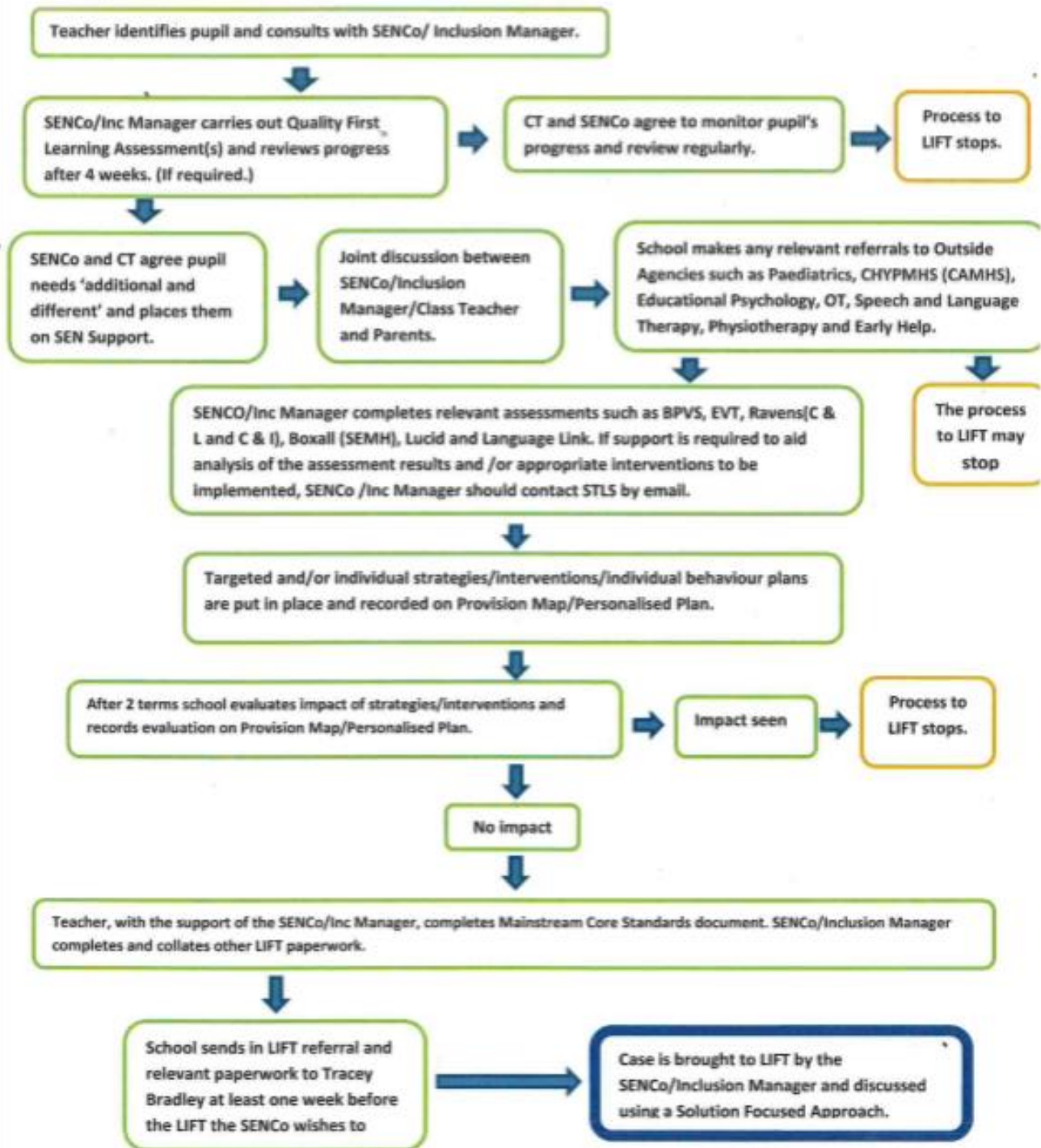
Written by Lucy Steward: November 2020

Agreed by Governors: November 2020

To be reviewed: November 2021

Appendix: SEN / Pathway to LIFT process

### The Pathway to LIFT



- At any point in this process, a pupil can be discussed anonymously with an STLS teacher, on a 1:1 basis, at an STLS SEN Surgery.
- A pupil should have been discussed at a SEN Surgery before they are brought to LIFT.
- In the case of an emergency situation, please contact Jill Ansell on 01622 746660 for advice.