



Special Education Needs Information Report 2023-24

As part of the Children and Families Bill, 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) 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 in understanding the range of services and provision in the local area. The School SEN Information Report This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

<b>What Kind of Special Educational Needs and Disabilities do we provide for?</b>
As an inclusive mainstream primary school, Brereton CE provides for a varying range of needs. These include the four broad 'areas of need' outlined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years: - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs
<b>How do we identify Special Educational Needs and Disabilities?</b>
We identify a child's needs in a variety of ways including but not limited to: <ul style="list-style-type: none"> <li>• A home visit on entry to EYFS</li> <li>• Liaison with previous Schools/Nursery</li> <li>• Class based assessments made by the Class Teacher in relation to learning and behaviour</li> <li>• Pupil Progress meetings with Class Teacher, Headteacher and SENCo from which we track and identify children who are performing significantly below age expected levels.</li> <li>• Constant monitoring and review of progress made during interventions for children who are not making expected progress. <ul style="list-style-type: none"> <li>• Concerns raised by parents.</li> <li>• Liaison with SENCo and external agencies.</li> </ul> </li> </ul>
<b>How do we work in partnership with parents and carers of children with Special Educational Needs and Disabilities?</b>
We actively encourage parents and carers to be involved in their child's education through: - <ul style="list-style-type: none"> <li>• Parents consultations with the Class Teacher. <ul style="list-style-type: none"> <li>• Annual School Report.</li> </ul> </li> <li>• Parent/Carers Workshops and information evenings.</li> <li>• Sharing relevant information about how parents and carers can support their child at home. <ul style="list-style-type: none"> <li>• 'Open Door 'policy with Class Teacher, SENDCo and Headteacher <ul style="list-style-type: none"> <li>• SEND Support Plans with termly update meetings.</li> </ul> </li> </ul> </li> <li>• Educational Health Care Plan (EHCP) reviewed annually for those children identified as having a Special Educational Need and Disability. <ul style="list-style-type: none"> <li>• Attend meetings with outside agencies.</li> </ul> </li> </ul>
<b>How do we ensure children with SEND are involved in their learning and progress?</b>
We actively encourage children to be involved in their education through: - <ul style="list-style-type: none"> <li>• Gaining pupil voice on SEND support plans</li> <li>• Making children aware of their own individual targets.</li> <li>• Regular written/verbal feedback identifying the next steps for learning. <ul style="list-style-type: none"> <li>• Providing children with the time to respond to feedback.</li> </ul> </li> </ul>
<b>How do we assess and review the progress of children with SEND?</b>
In addition to the schools own termly assessments and statutory assessments, the progress of identified children is assessed by: <ul style="list-style-type: none"> <li>• Evaluation of SEND support plans termly.</li> <li>• Entry and exit data from interventions.</li> <li>• Data scrutinised termly and progress tracked. <ul style="list-style-type: none"> <li>• Pupil progress meeting.</li> <li>• Observations.</li> </ul> </li> <li>• Specific assessments carried out by a consultant SENDCo or outside agencies such as Speech and Language Therapists, Occupation Therapists</li> </ul>



What are the arrangements for children moving between phases of education?
<p>In order to ensure the best possible transition, Brereton CE Primary follows the following procedures:</p> <p><b>For children moving into the EYFS Stage (Early Years Foundation Stage):-</b></p> <ul style="list-style-type: none"> <li>• New Starters Evening Home visits for pre-school children.</li> <li>• Sharing of the Nursery Profile and any other relevant SEND documentation.</li> <li>• Stay and Play sessions</li> <li>• Induction Afternoons Phased approach to starting school.</li> <li>• Buddy System.</li> </ul> <p><b>For children moving into a new year group: -</b></p> <ul style="list-style-type: none"> <li>• Transition visits with New Class Teacher</li> <li>• Meet the teacher and new class information evening.</li> <li>• Liaison between new Class Teacher and Teaching Assistant and previous Class Teacher and Teaching Assistant to discuss the individual needs of the children.</li> <li>• Handover of Intervention work folders and sharing information on intervention activities and documentation.</li> </ul> <p><b>For children moving on to secondary school: -</b></p> <ul style="list-style-type: none"> <li>• For children with an EHCP, staff from the chosen high school are invited to meet the child and parents (usually from Year 5).</li> <li>• For all children with SEND, an extended transition/induction plan is put into place with the high school, including additional visits, observations, and tailored transition work with a TA.</li> </ul>
What is offered in addition to differentiated quality first teaching?
<p>Teachers at Brereton work hard to ensure their teaching meets the needs of pupils in their class. Some children may take part in intervention programmes to support a specific need to accelerate progress in a specific area. These include:</p> <ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Read Write Inc</li> <li>• Motor Skills United <ul style="list-style-type: none"> <li>• Fresh Start</li> </ul> </li> <li>• Precision Teaching</li> <li>• Pathway to Progress</li> <li>• Cool Connections</li> <li>• Emotional Literacy</li> <li>• Drawing &amp; Talking</li> </ul>
What adaptations are made to the curriculum and learning environment to support pupils?
<ul style="list-style-type: none"> <li>• Class work is differentiated in small groups and individually if required.</li> <li>• Classrooms have visual timetables to enable all children to access information about how the day is set out and what will happen. <ul style="list-style-type: none"> <li>• English books are printed with sand coloured dyslexia friendly paper. <ul style="list-style-type: none"> <li>• Coloured overlays can be used.</li> </ul> </li> </ul> </li> <li>• Teaching assistants are deployed based on the needs of individuals and cohorts to support children with SEND and to facilitate the Class Teacher working with children with SEND.</li> <li>• Resources such as word mats or sloping desks can be made available for children with fine and gross motor needs in line with recommendations from outside agencies.</li> <li>• Provision Maps, targets and outcomes are discussed termly and recorded on SEND support plans and at an annual review of EHCPs</li> </ul>
How do we ensure the appropriate training of staff to support young people with additional needs
<p>All staff receive training during INSET and at staff meetings based on the main areas of need in school which are currently social, emotional and mental health and cognition and learning. This is provided by the SENDCo as well as outside agencies such as Visyon, Educational Psychologists, attachment specialists, CEAT, Team Teach and SENDCo consultants.</p> <p>For children with specific needs such as hearing loss or physical needs training is acquired through the relevant agencies and provided for staff working with individual children.</p>
How do we report on the effectiveness of provision for children with SEND
<p>We provide a half-termly report to Governors, complete evaluation of school Provision Maps and their correlation to the needs of the current cohort and update EHCPs annually.</p>



<p style="text-align: center;"><b>How do we enable children with SEND to engage with the activities of the school?</b></p> <p>All children are treated equally and therefore children of all needs access educational visits, extra-curricular activities and residential trips at their level. To ensure that children with SEND can engage in such activities an individual risk assessment may be carried out. Where necessary an additional adult may be required so that necessary adaptations can be made.</p> <p>Exceptions may be made where activities contradict with the advice of professionals working with a child or where the activity is not in the best interest of the child. This will be in consultation with the parents and an alternative may be offered.</p>
<p style="text-align: center;"><b>What support is available for improving social and emotional development?</b></p> <p>We recognise that the social and emotional development of a child is crucial and we support that in a number of ways. Children are taught self-esteem and resilience through 'My Happy Mind' PSHE scheme; each class has an emotions display and work is done to support children's emotional literacy and understanding; each half term we follow a theme linked to our school's values and teaching, discussion and work is linked to the value; one member of staff is responsible for progressing the emotionally healthy schools project and leads staff training, initiatives and attends consultations.</p> <p>Individuals with specific SEMH needs may take part in cool connections, be referred to Visyon or have a specific SEND support plan listing the most appropriate strategies.</p>
<p style="text-align: center;"><b>How do we involve outside agencies?</b></p> <p style="text-align: center;">We will continue to maintain our effective working links with:-</p> <ul style="list-style-type: none"><li>• Educational Psychologists</li><li>• CEIAS - formally Parent Partnership Service</li><li>• Integrated Service for Looked After Children</li><li>• Speech and Language Therapy Service</li><li>• Cheshire East Autism Team (CEAT)<ul style="list-style-type: none"><li>• Early Years Support</li><li>• CAHMS</li></ul></li><li>• Downs Syndrome Cheshire</li></ul> <p>The SENDCo attends half termly consultation meetings with the educational psychologists and autism team. Referrals can be made to other services. School acts on advice and recommendations from the above as needed.</p>
<p style="text-align: center;"><b>What are the procedures for making a complaint about the provision for SEND?</b></p> <p>All concerns should first be discussed with the class teacher who will inform other members of staff where necessary, If this does not resolve the concern then a meeting should be requested with the SENDCo or Headteacher. If you are still not satisfied with the response or if the complaint is about the Headteacher then you should follow the complaints policy procedure.</p>