SEN Information Pack
Bricknell Primary School

Prepared by: Lucy Jerromes and Jo Perkins (SEND Coordinator)

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Bricknell Primary School Vision Statement

"At Bricknell Primary School ***we strive to meet the needs of each and every child***, promote positive values and aim to make every day enjoyable and rewarding."

"Emphasise what a child can do rather then what they cannot do"

Temple Grandin

Definition of Special Educational Needs (SEN)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) 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 in mainstream schools or mainstream post-16 institutions."

SEN Code of Practice 2014

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Bricknell Primary School currently supports children who have a range of special educational needs (**SEN**). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs **(SLCN)** and Autism Spectrum Disorder **(ASD).**

2. Cognition and Learning, including severe learning difficulties **(SLD)**, profound and multiple learning difficulties **(PMLD)**, Specific Learning difficulties **(SpLD)**, including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder **(ADD)**, attention deficit hyperactivity disorder **(ADHD)**, as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties **(PD)** as well as hearing impairment **(HI)**, visual impairment **(VI)** and multi-sensory impairment **(MSI)**.

Bricknell Primary school has a wealth of experience in supporting children with all of the above, especially **ASD,** where we invest time and training from outside agencies to support any child in our care to ensure their needs where met.

2. Policies for the identification and assessment of pupils with SEN.

a) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing, Curriculum Progressive Toolkit (CPT) curriculum analysis or assessments against the **EYFS baseline**.
b) Bricknell Primary School was an early adopter of the 2021 statutory EYFS framework and uses these assessments to formulate an overview of each child's strengths and needs.
c) Any targeted assessments done on pupils with suspected special educational needs on entry to the school.
d) Details of any referral process whereby teachers are encouraged to raise concerns with the **SENCo** regarding the performance of pupil who they suspect of having special educational needs, once the teacher has delivered personalised learning through the Small Step Program (CPT Curriculum). (See Identification pathway in the appendices)
e) All Teaching staff have specific and ongoing training regarding Special Educational Needs from the SENCo, as well as the school's Educational Psychologist, on early identification of dyslexia and Dyslexia friendly classrooms.
f) Pupils who do not make expected progress through the graduated approach Small Step Program (CPT Curriculum) may be further assessed by external agencies, e.g. Educational Psychologist, IPASS, CAMHs and Speech and Language Therapy Services.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have **EHC** Plans.

a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by

class teachers in collaboration with parents, the SENCo and the pupils themselves.

b) Pupils who are receiving support that is additional to of different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Quality First personalised learning (CATs Curriculum). led by the class teacher will be ensured throughout the day, however sometimes additional support above and beyond is needed. Some of the interventions that are used at Bricknell Primary School are:

- RWI Intervention (1:1 Phonic based Reading support delivered by a trained members of staff)
- Words First (Sight based reading intervention)
- Multi-sensory phonics
- Numicon (multi-sensory maths support)
- Friendship Group (supporting social aspects of learning)
- Fine and Gross Motor skills (Physical support)
- Nessy (Support for Dyslexia)
- Speech and Language Intervention
- Precision Teaching
- Access to the TEACCH provision
- Lego Therapy
- Pastoral support including ELSA

For Primary Schools, this may include:

(i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.

(ii) Small group withdrawal, where a member of staff may deliver a short-term support and/or intervention to a small group of pupils- this will be planned for carefully by the class teacher

(iii) One to one support, where there may be a targeted support in their area of need.

d) Additional support for pupils with SEN is provided in the form of:

(i) Small group support

(ii) Additional Adult support

(iii) Social skills groups where appropriate.

e) Lunch time provision is offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage.

For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.

A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities.

f) Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs. This system allocates children a personal support assistant with whom they meet regularly to discuss any problems and successes that the child may have. Further support groups are available as they may be required.

g) Accessibility

Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

Ensuring that all children, including those with disabilities, have equal access to all areas of a primary school is an essential aspect of inclusive education. To achieve this, we adopt several measures such as making physical adjustments to the school's infrastructure to remove any barriers to access. For example, installing ramps or elevators, widening doorways, and creating accessible restrooms. The school may also provide special learning aids, like large print or audio books, and assign a dedicated teaching assistant to help children with disabilities during class. Additionally, the school may offer special education programs, counselling services, and other support services to ensure that all children, regardless of their ability, can participate in extracurricular activities and have equal opportunities to succeed. By taking a comprehensive approach to inclusion, we aim to create an environment that is welcoming, supportive, and empowering for all students

4. Contact details of the SEN coordinator.

SENCo name: **Lucy Jerromes (Nursery, EYFS and KS1) and Jo Perkins (KS2)**

Contact Telephone number: 01482 493208

Email L Jerromes: ljerromes@bricknell.hull.sch.uk

Email J Perkins: jperkins@bricknell.hull.sch.uk

Often email is the most effective way of contacting the SEN coordinator.

5. Expertise and training of staff in relation to children and young people with special educational needs

The statutory National SENCO qualification was gained by Lucy Jerromes and Jo Perkins (SENCO). In addition to this, Hannah Stannard (Head of School) also gained the qualification in January 2013.

Ongoing records of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs is recorded within school.

Staff will seek training from outside support agencies when necessary, including outreach and transitional support (see local offer for list of external agencies)

Staff will also attend training courses provided by the local authority.

In September 2018, a Local Authority Specialist ASD Provision based at Bricknell Primary School opened with ten places available. The places are allocated by the Local Authority SEND Team, through the same process as a placement at any specialist provision. The Provision Lead, Pippa Berry, provides in reach ASD support to children within the mainstream setting and advice and expertise is shared with staff regularly.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

a) Liaison with the class teacher informally.
b) Parents Evenings when advice and support in helping their child at home can also be given. In addition to this
c) Formal review their child's progress with class teacher.

d) An end of year meeting with the class teacher to create a pen portrait with the child and family, creating an overview of the child, including their learning needs and their hopes and dreams for the future. This pen portrait will then be passed onto the child's new teacher.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-

(i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

(ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.

(iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

(iv) Any documentation used as a part of the agreed provision (for example, pen portraits, creating a picture of the whole child) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

(i) Informally with their class teacher informally on a regular basis.

(ii) Where appropriate, the child/young person will attend more formal meetings with their parents and class teachers to review their progress and provision.

(iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the Local Advisory Board or the proprietor relating to the treatment of complaints from parents of

pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent/carer can then make an appointment to see the Head of School, during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the Local Advisory Board involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support
- Neurodiversity Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- SENDIASS – Parent Partnership
- School Nursing Team
- Whitehouse Unit / Steps to Success
- Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.
- Social, Emotional and Mental Health

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

https://hullsendlocaloffer.org.uk/

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education Health and Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education, Health and Care Plan, must have their secondary transfer placement confirmed by February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published.

Please visit the local offer website

https://hullsendlocaloffer.org.uk/

Glossary

ADD- Attention Deficit Disorder

ADHD- Attention Deficit Hyperactivity Disorder

ASD- Autism Spectrum Disorder

CPD- Continued Professional Development

EHCP- Educational Health and Care Plans

EYFS- Early Years Foundation Stage

HI- Hearing Impairment

IPASS- Integrated Physical and Sensory Service

MSI- Multi-Sensory Impairment

PD- Physical Difficulties

PMLD- profound and multiple learning difficulties

SEN- Special Educational Needs

SENCo- Special Educational Needs Coordinator

SENSS- Special Educational Needs Support Service

SLD- Severe Learning Difficulties

SLCN- Communication and Interaction, including speech, language and communication needs

SpLD- Specific Learning difficulties

VI- Visual Impairment

***Small Step Program**- This is a tool available to all teachers within their classrooms to identify and target gaps in learning through small, achievable targets. These targets are identified, planned for and regularly assessed by the class teacher.

Appendix - Identification Pathway

