



Brambles Primary
Academy

SEN Information Report 2021-2022
(Core Inclusion Offer)



Date policy adopted: September 2021

Date of review: August 2022

Content

1. Introduction and Objectives
2. People responsible for delivering Core Inclusion Offer
3. Arrangements for coordinating provision
4. Identification, assessment and provision
5. Monitoring
6. Parental liaison
7. Access to the curriculum - vulnerable learners
8. CPD
9. Health and Safety
10. Links with other schools
11. Links with other agencies
12. Links with charitable organisations

Brambles Primary Academy - SEN information report

DEFENITION OF INCLUSION

At Brambles Primary Academy we consider Inclusion fundamentally as equality of opportunity. When putting together our Send information report, we have identified three strands to the creation of a fully inclusive Academy the creation of inclusive cultures; producing inclusive policies; evolving and sharing inclusive practices.

The Inclusion Standard, as defined in The Salamanca Statement (UNESCO, 1994), re-affirms inclusion as...

"...the continuous process of increasing the presence, participation and achievement of all children, young people and adults in local community schools where possible. " and asked all governments "as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise'..."

At Brambles Primary Academy we have underpinned this ethos by establishing an Inclusion Team which has responsibility for all Vulnerable Learners, including SEND, Welfare and Safeguarding.

1. Objectives of the Trust Board in developing inclusion and the creation of inclusive cultures

A key objective for the academy is to ensure Brambles Primary remains an inclusive, secure, accepting, collaborating and stimulating

community, where everyone feels valued and where all children are enabled to fulfil their potential. Our aim is to uphold our inclusive values, shared between all staff, children, trust board members, parents/carers and stakeholders so that all of our children can be the best they can be.

2. People responsible for coordinating and delivering inclusive practice through the 'SEN information report

Inclusive practice is promoted through the Inclusion Team and wider Senior Leadership team, comprising of:

- CEO
- Trust Board
- Deputy Head (Designated safeguarding lead) and all senior leadership team
- SENDCo and SEND team
- Trust SEND and inclusion manager
- Pastoral and Welfare Lead
- All other staff who contribute as needed

3. Arrangements for coordinating provision

Additionally resourced provision is coordinated through:

- Recruiting staff and board members who are representatives of the academy and local community
- Established systems and structures within the academy to enable us to support all pupils and their individual needs

4. Identification, assessment and provision

At Brambles Primary Academy we have protocols and policies in place to identify groups of children who may be considered 'vulnerable' in regards they are at risk of marginalisation, exclusion or underachievement. They include:

- Special Educational Needs and Disability
- family support (i.e. those children from families experiencing difficulties or are 'Looked After' or living with carers/extended family members).
- Social and Emotional needs / Mental Health
- Children at risk of underachievement due to behaviour
- More able and Talented
- Free School Meals
- EAL
- Attendance/Punctuality concerns
- Additional/other groups whose progress or position against national standards is causing concern at any given time
- Medical needs and prolonged periods of absence through hospitalisation

Identification - a graduated response

Children are tracked closely using school tracking systems; those children considered vulnerable are identified. The SENDCo maintains a register of children with special educational needs and adopts a graduated response. Additionally, at every assessment point, pupil trackers are used to identify where groups/individuals are causing concern in terms of progress and/or achievement. This model allows a transitory approach to the targeting of interventions both integral to, and additional to, class lessons.

Pupil Voice

Pupil voice is an important aspect of academy practice and regular opportunities are given to gain an insight into pupil views and opinions. This takes the form of:

- Pupil progress meetings
- Feedback questionnaires (Pupil views form)
- Circle time
- Academy Council
- Assertive mentoring
- Friendship groups

Assessment

We have a continuous process of assessment ensuring children are challenged appropriately and achieve as well as they can. Vulnerable learners are tracked half termly as part of pupil progress meetings and IEP reviews (where applicable). Close monitoring is undertaken by the Senior Leadership Team and the SENDCo which enables all vulnerable children to be monitored, with support targeted as and when required.

Provision - General

Provision guidance based on pupil outcomes is provided to teaching staff; associated plans such as IEP's and intervention plans are monitored closely by the SEND Inclusion team, through Key Stage pupil progress monitoring. Intervention practices take a positive approach to tackling under-achievement, viewing difficulties as differences in learning styles, to be accommodated and facilitated

within teaching strategies, rather than perceived as a barrier to progress.

Strategies include:

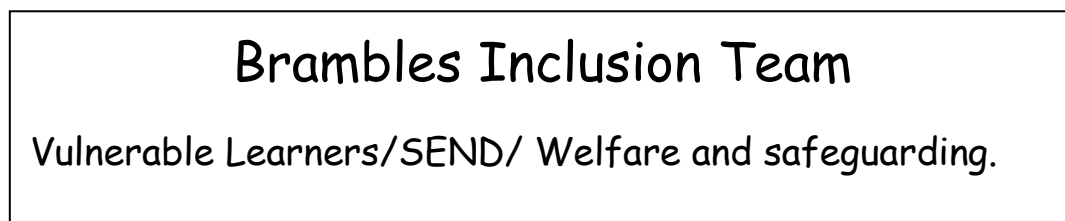
- Quality First Teaching
- adult support in classrooms
- Small group teaching with enhanced adult support
- Differentiated teaching to promote choice and independence in learning
- Mentoring/friendship groups
- Support from Pastoral Lead
- Extended school activities
- Commissioning of external professionals to engage targeted pupils
- Family support leading to improved parental engagement
- Counselling
- Clear referral routes and easy access to targeted and specialist services
- Subject specific external moderation and Peer reviews
- Peer moderation and collaboration within the TVED family of schools

Extended Schools

At Brambles there is a range of clubs and activities for all pupils. All key stages enjoy termly educational visits to local areas of interest, linked to class topic work. Children in upper school have the opportunity to attend a residential visit. We offer a termly reward such as a film and popcorn afternoon for all children who gain 100% attendance.

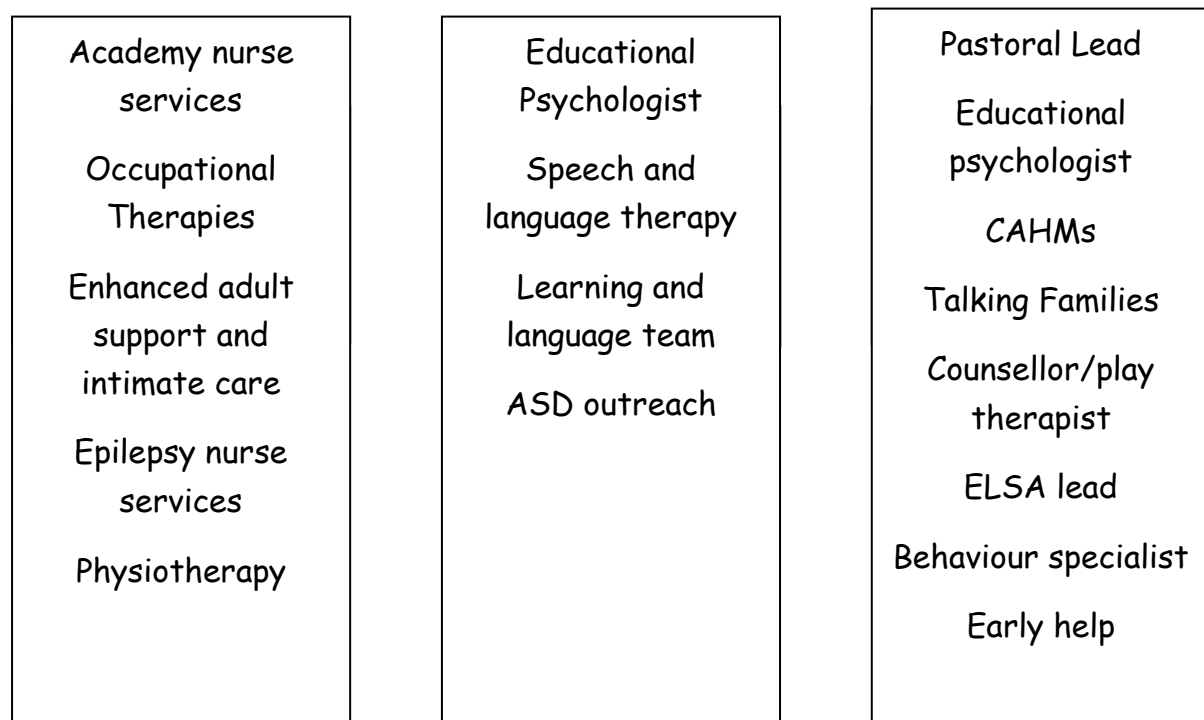
We provide a morning club for the children whose parents/carers are in employment or training. Children can come into school and have a snack and take part in ICT/ sport activities before the start of the day. Similarly, the academy offers an after school wrap around care to support working parents and those in education themselves.

The flowchart below illustrates the 3 strands of need covered within the Inclusion team area of responsibility. This is the full range of provision on offer at Brambles Primary Academy, and the



professionals involved in delivering services and therapies to some of our children and families:

5. Monitoring



We have adopted a whole school approach to support children's needs, using a range of strategies which are regularly reviewed. The Trust Board, senior leaders including the SENDCo meet regularly to track progress and review the effectiveness of school procedures. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Access arrangements are sought for pupils with special educational needs for end of Key Stage 2 tests, in accordance with DfE protocols.

Within class, Sen support plans (SSP) are updated annually (or sooner if significant changes) / Individual targets are reviewed and updated by class teachers with support from the SENDCo on a termly basis. The targets are generated through close liaison between parents, pupils, the academy and other agencies. Pupil progress and concerns about vulnerable pupils/groups are relayed to staff by Key Stage leaders where future and past actions are discussed against data and other measures. This information forms the basis of next steps in relation to vulnerable groups.

We are aware of, and responsive to, the needs of our more able and talented children and the SENDCo, supported by the Inclusion Team, is responsible for this strand. The more able and talented children are monitored in the same way the SEND children are.

The Pastoral Lead monitors behaviour and liaises with the SENDCo and Deputy Heads of Academy. Concerns, and the required actions to address those concerns, are put in place. This could include: one to one meeting with parents, individual or small group mentor work, more focused work with the Pastoral Lead and home/school

behaviour charts and diaries. The Pastoral Lead/ SENDCo will, where appropriate, signpost or refer children/ families to external agencies.

All staff receive annual in-service CPD on Safeguarding, led by the Pastoral Lead/ Safeguarding lead (Assistant head teacher) and the Education Child Protection Advisor from the Local Authority. All relevant documentation relating to Safeguarding is located on a centrally held system and all staff are expected to record any concerns on the appropriate forms, informing a member of the Senior Leadership team (including the SENDCo or the Pastoral Lead).

6. Parental liaison

We recognise the impact parenting has on the development of children throughout school life. We value the positive role and contribution parents can make to the education of their child (ren). We work in partnership with parents, ensuring mutual trust and respect. Parents are encouraged to come into school and discuss concerns with the class teacher, SENDCo, Pastoral and Welfare Lead or a member of the Senior Leadership Team.

For parents / carers, we provide or can sign post to:

- Parenting and nurture programmes
- Whole family learning programmes to help empower parents so they can support the needs of their families
- Advice and guidance to signpost parents to courses in the local area
- A heavily subsidised breakfast club and a range of after-school clubs run on school premises
- Open days in school to allow parents to engage in their child's learning, including access to phonics teaching and reading in

EYFS.

The school keeps parents informed and involved in school life and actively seeks their views through regular discussions and through our Parent Voice. This allows us to listen to suggestions on ways in which we can enhance our provision and ensures we keep in regular contact with parents of children who receive home to school transport.

7. Access to the curriculum - vulnerable learners

Staff receive training and strategies from a range of professionals to support the inclusion of all learners and the promotion of quality first teaching.

The academy has secured expertise from the following professionals and practitioners: -

- Educational Psychologist (both Local Authority and commissioned independent EP)
- Learning and Language Team (commissioned service)
- Speech and Language Therapist (NHS)
- Occupational Therapist (NHS)
- Locality School Nurse and Health Visitors (NHS)
- Service for children with Hearing Impairment (Local Authority)
- Service for children with Visual Impairment (Local Authority)
- Early Years Specialist Support service (Local Authority)
- Counsellor/Play therapy (trust employed)
- Nurture group sessions led by Play therapist (commissioned independent service)
- Tree tops sensory (commissioned independent service)

Through appropriate curricular provision, we recognise that our children:

- have individual education and behavioural needs

- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to both understand the relevance and purpose of learning as well as experience levels of understanding and rates of progress that brings feelings of success and achievement. Wherever possible, children are not withdrawn from the classroom, however, there are times when to maximise learning, children may work in small groups or in a one to one situation.

8. CPD

All staff regularly access appropriate training, advice and resources to ensure that they are able to work in and contribute to the ongoing process of developing inclusive practice in the academy. The SENDCo and other subject leaders lead training and arrange CPD by other appropriate professionals to facilitate access to new initiatives and programmes.

9. Health and Safety

The Academy site is fully accessible (see accessibility plan on school website); it is a single storey site with disabled toilet(s) and some washing facilities. Access arrangements are reviewed regularly. All visitors to the academy must report to reception and wear ID badges for the duration of their visit, signing out upon departure. All staff and children who require assistance during emergency evacuation are included in the academy Personal Emergency

Evacuation Plan (PEEP). Routine fire and emergency evacuation exercises are held. Visitors working directly with children must produce a valid Enhanced Disclosure and Barring Certificate to Office staff.

All teaching and learning staff have received positive handling training. Members of TVE staff are qualified positive handling trainers, and this service is available to schools and other education service providers on a commissioned basis.

10. Links with other schools

At Brambles Primary Academy we work closely with all secondary schools to enable smooth transition. For some vulnerable learners this process begins early in Year 5 (as recommended in the Code of Practice). The Year Six Team, Pastoral and Welfare Lead and SENDCo work closely with parents and secondary schools to encourage them to make the most appropriate choice of school for their child (ren), and encourages ongoing dialogue between the Local Authority and parents to ensure a seamless transition takes place. Where necessary, we can support secondary transition sessions in the chosen secondary school in the summer term before the child leaves.

We have developed close links within the Tees Valley Education Trust 'family of schools'.

11. Links with other agencies

We have a multi-agency approach to working. We engage with a range of professionals in supporting all aspects of children's needs. In addition to those services who work regularly.

In the academy (see sections 6 and 8), we also have clear referral routes to external agencies. Services include: - Sensory Impaired Service (HI and VI), Social Care, CAMHS, Forget me Not, Barnado's/ Bridgeway, Welfare Support, Housing, Grants and Benefits.

This document will be reviewed annually by the Senior Leadership Team and Trust board.

Linked policies and documents

SEN Policy

Admission Policy and Nursery Admission Policy Attendance Policy
Safeguarding Policy

Behaviour Policy

Single Equality Plan / Accessibility Policy Health and Safety Policy
Graduated Response

Pupil Premium Grant Policy

Accessibility plan

Equality policy

Other

Ofsted - Pupils with medical needs (September 2015) Ofsted -
Extended schools provision (September 2013) Ofsted - Inspecting
Equalities (September 2013)

DfE SEN Code of Practice (2014)

DfE School Admissions Code (2012) Children and Families Bill (2013)
Working together to safeguard children (July 18)

Keeping children safe in education for schools and colleges (DfE September 19)

Useful contacts

Local Authority and Health Authority 01642-

Contact	Number
Middlesbrough Council Children with Disabilities Team	01642 579161
Middlesbrough LA SEN Team	01642 201831
SENDIASS	07939152653
The Cleveland Child Assessment Unit - JCUH	01642 854288
Service for Children with Visual Impairment	01642 354353
Service for Children with Hearing Impairment	01642 354353
Middlesbrough Welfare Rights Service	01642 729242
Physiotherapy/Occupational Therapy Service	01642 873901
Speech and Language Therapy Service	01642 246603
Main	01642 608012

Charities and support organisations

Contact	Number
In Control	01564 821650
Contact a Family	0808 808 3555
The junction	01642 756000
MIND (Mental Health)	020 8519 2122
Barnado's (North East)	0191 240 4801
Forget Me Not (Teesside Hospice Child Bereavement)	01642 811063
I-Can (Children's Communication)	020 7843 2544
Mencap	0808 808 1111
Family Action	020 72546251

The local offer



<http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/family.page?familychannelnew=8>

Frequently Asked Questions (FAQ)

What is an Education, Health and Care (EHC) plan?

An EHC Plan is a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement. It replaces the former Statements of SEN. EHC plans are person centred and focus on the needs and aspirations of the

child. EHC Plans will continue into further education and training, and for some young people up to the age of 25.

Who will have an Education Health and Care Plan?

EHC Plans are issued when the local authority considers the special educational needs of the child cannot be reasonably provided for with resources normally available to mainstream Early Years provision, school and post 16 institutions.

How will the assessment process for Educational Health Care Plan work?

- The views of children, young people and their families must be sought and they must be involved during the assessment process.
- Disruption to the family should be minimised. This includes avoiding multiple assessments and appointments. There should also be a 'tell us once' approach so that families do not have to repeat the same information to different professionals.
- Families should be provided with impartial information, advice and support. In the case of young people over the age of 16, a separate service of impartial information, advice and support should be available to them.
- The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue a plan.

What does an Education Health Care Plan look like?

Plans should be focused on the outcomes an individual child is expected to achieve. Any targets must be specific and set out what support is needed to achieve those outcomes.

Plans should be clear, concise and positive. They should also be free from jargon. It should reflect the views of the child or young person.

Will there be help for children without an Education Health Care Plan?

Under the current system there is additional help and support for children at school without a Statement of SEN, through SEN Support. Additional SEN support is support to meet a student's needs so that they can meet their individual goals.

What is a personal budget?

All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.

Parents or young people will be given a choice of whether they want to take control of the personal budget by an agency managing the funds on their behalf or by receiving direct payments, where they can purchase and manage the provision themselves.

Who will have a personal budget?

Local authorities must consider requests for personal budgets. However, there are exceptions that mean they do not always have to provide personal budgets. For example:

- Local authorities do not have to provide personal budgets if they are concerned it will negatively impact on other people or will be poor value for money.
- Local authorities are required to judge if a young person or

family is 'capable' of managing personal budgets.

- Young people or families who have been required by the law to undergo treatment for drug or alcohol abuse will not be allowed to have a personal budget.
- Where a child or young person is in custody, a personal budget is not permitted.

What is the local offer?

It is a requirement for the local authority to publish information on what provision it expects will be available for children and young people with SEN aged 0 - 25 years, both within and outside their local area, and can be found on the Local Authority's website.

The Local Offer should include:

- General information- policies, admission arrangements, contacts, support they provide, the kinds of SEN for which provision is made at the school and arrangements for involving SEN children in their education.
- The support that is provided in the school to help children with their learning and the curriculum
- How the school/ academy identify and assess children with SEN.
- Staffing and any special qualifications/ expertise
- External agencies and partnerships
- Compliments and complaints
- Transition arrangements

Frequently used SEND acronyms

ASD: Autism Spectrum Disorder BS: Behaviour Support

CAF: Common Assessment Framework (now Early Help)

CAMHS: Child and Complex Learning Difficulties & Disabilities

CWD: Children with a Disability

CCG: Clinical Commissioning Groups

CLDD: Complex Learning Difficulties & Disabilities

DFE: Department for Education

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

EWO: Education Welfare Officer

HI: Hearing Impairment

HNF: High Needs Funding

LA: Local Authority

LS: Learning Support

MLD: Moderate Learning Difficulty

MSI: Multi-sensory impairment

ODD: Oppositional Defiance Disorder

OT: Occupational Therapy/Therapist

PD: Physical Disability

PDD: Pervasive Development disorder

PMLD: Profound and Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SENDCo: Special Educational Needs and Disability Co-ordinator

SEND: Special Educational Needs and Disabilities

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties Adolescent Mental Health Services

SpLD: Specific Learning Difficulties (Dyslexia)

TA: Teaching Assistant

TAF: Team Around the Family

VI: Visual Impairment