


BRAMPTON PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Information Report

June 2024

<i>At the time of publishing the following roles were held:</i>	
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Headteacher	Chris Armstrong
Governor with SEND responsibility	Kate Wareing

Approved by¹	
Name:	Chris Armstrong
Position:	Headteacher
Signed:	
Date:	June 2024
Review date²:	June 2025

¹ This document requires approval from either the Governing Body or Proprietor

² This document must be reviewed annually

Local Offer Contribution

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. *“This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child”*

Brampton Primary School's Local Offer: <https://bramptonprimaryschool.co.uk/send-local-offer/>

Cumberland County Council Local Offer:

https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M_YGKBr0E

What kinds of SEND are provided for at Brampton Primary School?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and Learning
- Social, emotional and Mental Health difficulties
- Sensory and/or physical needs
- Moderate/Severe/Profound and multiple learning difficulties

As of June 2024, we currently have 28 children receiving additional support which is additional to and/or different from the teaching and learning currently in place for their peers. From the 28 children on the SEN register, 13 children have an EHCP.

Our Approach as a School

High quality first teaching and additional interventions are defined through our planning across the school contributing to our provision management arrangements. These are monitored and evaluated of their impact regularly and are set up from information received in pupil progress meetings with the SENDCo and SLT and data from assessments. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. Underpinning ALL our provision in school is the graduated approach cycle of assess, plan, do, review.

All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are assessed against nationally set criteria to check their progress across all areas of the curriculum. It is through this process that children who are not making expected progress are highlighted by teachers and SLT. A summative assessment procedure to track children's progress is continually used alongside formative assessment. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: After gathering information, a support plan will be put together to outline specific outcomes/targets for the child to work towards. Short-term targets are agreed which prioritise key areas of learning that are to be addressed. If external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

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Do: All SEND support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the plan is not working.

Review: All SEND support plans will be reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. If required, a further plan will then be devised to enable the pupil to achieve their next steps in learning. If a pupil has made good progress the support plan will cease and the child will be closely monitored. For children with more complex needs termly review meetings will be held with the class teacher, SENDCO and any external agencies. If your child is continuing to have significant difficulties after a period of intervention, further external support may be requested. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

Arrangements for Consulting with Parents

- We endeavour to work closely with parents and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, Area SENDCo, Speech and Language and Behavioural Specialist teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEND Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review and set new support targets on Support Plans.
- We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENDCo if you are worried or concerned about any aspect of your child's learning or development.

Arrangements for Consulting with Young People with SEND

A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.

- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them, they are a big part in their annual review and we are looking at developing for we consult with other children on the SEN register.
- Children know they can talk freely to any adult within the school about any issues which are concerning them.
- The leadership team at Brampton Primary School are also committed to looking onto more support for children with SEMH needs to meet demands of changing needs.

Ordinarily available provision and Quality First Teaching at Brampton Primary School

- We endeavour to ensure that all children in Brampton are fully included in all aspects of school life.
- All children are different and all children regardless of their SEND learn in different ways.
- Staff within the school ensure that the curriculum is accessible by all and have an environment which can be accessed by all children.
- Our staff know the children within their care very well and are able to differentiate the usual curriculum for children with SEND.

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- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.

Staff Training to Support SEND

The SENDCo is an active member in the Brampton and area cluster meetings and Carlisle School partnership to keep up to date with any legislative changes in SEND.

The SENDCO and school staff can access training through the local authority.

The SENDCo has completed the NASENCo qualification and continues to train in further CPD for leadership and specific SEND needs.

Staff in the school have received training to meet the needs of all the children, training includes:

- ADHD
- Pathological Demand Avoidance
- Young People's Mental Health
- Autism awareness Level 1 and 2 and AET autism training
- Downs Syndrome
- Medical needs – epi-pen training
- Intimate Care
- Managing stress in the workplace
- Makaton level 1 and 2
- 1:1 speech and language
- Smart Moves
- Team Teach
- Safeguarding
- Reading intervention – RWINc interventions
- Reading and language intervention and Fresh start

Specialist support for Brampton Primary School

We work closely with nay external agencies that we feel are relevant to individual children's needs within our school. This can be accessed via the Early Help Process, through and EHC Plan, the GP and through school referrals. Support and expertise can include:

- Paediatrician
- Behaviour/Inclusion Support
- Health including GP, Practice Nurse
- Educational Psychologist
- Speech and Language Therapist (NHS and Private)
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Services
- Social Care and Social Workers
- Counselling services and therapists
- Others e.g. Police Community Support Officers, Safety Net, Cumbria Family Support, Family Action, NSPCC

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We follow the advice of professionals with regards to resources and equipment. In the past we have secured specialist resources such as hearing loops for children with hearing impairments, wobble/movement cushions, raised money for a sensory room to support children with ASC and SEMH needs, and laptops with assertive technology.

How we support children with transitions

- Transition within the school and between classes and key stages is planned for with the child and parents/carers.
- When considering an application for a place in Brampton Primary School you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues. It will then be the decision of the SENCo/teacher on whether to meet the child in their current setting/ attend TAC meetings.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and if appropriate invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible. We have close links with our secondary school and plan regular meetings as well as transition and bespoke transition opportunities throughout Year 6.
- Our on-site Nursery within the EYFS unit ensures that children are prepared for transition to Reception with familiar staff and environment.

Support services for parents

- Look at our SEND policy on our website as well as the other policies referred to above.
- Contact the Cumbria SEND information, Advice and Support Service <https://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/parentpartnership/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
- Family Action 0-19 child and family support service <https://www.family-action.org.uk/what-we-do/children-families/0-19/>

Complaints

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENDCO who will endeavour to resolve the problem.
- The head teacher will also be informed at the above stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

Relevant School Policies Underpinning this SEND Information Report

SEND Policy

Teaching and Learning Policy Equal Opportunities Policy

Legislative Acts Taken into Account when Compiling this Report

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

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