

BROCKENHURST CE
PRIMARY & PRE-SCHOOL

*SEND
Information
Report for
the
Hampshire
Local Offer*

Brockenhurst CE Primary & Pre-School – Local Offer (revised November 2021)

1. What is the school policy for children with Special Educational Needs and Disability?

- All children with Special Educational Needs (SEND) are fully integrated into the life of Brockenhurst CE Primary & Pre-School and have full access to the national and school curriculum.
- We tailor support for each child where necessary in order for them to achieve their full potential

2. What is school policy on identifying and assessing children with Special Educational Needs?

How does the school know if children need extra help?

At Brockenhurst CE Primary & Pre-School children are identified as having SEND through a variety of ways including the following:-

- Liaison with pre-school setting/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher for example slow progress, performance being affected by behaviour, self-esteem or attendance
- Liaison with external agencies
- Health diagnosis

Where assessments indicate that a child needs provision beyond the universal offer of high quality teaching, the class teacher will in the first place see to address the need. Should measured progress not be made, advice will be sought from the SENDCo.

It may then be necessary to move the child to **SEN Support** for adaptations, adjustments and provision that is 'additional to or different from' that offered to the majority of other children of the same age.

The school will then follow the cyclical response model of Assess, Plan, Do, Review (known as '**The Graduated Response**') to facilitate progress. This model is advocated by the Special Educational Needs and Disability Code of Practice: 0-25 (January 2015).

How will I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher and/or the SENDCo
We pride ourselves on building positive relationships with parents. We are open and honest with parents and believe that a good working partnership between home and school is important for all children.

Does the school use any tests to support identification of difficulties?

There are several tests that the school uses to support identification of difficulties that a child may be having.

- **PM Benchmarking** is used to assess a child's reading age in relation to their chronological age. These tests give a standardised score which highlights if the reading age is outside the 'low average/average' parameters.
- **Dyslexia Early Screening Test/Dyslexia Screening Test/Nessy.** These determine whether a child is experiencing difficulty in areas known to be affected by dyslexia. A profile of skills provides valuable information that can be used to guide in-school support
- Standardised assessment tests for Reading and Mathematics.

Who will oversee, plan and work with my child and how often?

- Our SENDCo co-ordinates, monitors and reviews all additional support for each child with Special Educational Needs.
- The class teacher will plan the next steps of learning for each child with SEND in their class to ensure that progress in every area is made. Each child is given an Intervention Plan (IP) with targets for the current term of learning.

Who will explain how the support works for my child?

- The class teacher will communicate with parents on a termly basis to discuss the Intervention Plan and explain the frequency and type of additional support that has been planned. Sometimes this may be included as part of a parent evening.
- The SENDCo is available to discuss support in more detail or to give further information.

Is there anywhere else I can go to get additional information or support?

Parents are able to contact a variety of outside agencies that the school is in partnership with, for additional information and guidance in supporting a child with Special Educational Needs.

- **PPP a 10 week parenting course.** This is run by our Emotional Literacy Skills Advisor (ELSA) .
- **Educational Psychologist Helpline** for parents who would like some guidance, support or information for any learning, behavioural, communication or emotional issues at home or school.
- **Parent and Teacher consultations with an Educational Psychologist** to discuss a special educational need at home/school resulting in suggested strategies to try at home and school.

How does the school work in partnership with outside agencies for further support and guidance?

- Guidance and support are accessed from a range of outside agencies that may be working in partnership with the school. Often advice is from specialist teachers or other professionals

to support children with a variety of needs – e.g. cognition & learning, sensory impairment, physical disabilities, emotional behaviour, communication difficulties.

- When a child is making little or no progress over time, despite the provision of targeted interventions, the school can arrange for an **Educational Psychologist Assessment** which involves spending time talking with, observing and assessing the child in order to determine the barriers to learning. A variety of additional tests are conducted in addition to the school based tests. Parents will be asked to contribute with a written assessment of their child's needs and a description of their concern. Parents are invited to meet with the SENDCo and Educational Psychologist as part of this assessment process. A detailed report is then written by the Educational Psychologist on the findings with recommendations for the school and parents.
- If there are suspicions/concerns that a child may have Attention Deficit Hyperactive Disorder, Attention Deficit Disorder or Autistic Spectrum Disorders or significant mental health needs, the school is able to work with the parents to initiate a **school referral to Children's Adolescent and Mental Health Services (CAMHS)** at Ashurst. Parents are also able to initiate a referral through their GP.
- A **Speech & Language, occupational health** and **physiotherapy referral** can be actioned directly from school after discussion with parents and once the school has followed the appropriate guidance from The Children's Therapy Pack. The parents and school need to complete and sign a referral form.

3. What is the school policy for making provision for children with Special Educational Needs?

3a. How does the school evaluate the effectiveness of SEND provision?

How do we know if the additional support has had an impact on my child's learning?

- By reviewing children's targets on Intervention Plans and ensuring they are being met
- The child is making progress

How are the governors involved and what are their responsibilities?

- The Head Teacher reports to the governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- There is an annual report to governors from the SENDCo on Special Educational Needs Provision and its impact on progress and attainment
- The SEND Governor reports to the governors to keep them updated and informed on special needs provision, development, training and initiatives within the school.
- The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

3b. How does school assess and review progress of children with SEND?

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- In addition to our bi-annual parents' evenings, we offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and liaise regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have an Intervention Plan (IP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an Education Health Care Plan (EHCP) which means that a formal meeting, called an Annual Review, will take place to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Pre-School, through Year R to Year 6.
- Children who are not making expected progress are picked up through termly progress review meetings with the class teacher, Assessment Lead, SENDCo, Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When your child's Intervention Plan is reviewed, comments are made against each target to show what progress your child has made. If your child has not met the target, the reasons for this will be communicated, then the target may be adapted.

3c. What is the school's approach to teaching children with SEND?

How is the decision made about what type and how much support my child will receive?

- The class teacher, SENDCo, and teaching assistant will discuss your child's needs and what support would be appropriate (different children will require different levels of support in order to bridge the gap to achieve age expected levels).
- Specific interventions/strategies are sometimes advised by outside agencies working in partnership with the school.

3d How does the school adapt the learning environment for children with SEND?

- Children are supported in the class at the point of need, and are grouped for interventions or 1:1 work when required
- Individual work stations are sometimes used in class to help concentration and reduce anxiety
- A range of learning environments are used – outdoors, quiet room, classroom, shared learning space

3e. What additional support for learning is there available to pupils with SEND?

How are the school's resources allocated and matched to children's SEND needs?

- We have a team of LSAs who are funded from the SEND budget to support within class and deliver interventions designed to meet children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- We follow the criteria set down for public examinations.

3f. What activities are available for children with SEND in addition to those available in accordance with curriculum?

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- Parent's consultation is sought for residential visits and additional measures put in place as necessary.
- A risk assessment for all children in the class is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

3g. What support is available for improving the emotional and social development of pupils with SEND?

What support will there be for my child's overall wellbeing?

- We are an inclusive school that welcomes and celebrates diversity.
- We believe that high self-esteem is crucial to a child's well-being and have a very nurturing and understanding staff team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, **therefore this would be the parents' first point of contact.**
- The school also has two ELSA's (Emotional Literacy Support Assistant) who work with children and parents during the school day in consultation with teachers and the SENDCo. ELSA support is offered in small groups and also on an individual basis.

How does the school manage the administration of medicines?

- Parents need to contact the administration staff if medication is recommended by Health Professionals to be taken during the school day and this information will be passed to the class teacher.
- On a day to day basis the administration staff generally oversee the administration of any medicines.
- The vast majority of staff are first aid trained.
- The school has a policy regarding the administration and managing of medicines on the school site (please see our school policy for further details).

What support is there for behaviour, avoiding exclusion and increasing attendance?

- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets
- Attendance of every child is monitored on a daily basis by the administration department. Lateness and absence are recorded and reported upon to the Head Teacher. Support is given to families with persistent absence and good attendance is actively encouraged throughout the school.

4. What is the name and contact details of the Special Educational Needs Co-ordinator (SENCo)?

- **Julie Edwards** is the Special Educational and Disabilities Needs Co-ordinator (SENDCo) and Inclusion Manager.

Please contact the school administration office on 01590 623163 to make an appointment.

The SENDCo is part of the Leadership and Management Team (LMT)

5. What training and expertise do staff have with SEND and how is specialist advice secured?

What specialist services and expertise are available at or accessed by the school?

- Our **SENDCo** is fully qualified and holds the National Award for SENDCo Co-ordination accreditation. This is mandatory for the position of SENDCo.
- The **ELSA Co-ordinator's** are qualified to deliver a range of interventions, run parenting courses and receive regular support from the Educational Psychologist.
- As a school we work closely with any **external agencies** that we feel are relevant to meet individual children's needs within our school. When the need arises, the SENDCo involves the appropriate external services and agencies.

6. How will equipment and facilities to support SEND be secured?

How accessible is the school environment?

- The school site is wheelchair accessible
- The school is all on one level with ramps at specified fire exits.
- The school has had modifications to the Reception, Key Stage One classrooms and school hall to improve auditory access for children with hearing impairment.
- The school has an intimate care room with a disabled toilet and shower facility.
- There is a disabled parking bay at the front of the school.
- There is a designated ELSA/Nurture space (The Clubhouse) and use of a kitchen for supervised small group cooking activities.
- The school has worked closely with a Hearing Impaired Specialist Teacher, Occupational Therapist and Physical Disabilities Advisor and has secured a range of equipment for a child's specific needs – e.g. specialist furniture and hearing loop system

7. What arrangements are made for consulting parents of children with SEND and involving them in the education of their child.

What arrangements does the school have for meeting and involving parents?

- A positive partnership with parents is always encouraged.
- Parents are encouraged to spend time in school if they are able - open mornings, parent learning sessions, special celebration events, assemblies, parent/carer day, grandparents day, special worship, school visits and as parent helpers.
- Meet the teacher/new year group information are held at the end of each school year in preparation for the transition.
- Parent teacher evenings twice a year detail progress and attainment.
- Parents review progress of Intervention Plans (IP's), signing the document after communication of new targets.
- A detailed annual written report for each child including levels of effort and attainment in each subject is generated at the end of the academic year with targets for the next year.
- Parents are able to meet more regularly with the class teacher if the need arises. Sometimes this may involve the SENDCo, ELSA Co-ordinator or class teaching assistant.
- The SENDCo will liaise with parents on a regular basis when an outside agency is involved and parents will be invited to attend meetings involving these agencies.

8. How does the school consult children with SEND about their education and how are they involved?

How will my child be able to contribute their views?

- The School Council, which has two representatives from each year group, meet under staff supervision. This is an open forum for any issues or viewpoints to be raised. Minutes are taken and shared with all staff.
- Children who have Intervention Plans (IP's) discuss their targets with their class teacher.

- Governors encourage children to share their views on school life through Pupil Voice annually.
- If your child has an EHCP their views will be included in any review meetings.

9. What arrangements have been made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school?

- If parents have any concerns or worries about their child's special educational needs provision, **they should initially discuss their concerns with the class teacher** and then the SENDCo.
- We are keen to resolve concerns once initially raised with the class teacher.
- We promote open discussion and regular dialogue between the class teacher, parents and the SENDCo.
- If an issue remains unresolved, parents should make an appointment to discuss this further with the Head Teacher.
- The school's Complaints Policy can be found on the school website.
- Governors receive regular reports on the number and nature of complaints received by the school.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?

- Brockenhurst CE Primary School has a service level agreement which provides access to an **Educational Psychologist** who advises and supports our special educational needs provision in school.

11. What are the contact details of support services for parent of children with SEND?

- **Julie Edwards** is our accredited SENDCo and is available to meet parents or have a telephone conversation. She can be contacted via the school office on **01590 623163**
- **Emma Dunne** and **Marie Macey-Dare** are our accredited **Emotional Literacy Support Assistants (ELSA's)** and see children in school individually or in small groups. They also co-run the Nurture Group. Both work closely with the Educational Psychologist and Mrs Dunne is trained in delivering **PPP parenting programmes in the New Forest**.
- **Mike Snell** is the SEND/Inclusion Governor and can be contacted via govern@brockenhurst-primary.hants.sch.uk
- **Parent Helpline** with an **Educational Psychologist**, which can be used to discuss a learning, behaviour or emotional need at home or at school, can be contacted on **01962 876239**

Both the school and parents are able to refer children to Hampshire Educational Psychology Service (HEPS), but please discuss your concerns with the school first as it is better if both the school and parents can work together to support the child's needs.

- **SENDIASS** is an **impartial** Special Educational Needs & Disability (SEND) information, advice and support service for parents and carers, children & young people and practitioners.

They can be contacted by phone (0808 164 5504) or email (info@hampshiresendiass.co.uk) Mon-Thurs 9am-5pm, Fri 9am-4pm. They aim to respond within 2 working days.

- **CAMHS** are specialist NHS children and young people's mental health services. If you think your child might need more help than friends, family, school and GPs can give, you can read more about CAMHS on the following website address. So you know what to expect, CAMHS have put together information about CAMHS especially for parents and carers. **Parent helpline - 0808 802 5544**

http://www.youngminds.org.uk/for_parents/services_children_young_people/camhs

- A directory of services for children and young people in this area is available for parents to access
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

12. How does the school support children with SEND, transferring between phases of education and life?

How will the school prepare and support my child when joining the school and transferring to a new school?

- The SENDCo and Pre-School Lead work collaboratively together to identify need, which may lead to the requirement for early intervention.
- We encourage all Year R children to visit the school prior to starting when they will meet their teacher and be shown around the school.
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- The Year R teacher visits each child and their family at home before starting school.
- We may write social stories or create booklets with photographs for children if transition may be a challenge for the child/parent.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits if needed. Priestlands and Highcliffe Secondary Schools run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.

13. Where is the Local authority's Local Offer published?

- Since September 2014, Hampshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. This is for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.
http://hampshirelocaloffer.info/en/Main_Page
- As part of the Hampshire Local Authority 'Local Offer' each school in Hampshire must publish an SEND information Report on their school website.
- Brockenhurst CE Primary School SEND Information Report details the SEND provision offered at this school. This document follows the recommended format for Hampshire and completes the 13 School information Report questions. These 13 sections have titles in blue and have been subdivided using the suggested parent questions recommended by Pathfinder SE7 and contain the information that parents said they wanted to know.

Who should I contact if I am considering whether my child should join the school?

- Contact the school administration office to arrange to meet the Head Teacher **Mr John Littlewood** to discuss how the school could meet your child's needs.