

By Brook Valley



SEND Information Report

The LA Local Offer

- The *Children and Families Bill* became law in June 2014. From this date, 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 will also be an important resource for parents in understanding the range of services and provision in the local area. The Wiltshire local offer can be found on the website: <https://www.wiltshire.gov.uk/local-offer>

For any queries about Wiltshire's SEND Service or information about supporting children and young people with SEND please call the Single point of contact (SPOC) 01225 757985.

By Brook Valley SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. This document provides answers to a variety of questions parents have asked regarding what support School can provide for your child. If you have a question that is not answered, or require further information, please contact our special needs co-ordinator (SENCo) **Mr Ben Summers** either by emailing senco@bybrookvalley.wilts.sch.uk or telephoning the school on 01249 783006.

Definition of Special Educational Needs or Disability SEND

A child ...has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Code of Practice (April 2014)*

Overview of the school

- School is a Wiltshire village primary school, currently with a one form entry of 7 classes.
- At By Brook Valley School the majority of our SEN pupils make expected or better than expected progress.
- 15% of pupils are identified with a special educational need.
- 3% of pupils are identified with an Educational and Health Care Plan, ECHP
- All areas of the school are accessible to children with gross motor difficulties.

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)

The first point of contact for parents or carers is always your child's class teacher.

Some parents and carers speak informally to teachers after the school day, or request a formal appointment.

Class teachers also hold formal Parent Consultation Evenings three times a year.

Additional points of contact are:

Mr. Ben Summers SENCO

Mr. Graham Pike Headteacher

Mr David New - link governor for SEN.

All of whom can be reached through admin@bybrookvalley.wilts.sch.uk

2. What are the different types of support available for children with SEND in our school?

- The support your child receives will be tailored to their needs, through a wide range of teaching strategies and activities which can include;
- 'Wave 1 teaching' – teaching in class that is differentiated for individual learners, groups and whole class
- 'Wave 2 teaching' – teaching in small groups or 1:1 on specific programmes to help learning on specific areas
- 'Wave 3 support' – using outside specialists to advise our practice & teachers & then plan specific programmes of work or learning
- Counselling and social skills groups if needed (Emotional literacy & Social & Emotional Aspects of Learning -SEAL)

See whole school provision map for more detail.

3. How will the school let me know if they have concerns about my child learning in school?

Other than in exceptional circumstances, your child's class teacher will keep you informed about their concerns through discussion in person, over the phone, or by letter/email.

If your child is identified as not making progress, the school will set up a meeting with class teacher and SENCo to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

4. How is extra support allocated to my child and matched to my child's need?

By Brook Valley School strives to identify any special educational need as early as possible in order to provide the appropriate support (with reference to the Wiltshire Indicator and Provision Document - WIPD).

Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are agreed in collaboration with your child's class teacher and the SENCO.

The school budget, received from Wiltshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including

-the children getting extra support already,

-the children needing extra support,

-the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. By Brook Valley School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs. In addition children requiring different from or additional to provision may receive group or individual sessions.

The school identifies the needs of SEN pupils on a provision map (see link on SEN page on our website to download whole school provision map). This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

5. Who are the other people providing services to children with SEND in our school?

School provision

We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

- Class teachers are responsible for teaching all pupils including those with SEND
- School has experienced Teaching Assistants (TA's) in every class with a range of expertise, our TA's run interventions such as Better Reading Partners (BRP) and Dyscalculia Toolkit sessions in Mathematics.
- Teaching Assistants offer support for children with emotional and social development through running sessions such as 'Time to Talk' and 'Socially Speaking'. Our inclusion Manger also runs weekly 'Sandtray' therapy sessions for pupils with social, emotional and mental health needs. Our Emotional Literacy Support Assistant (ELSA) will also be running groups to support pupils with any emotional difficulties they may have.
- We employ an independent Play Therapist to work with pupils with complex social, emotional and mental health needs. The therapist works one to one with identified pupils on a weekly basis.
- We employ an independent Speech and Language Therapist to work with pupils who have speech, language and communication difficulties. The therapist works in school with identified pupils either one to one or in a small group on a fortnightly basis

Local Authority Provision delivered in school

- Specialist Special Educational Needs Service (SSENS) which includes:

Behaviour Support, Learning Support & Social Communication Needs

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Ethnic Minority Advisory Service (EMAS)
- Relate Time to Talk Counselling Service for children
- Access to parenting classes (through 'The Rise' Children's Centre)

Health Provision delivered in school

- We 'buy in' additional independent Speech and Language Therapy services to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service CAMHS

6. How are the Staff in school helped to work with children with SEND, and what training do the staff have?

Part of the SENCO's role is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Specialist Special Educational Needs Service (SSENS)

7. How will the teaching be adapted for my child with SEND?

- By Brook Valley School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes all children regardless of additional needs.
- Some children may require more focussed support, and additional adults may be used to provide support where appropriate.
- Some children who have an identified special educational need may require a personalised targeted intervention to support their learning and enable them to access the curriculum, this would be recorded and monitored through a 'My Support Plan'. When additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO), speech and language specialist TA and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers. The Wiltshire Graduated Response to SEND Support (GRSS) is used at By Brook Valley school it provides structures and guidance for SENCOs, teachers and school leaders to supporting us to put in place appropriate arrangements to meet our obligations in respect to children and young people with special educational needs and disabilities. This document consists of a Pupil profile that can be completed to aid the "assess, plan, do, review" graduated approach outlined in the SEND Code of Practice.

8. How will we measure and review the progress of your child in school?

- At By Brook Valley School, we aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes.
- All Parents are also able to find out about their child's progress through Parent Consultation Evenings, Annual Reports, Reading Records, and both formal and informal discussions with your child's teacher.
- In addition parents of SEND pupils are invited to attend SEN review meetings 3 times a year where we will review progress towards your child's individual goals as stated on their 'My Support Plan'.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Where possible children play an active part in target setting and reviewing their progress, along with their parents and carers.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutiny's and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

9. What support can we offer you as a parent of a child with SEND?

We value highly a strong home-school partnership. By Brook Valley School is part of a community that encourages children and their families, staff, governors and local people, to work together. Strong partnerships are used to promote pupils learning and well-being in order to gain successful outcomes for all.

On a daily basis your child's class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets on 'My Support Plan' or EHCP will be reviewed with your involvement 3 times a year.
- Homework will be differentiated as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We can support parents with referrals to access parenting courses, such as Triple 'P', Support in Wiltshire Autism Parenting Programme (SWAPP), school nurse, social care and counselling services.
- If your child still needs extra support, with your permission the SENCo will access further support through the Common Assessment Framework (CAF) process. Through this we can also offer additional multiagency support for parents.
- In addition we can signpost parents to Wiltshire Local Offer Website where a comprehensive list of services is available <https://www.wiltshire.gov.uk/local-offer>

10. How is our school accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and wide doors and ramps.
- There is one disabled toilets
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Breakfast Club and After-school (known as 'Bubbles') provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEND.

11. How will we support your child when they are joining this school, leaving this school or moving onto another class?

- By Brook Valley School has very close links with a number of pre-schools in the local area. Staff from the school visit many of the pre-schools in the local area to ensure a smooth transition. Pre- schools records and learnings journeys are shared between children's key workers and our EYFS staff.
- Where children have identified SEN needs the SENCo may also visit your child's setting and liaise with pre-school SENCo. There may also be a transition meeting where external agencies may also be invited.
- Every year a transition meeting are held between your child's current teacher, their new teacher and the SENCo. Information is shared and records and assessments discussed.
- In year 5 a child who has an ECHP will have a transition meeting involving multi-agencies and the SENCo or representative of their chosen secondary school to ensure a smooth transition into Key Stage 3.
- By Brook Valley School has close links with each of the three secondary schools in Chippenham and work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school.
- We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.

Visits to the school are warmly welcomed. You will be given a personal tour of the school and an opportunity to meet the Headteacher Mr Graham Pike, other staff and our pupils. Please contact the school by emailing admin@bybrookvaley.wilts.sch.uk or telephoning 01249 783006