



## Brompton Community Primary School SEN Information Report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/send-local-offer>



# Brompton Community Primary School SEN information report



Date: September 2023

SEND Policy:  
Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEN are provided for in your school?</b>	
<p>We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of all children with SEN. In order to provide an inclusive education for all, all needs are catered for within our school. At Brompton Community Primary School our aim is to promote happiness through learning and inspire children to achieve their full potential.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b>	
<p>At Brompton Community Primary School we have an 'open door' policy for parents and carers; they are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support their child is being given and will also have the opportunity to work collaboratively with the class teacher to put support they feel necessary in place. This is important to us so that the parents feel that they have an active role in their child's support and education. If a parent or carer would like to discuss their child's needs further they can contact the Headteacher, Mrs Byrne or the Special Educational Needs Coordinator (SENCo), Mrs Lyndsey Armstrong, who will be able to talk about how we can support children with SEND.</p> <p>All children are assessed regularly by their class teacher to ensure that they are making age related expected progress. Some children will be identified as 'stuck' or at risk of being 'stuck' and as a result will receive extra support. If necessary the class teacher may ask the SENCo for advice and support on strategies they can put in place to aid the child's needs and learning. If these strategies are not working and it is clear to the class teacher that a significant gap is widening in any area of the curriculum then a discussion will take place involving parents/carers about the possibility of adding the child to the SEN register. Once this discussion has taken place, a final</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

decision will be made by the parents/carers, the class teacher and the SENCo regarding the next steps.

If required an Individual Provision Map (IPM) will be written with specific targets and strategies to help the child make progress. This will be done in collaboration with the parents/carers, the child and class teacher so that the child and parents/carers have an input into what support will be provided.

Regular meetings will take place involving parents/carers, the child and class teacher to discuss the progress of the targets that have been set. These meetings will be arranged by the class teacher, at least one meeting per term, they may be more frequent depending in the child's progress and the child's areas of need.

In some cases children may not make progress despite receiving extra support in school and from external agencies. In these cases the school may decide to request additional support to meet the child's additional needs, this will be done in consultation with parents/carers and other agencies that may already be involved in supporting the child. A request for an Education, Health and Care Plan (EHCP) may be made if parents/carers and the professionals supporting the child feel that the needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment does not always lead to an EHCP being given.

**3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

Regular contact with parents is important for our children with SEND. The school communicates with parents throughout the year through:

- Parents consultation evenings twice a year
- Meetings with parents to discuss IPM targets
- Review meetings
- Meetings requested by parents.

For some children communication may take place on a daily/weekly basis before or after school through brief meetings with the class teacher.

In addition to this we aim to provide parents/carers with information about how to support their child at home. Parents/carers are welcome to contact the SENCO or class teacher to discuss any concerns about their child at any time as this ensures that both parties have clear communication about the support in place and the progress being made.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes

	<ul style="list-style-type: none"> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?</b></p>	
<p>Pupil voice is an important aspect of our school, we communicate with the children in a variety of ways so that their thoughts and opinions are heard. We ask all children for their views on topics they have done in class or as a school and we often ask for feedback on after school clubs. Other aspects of school life are discussed through school council meetings. All children with SEND are included in discussions about their learning and progress, their views are very important to us to ensure that we are meeting their needs fully. The children have opportunities to discuss what helps them in their learning as well as what they find doesn't help them. Children's views are recorded on the IPMs and on pupil view questionnaires.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	
<p>All children are expected to make age related expected progress in year. For some children they may need additional and different support in order to achieve this. However, even with additional support some children may not fully meet these expectations but will still make some progress. Children are assessed regularly throughout the year in order to monitor the progress that they are making. The monitoring of progress towards identified outcomes is undertaken by all adults involved with the support and learning of the child. Progress is reviewed on an on-going basis; records/notes are kept in assessment folders and intervention records. The IPMs also outline the support that is in place, the targets that have been set and any assessment information is provided on here too. There is the opportunity for Parents/Carers and children to reflect on these targets and the progress made towards them which is also recorded on the IPM alongside the class teachers assessments. IPMs, behaviour plans, risk assessments and Educational, Health &amp; Care Plans are used to identify targets and areas of development and will also outline the strategies that will be put in place to help the child make progress.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How</b></p>	

**do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Transition to Secondary School is very well planned for all children in our school. We hold meetings with the Secondary School in the area to discuss individual children and their needs. IPMs and all other relevant SEND documents relating to the support that is in place for a SEND child are passed onto the next school. This allows the Secondary schools to have an insight into the support the child has been receiving so that they can plan effectively for them starting at their school. Children with SEND have the opportunity to have extra visits to their new school setting in order for them to become familiar with the daily routines and staff they will be working with. Once the secondary school place is confirmed a meeting is held with parents/carers, the current school SENCo and the SENCo from the secondary school. In this meeting discussion will take place involving how the transition for the child will take place to ensure a smooth and relaxed change occurs. If it is deemed necessary by parents/carers of the class teacher the transition period may start earlier for some children depending on their needs.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

**7. What is your School's approach to teaching children and young people with SEN?**

All staff at Brompton Community Primary School are committed to providing quality first teaching so that all children can make good progress with their learning. Activities within lessons are adapted to meet the needs of all children. As well as adapted activities within the class we also provide personalised curriculums for those children with High Needs to cater for their individual needs and targets. We offer a variety of evidence based interventions to support the needs of all children. Interventions are monitored carefully in order to ensure that they have an effective impact on the children's learning. There are opportunities for staff to receive training and support which is provided by a number of different agencies. All interventions are recorded on an Intervention map each term. Evaluations of the Interventions take place regularly to ensure that the impact on the child's learning and progress is clear and the next steps are easily identified. In cases where an Intervention is proving not to be having an impact a different Intervention will be used.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;

	<ul style="list-style-type: none"> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b>	
<p>As a school, we will make effective changes to the curriculum and learning environment where necessary to ensure that all children are able to achieve their full potential. All staff at Brompton Community Primary School have high expectations of all children and will put relevant adaptations in place to ensure that they achieve this. The learning environment is dyslexia friendly which means it is accessible to all. Further adaptations may be necessary for more specific needs; these will be specific to the individual child and will be addressed accordingly. Risk assessments are put in place for the children who require them.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b>	
<p>Staff who deliver focused interventions have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach. Any staff who feel they need more training in specific areas have the opportunity to attend relevant training sessions.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b>	
<p>The progress of children with SEND is monitored through pupil progress meetings, analysis of data, teacher reports on progress and intervention records. If a child has an IPM, behaviour plan, risk assessment or Education, Health Care Plan these are reviewed regularly to ensure that the provision in place is having an impact. Quality first teaching is evaluated through teacher observations. Provision made for SEN is also evaluated for effectiveness.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time - known as a ratio gain or the</p>

	<p>before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p><b>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b></p>	
<p>All of our children with SEND have the same opportunities as all other children in school. Provision is made for all children to take part in extracurricular activities, trips, school productions and sporting events. We take pride in the provision we make to ensure that children with SEN can take part in every opportunity we offer.</p> <p>Children with SEND have positions of responsibility in school such as school council and other class responsibilities.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p><b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b></p>	
<p>Our school offers emotional support in a variety of ways to ensure that all children have the opportunity to express any concerns or worries they may have. All children participate in PSHE&amp;C/SEAL lessons and circle time activities, as well as school assemblies which tackle various issues such as bullying. We run a Nurture group weekly which is available to any children the class teachers feel need emotional and social support. There are some occasions where children may need additional emotional support and all teachers feel confident to provide a more personalised strategy. All children in our school have the opportunity to share their feelings with a member of staff that they feel comfortable with.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<b>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</b>	
<p>The school has access to a wide range of professionals and outside agencies. We can make contact with outside agencies and professionals for further support and advice to ensure that we are providing the best for all the needs of children with SEN. If we feel that the support from an outside agency would benefit the needs and progress of a child we will conduct a meeting in school with parents and carers to discuss this.</p> <p>We have access to:</p> <ul style="list-style-type: none"> <li>• Speech and Language therapists</li> <li>• Educational Psychologists</li> <li>• Prevention Services (parent support)</li> <li>• Enhanced Mainstream Schools for specific learning difficulties, communication and interaction, and social emotional and behaviour difficulties.</li> <li>• Specialist teachers for hearing and visually impaired children.</li> <li>• Social Care</li> <li>• Looked after children workers.</li> </ul>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and locality Hubs, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>
<b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b>	
<p>If a parent/carer is not satisfied with the provisions made for their child in school regarding SEN their first point of contact should be the class teacher or SENCO. The parent/carer will be given the opportunity to explain their worries or concerns to them first. If they are still not satisfied that their concern has been addressed, they can speak to the Head Teacher. As a last resort if the parent/carer still does not feel that the issues have been resolved then they will need to follow our complaints procedure in the Complaints procedure policy</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>