



HEARTS ACADEMY TRUST

SEN Information Report

School: Briscoe Primary School and Nursery

Date published: November 2016

SEN Information Report Briscoe Primary School and Nursery 2016-17

Welcome to our SEN Information report which will be part of the local the Essex local Offer for Learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies of both maintained schools and nurseries along with academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietors policy for pupils with an SEND. This information is published and updated annually.

Briscoe Primary school and nursery welcome all pupils into our school and nursery regardless of their special need or disability. We aim to be as inclusive as possible to give our pupils full access to the curriculum in order for them to progress academically. It is important for us to keep our pupils safe and secure and for them to develop both socially and emotionally whilst in our care growing into good citizens within society.

Our provision is constantly reviewed and adapted in order to meet the needs of our pupils therefore feedback with regard to our future development is always welcomed.

Who to contact: - SEND Governor :- Mrs Fern Howard
Inclusion Manager and SENCO:- Mrs Lynn Hargreaves Bed(HONS)
Executive Head :- Mrs Debbie Rogan OBE

Arrangements for Inclusion

All pupils, parents, carers and staff are entitled to be treated with respect. Their views are of the utmost importance when considering the provision needed to aid progress and development. Arrangements for supporting pupils with diverse needs are made to protect and enhance the dignity of those involved, as we believe inclusion is a process and not a state with its success reliant on all members of the school community sharing in the philosophy and valuing children equally.

The National Curriculum Inclusion statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will consider these principles carefully when an application is made therefore deciding if the placement will be appropriate.

Identification and Assessment Procedures

Provision for children with SEND is a matter for the whole school that all has the responsibility on a day to day basis of ensuring the needs of our pupils are met on an individual basis. Our principle is all teachers are teachers of children with special needs.

- Pupils are assessed upon entry to our school and then formally each half term to ensure they build on patterns of learning and experience already established during the child's pre-school years. When a child enters with an identified

special need or disability this information is transferred from the agencies that have been involved and used to inform planning going forward. This planning will consider

- Starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the classroom setting
- Ensure ongoing monitoring through observation and assessment is carried out regularly.
- Provide feedback with regard to the child's achievements and experiences which will form the basis for further planning and next steps for the child's learning.

Our SEND Profile

Our SEND profile for our school for 2016-17 shows that 15.4% of our school community are identified as having SEND as defined by those needing additional school intervention and support or require further support which involves outside professionals due to a high level of need. We have 6 pupils who have an EHCP/Statement The decision to add a pupil to our SEND register is made by following procedures suggested in the Essex Provision Guidance. A breakdown for level and area of need is as follows:-

| Level of SEND | Learning Difficulty Disability | Social Emotional and Mental Health | Autism and Social Communication | Speech and Language | Physical Neurological Impairment | Sensory |
|---------------|--------------------------------|------------------------------------|---------------------------------|---------------------|----------------------------------|---------|
| Additional | 20 | 3 | | 14 | 2 | |
| Complex | 6 | 1 | 5 | | | |
| Severe | 1 | | | | | |
| EHCP | | | | | 2 | |

What we do to support learners with SEND at Briscoe Primary School and Nursery

Every teacher is required to provide High Quality Teaching making '*reasonable adjustments*' within their classroom management and teaching in order for all pupils within their class to fully access learning.

Our teachers will use a variety of strategies to adapt access to the curriculum, which may include use of:-

- Visual Timetables
- I-Pads, lap tops, cameras. Or other alternative recording devices
- Peer Buddy Systems
- Positive Reward Charts and Systems
- Small Group / Individual support
- Attendance to intervention such as Gym Trail
- Placement in Sunflower Cottage Nurture Base
- Pre-teaching methods
- Using short booster sessions
- Variety of intervention programmes

Each learner is entitled to support that is additional to or different from mainstream differentiated curriculum if they have been identified as having a SEND. The intention of this additional or different support is to enable a student to access learning and overcome the barrier that has been identified. Support given is described on the teachers planning and within the provision map completed and reviewed by teachers on a half termly basis.

Children who identified as having medical, mental health, behavioural or more complex learning needs are monitored through the school's one planning process. This involves all professionals along, with parents and carers, meeting on a termly basis to review the child's learning and set outcomes for them to achieve both short term and long term. The process aims to provide consistency and is based on the child's views with regard to their learning, achievement and progress, being of the utmost importance. We consider the 'reasonable adjustments' that may need to be made for the child to access the curriculum and make referrals to outside agencies to gain further support as needed. This process will feed into the application of an EHCP (Education Health Care Plan) should the child need additional funding in order for them to meet outcomes. Pupils with additional needs receive a personalised approach to learning with the relevant support and adjustments needed put in place to maximize a child's learning.

Within Briscoe Primary School and Nursery we follow the HEARTS Academy values which ensure our pupils both with an additional need and without will

- Feel secure knowing their contributions are valued
- Appreciate the differences they see in others
- Become responsible for their choices and actions
- Are able to participate safely in all activities
- Are taught in a way that they can experience success
- Are able to learn through a range of different learning styles
- Are challenged
- Are encouraged to participate in all aspects of the school community

At Briscoe Primary school and nursery we have our own mental health worker Sue Bruyel who is available to staff, pupils, parents and carers two days per week.

We also have a nurture group which runs four days weekly providing support for pupils who experience difficulties due to attachment issues which in turn have provided barriers of a social and emotional nature. Sunflower Cottage Nurture Base runs a morning group with focus on Key Stage one pupils and an afternoon group which focuses on Key Stage two. Pupils who attend the Key Stage two group are from both our school and outside schools through an outreach programme.

Our Learning Mentor Kelly Herring is available to parents and pupil's to support the development and achievement organizing groups to look at social skills, parenting and other areas which could provide barriers.

Within HEARTS Academy we have three Directors of Learning who strive to provide consistency to learning throughout the academy. We also have four Lead Practitioners who work closely with our teachers advising planning and achievement for all our

pupils. They also provide additional interventions, on a group and one to one basis, for those pupils who find learning a challenge, pre teaching vocabulary and strategies in order for them to fully access the lessons.

Funding for SEND

The school's core funding is received annually from the Educational Funding Agency and includes a 'notional' amount for each pupil identified as having a Special Educational Need or Disability.

Outside Agencies

At Briscoe Primary School and Nursery we pride ourselves on gaining the best possible support and advice in order for our pupils to reach their full potential.

We have made strong links with

- Specialist Teacher Service Essex
- Early Years Specialist Teacher Team Essex
- PROVIDE – School Nursing Service
- Occupational Therapy
- Children's Pediatric Service Great Oaks Clinic
- Speech and Language Therapy Service
- SENCO support network
- Health Visiting Team Pitsea
- Essex Educational Psychology Service
- Nurture Group Network Services
- Children's Support Service Laindon
- Children's Physiotherapy Service

HAVE YOUR SAY

Together, we can shape and develop provision for all our learners ensuring achievement of their full potential is gained. This SEN Information report declares our annual offer to learners with SEND, but to be effective it needs the views of parents/carers, learners, governors and staff, therefore feedback is essential. Should you wish to speak to the school about our service please do not hesitate to contact Lynn Hargreaves SENCo/Inclusion Manager or the Executive Head of the HEARTS Academy Mrs Debbie Rogan OBE.