

**Bradfield CE Primary School**

**Special Educational Needs and Disability**  
**SEN Information Report**

**Contact details:**

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**1. What kinds of special educational needs does the school provide for?**

At Bradfield CE Primary School we support children with many different needs. We currently support children with the following needs and would endeavour to support children with other needs if requested.

- Speech, Language and Communication difficulties
- Autism Spectrum Disorder
- Attention Deficit Hyper-activity disorder
- Dyslexia
- Dyspraxia
- Motor Control Difficulties
- Anxiety Disorder
- Elective mutism
- Attachment disorder
- Diabetes
- Cystic Fibrosis
- Cerebral Palsy
- Coeliac disease
- Anaphylaxis
- Chronic asthma

**2. How does the school identify children/young people with special educational needs and disabilities?**

Identification of SEND is a whole school responsibility and assessment and tracking of pupils a whole school process, undertaken on a half termly basis. The class teacher is responsible for checking on the progress of all pupils alerting the SENDCO when targeted teaching has not met the child's needs. The senior leadership team is responsible for tracking progress half termly and for ensuring that pupils who are not on track are given the appropriate support.

### **3. What should I do if I think my child has SEND?**

Parents are encouraged to inform the school of any concerns regarding their child's needs and/or disabilities. Contact can be made by telephoning the school and speaking to the class teacher. Meetings with the school SENDco are then put into place as needed.

### **4. If my child is identified as having SEND, who will oversee and plan their education programme?**

The class teacher will oversee and plan for the education of the child with SEND. Advice, guidance and support will be given by the school SENDco who is also responsible for reporting outcomes and provision to external audiences. Additional advice may also be sought from outside agencies to inform the class teacher's planning.

### **5. How will I be informed / consulted about the ways in which my child is being supported?**

Parents are always kept well informed of any additional help that is being offered to their child. Parents of children who have a Support and Achievement Plan (SAP) or an Education and Health Care Plan (EHC) in place are invited to meet and review their child's progress at least termly and more frequently if needed. If any outside help is sought, parents are asked for their support and consent before any action is taken.

### **6. How will the school balance my child's need for support with developing their independence?**

Monitoring takes place via the class teacher, who works closely with the teaching assistants, to help pupils develop independence and ensure that over reliance on support does not happen.

### **7. How will the school match / differentiate the curriculum for my child's needs?**

We are committed to doing all that we can to ensure that appropriate provision is made for children with SEND and that as far as possible, they are taught alongside their peers. It is the school's policy to ensure that they have full access to our broad, balanced curriculum. The class teacher will plan accordingly for a child with SEND to ensure their needs are met.

### **8. What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

The school will look at the child's individual needs and take advice from outside agencies when needed to help plan for the child with SEND. Opportunities for CPD for all staff, as well as the SENDCO and/or class teacher will always be sought to ensure that appropriate teaching strategies and methodologies are employed to address individual pupil's needs. We aim to deliver a child centred curriculum that provides many and varied opportunities

for active and collaborative learning, providing for different learning styles. Class teachers have had extensive training on how the classroom environment can support children with learning difficulties. All class teachers also write termly provision maps which outline the specific support and strategies they are using to ensure that they meet the needs of all their pupils fully.

**9. What additional staffing does the school provide from its own budget for children with SEND?**

TA support in class TA run interventions ELSA support Homework club 1:1 tutoring.

**10. What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?**

Precision Teaching, Direct Phonics, Handwriting, Reading, Snap Maths, ELSA, OT programmes, ELS, Time for Talk.

**11. What resources and equipment does the school provide for children with SEND?**

The school will respond to the pupil's individual needs. Equipment that can be loaned are: laptops, writing slopes, triangular grip pencils, software on computers, reading resources.

**12. What special arrangements can be made for my child when taking examinations?**

There are a range of special arrangements that can be made for a child with SEND when taking examinations. These are set out by the JCQ regulations and the SENDCO/Class teacher will inform parents about the eligibility and advisability of these arrangements. Special arrangements may include additional time, access to a scribe and / or access to a reader.

**13. How will the school monitor my child's progress and how will I be involved in this?**

Pupil progress will be monitored and tracked on a half termly basis through the school's normal assessment and reporting processes. The class teacher communicates with parents via parents' consultation evenings and additional arranged meetings are held with the class teacher, SENDCO and other relevant school staff as needed. The SENDCO is also responsible for reporting on the progress of all pupils with SEND to the headteacher, the governing body and the local authority.

**14. When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

The class teacher and the SENDCO will lead an initial meeting with parents to discuss and set specific targets for learning which can be both home and school based. This meeting will

inform and generate a 'Support and Achievement Plan.' These are then reviewed with the parents on a termly basis and new targets are set as and when pupils are ready.

**15. In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

The school encourages all parents to be as involved as possible in their child's education. Parents can contact the school office to arrange additional meetings with the class teacher and SENDco at any time in the school year.

**16. What arrangements does the school have for regular home to school contact?**

Regular letters and newsletters are sent home and the website is regularly updated. All children have a home/ school reading record book which can be used for communication. Conversations between parents and class teachers are encouraged at the end of the school day. Individual arrangements can be made, depending on the needs of the child with SEND to make regular contact.

**17. How can I help support my child's learning?**

Each class has an established homework routine which includes reading, maths, and spelling work as well as additional extended topic based activities. Adaptations will always be made for children who have additional learning needs. You can help by checking your child's homework and encouraging completion and organisation at home. It is also crucially important to listen to your child read every day.

**18. Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?**

There are evenings arranged during the school year to help parents with understanding the school curriculum, for example, phonics. These events will be communicated home via a letter. There are also class pages on the website for every year, with comprehensive curriculum information and many of the homework tasks.

**19. How will my child's views be sought about the help they are getting and the progress they are making?**

Via 'Support and Achievement Plans' and through talking to the child after their SEND input. Regular conversation and feedback with the class teacher and/or TA. Pupil voice, where pupils are asked for their opinions, is part of our school's regular monitoring process.

**20. How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?**

Pupil progress is monitored half termly. At the end of every full term the progress made by groups of pupils is analysed in detail. This feeds in to the School Improvement Plan and

review process. The school is always interested to receive parental feedback throughout the school year. A nominated governor is tasked to audit and review provision and outcomes. He/She meets with the SENDco on a termly basis. The school also seeks parental views through annual surveys.

**21. What support is available to promote the emotional and social development of children with SEND?**

We have a comprehensive programme of ELSA support (Emotional Literacy Support) which is run by a qualified ELSA assistant. This comprises of 1:1 support sessions and can also be in the form of group support if children need support in building relationships with others. The ELSA works closely with the SENDco and class teachers so that strategies for support provided in 1:1 sessions can be extended in the classroom. All the teachers support our whole school ethos and values and all children are nurtured and supported as individuals. Additionally we look at how our extended curriculum and after school clubs can support pupils' social and emotional development.

**22. What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

In consultation with the class teacher/SENCO/Headteacher and parents, short term targets are agreed and prioritise key areas of behaviour to address. These are then written into an IBP (Individual Behaviour Plan). Outside agency support can be sought, including the Behavioural Support Team and the Educational Psychologist.

**23. What medical support is available in the school for children with SEND?**

All of our classroom assistants and lunchtime supervisors have up to date first aid training. We have a Medical Room and facilities available to address particular needs. All pupils with specific medical needs have a Health Care Plan in place which is set up between parents and the Medical Manager and/ or Headteacher.

**24. How does the school manage the administration of medicines?**

Parents have to fill in a 'Medical Consent Form' and then medicines are kept in a tamperproof cupboard or the fridge in the medical room. Medicines are administered by trained staff.

**25. How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**

Appropriate provision for individuals is provided including close liaison between the class teachers and lunchtime supervisors. There is a disabled toilet in the school.

**26. What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?**

The LA School Improvement Team for SEND  
The Special Needs Support Team (SNST)  
Pre-school Teach and Counselling Service  
Sensory Consortium Service – teachers of hearing impairment and visual impairment  
ASD advisory teacher  
Child and Young Persons Integrated Therapies (CYPIT) (including Speech and Language Therapy)  
Child and Adolescent Mental Health Services (CAMHS)  
Educational Psychologist Service  
Ethnic Minority and Traveller Achievement Service (EMTAS)  
Occupational Therapist Specialist Inclusion Support Service (SISS)  
Cognition and Learning Team  
Behaviour Support Team  
SEN Assess Team

**27. What should I do if I think my child needs support from one of these services?**

Contact the school's SENDCO to establish if your child meets the criteria to access support from these services.

**28. How are speech and language therapy, occupational therapy and physiotherapy services provided?**

These can be accessed by a referral from your GP or through the school's Occupational Therapist.

**29. What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Make an appointment with the school office to speak to your child's class teacher along with the SENDco.

**30. What arrangements does the school have for liaison with Children's Social Care services?**

The headteacher is the named designated person who works closely with social care services to support individual children. We also have a lead teacher for vulnerable pupils who monitors and tracks pupil progress in school and liaises with social care services as required.

**31. What SEND training is provided for teachers in your school?**

In house training from SENCO  
Staff induction programmes  
SENCO engages in LA opportunities to share best practice and keep abreast of current local and national issues.  
National SENCO training.

**32. What SEND training is provided for teaching assistants and other staff in your school?**

STAR reading  
ELSA  
SNAP Maths  
Precision Teaching  
Phonics  
Occupational Therapy Specialist services and expertise available at or accessed by the school  
Training of school staff in SEND  
Emergent writing  
Speech Therapy (using school SALT)  
Talk and Draw  
Clicker 7

**33. Do teachers have any specific qualifications in SEND?**

SENCO following National Accreditation course.

**34. Do teaching assistants have any specific qualifications in SEND?**

No but their training is reviewed regularly and is designed to support them to cater for immediate needs in the school.

**35. How do you ensure children with SEND can be included in out of school activities and trips?**

Appropriate planning and risk assessments are carried out prior to the trip, always in close consultation with the parents. We always carry out a pre-site visit to ensure that the needs of pupils will be met.

**36. How do you involve parents / carers in planning the support required for their child to access activities and trips?**

Parents will be contacted to discuss activities and trips according to SEND need.

**37. How accessible is the building for children with mobility difficulties / wheelchair users?**

The school is accessible for wheelchair users. It is single storey with a door ramp for easy access and there is a disabled toilet.

**38. Have adaptations / improvements been made to the auditory and visual environment?**

We have a development programme in place to improve the quality of visual resources via the interactive whiteboards.

**39. Are there accessible changing and toilet facilities?**

There is a disabled toilet facility.

**40. How do you ensure that all the schools facilities can be accessed by children with SEND?**

The environment and equipment can be adapted to meet individual need. These are always considered as part of the Support and Achievement Plan.

**41. How does the school communicate with parents / carers who have a disability?**

Parents are consulted on the best way to communicate and every effort is made to accommodate need.

**42. How does the school communicate with parents / carers whose first language is not English?**

Parents are consulted on the best way to communicate and external assistance is sought if necessary.

**43. What preparation will there be for both the school and my child before he or she joins the school?**

Information is shared from feeder nursery schools to the Early Years teacher. Visits from the Early Years teacher and or/ Headteacher to the feeder nursery school. The Pre-school Teacher Counselling Service will continue to liaise with both settings until the term after the child's 5th birthday to ensure that the transition has been smooth. Each child's needs are considered on an individual basis and additional visits and transition activities can be arranged as necessary.

**44. How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

SEN information is shared with staff and appropriate intervention is put into place for an easy transition to the next class. There is always an internal transition morning when each



pupil is able to meet their new class teacher before the end of the year. When moving to secondary school, there will be extra visits arranged for vulnerable children and ASD transition meetings, if applicable.

**45. How will my child be prepared to move on to his or her next school?**

Extra visits can be put into place to meet key staff and to help your child become familiar with a new setting.

**46. How will you support a new school to prepare for my child?**

SEND information will be sent to the new school in readiness for the new start. We will liaise with the SENDCO's of the respective schools and ensure that contact is made and information is exchanged. We will set up transition meetings with the parents and SENDcos of both schools if required. We will ensure that additional resources are shared between schools so that familiar strategies for support can also be transferred.

**47. What information will be provided to my child's new school?**

Previous interventions and outcomes along with any Support and Achievement Plans or Education and Health Care Plans will be sent to the child's new school.

**48. Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The child's class teacher should be the first point of contact if you are worried and want to discuss anything.

**49. Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

Bradfield Primary School can recommend West Berkshire Parent Partnership Services. Family Support Worker.

**50. What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

Information from external agencies is sent out to parents and is on display on school notice boards.

The SENDco and the lead teacher for vulnerable pupils will also support parents to find the appropriate agencies to support their needs.

**51. What arrangements does the school have for feedback from parents, including compliments and complaints?**

Full School Report School

Complaints Procedure  
Email feedback  
Communications Folder  
Questionnaire Feedback

**52. Where is the Local Offer published?**

You can find our page on the West Berkshire Local offer at:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=iA3b2iYhYi4&familychannel=4>