



# Special Educational Needs Information Report

Bryn Offa Church of England Primary School

November 2022  
Review date: November 2023

*Under the Childs and Families Act 2014 local authorities and schools are required to provide information on provision for children and young people with special educational needs so that parents, children and young people are clear on what is available for them. This document sets out a clear pathway of how Bryn Offa CE Primary School approaches the identification of Special Educational Needs and Disabilities (SEND) and the provision that the school makes for children.*

## Introduction

At Bryn Offa CE Primary we ensure that we are an inclusive school by encouraging all pupils to achieve their potential and make the best possible progress regardless of their specific need. We do this through a wide range of provision and targeted support. We are supported by the Local Authority to ensure this.

To find more information please visit the Shropshire Local Authority Local Offer website <https://shropshire.gov.uk/the-send-local-offer/> or email them at [local.offer@shropshire.gov.uk](mailto:local.offer@shropshire.gov.uk) or telephone them at 0345 678 9063.

Below are a list of questions and answers to support parents, carers and young people with information regarding SEND at Bryn Offa CE Primary School.

If your question is not answered here, please contact our school's acting SENDCo (until Easter 2023), Miss R Harvey, by emailing [senco@brynoffa.shropshire.sch.uk](mailto:senco@brynoffa.shropshire.sch.uk) or [r.harvey@brynoffa.shropshire.sch.uk](mailto:r.harvey@brynoffa.shropshire.sch.uk)

### What kind of SEND are provided for at Bryn Offa CE Primary School?

Special Educational Needs and Disabilities (SEND) can be considered under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical

If a child has been identified as having a SEND, then their needs will fit into one or more of these categories.

### How will children with SEND be identified and have their needs assessed?

We are committed to the early identification and intervention of children who may have SEND.

Children are identified as potentially having SEND in a variety of ways including:

- Liaison with previous school, pre-school or other educational setting
- The child is performing significantly below expected levels and making little to no academic progress.
- Concerns raised by parents/carers.
- Concerns raised by class teacher or other staff members.
- Liaison with external agencies e.g. physical health diagnosis from paediatrician.

If a child is identified as having SEND following the assessment and identification procedure, their name will then be added to the SEND support register. We recognise that children's needs may change over time and provision must reflect this.

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

**Class teacher**

Responsible for:

- Ensuring that all children have access to quality first teaching and that the curriculum has been adapted to meet children's individual needs.
- Ensuring all staff working with the child are helped to deliver planned work/programme for the child.
- Writing (alongside SENDCo) personalised targets and achievable next steps for the child.

**The Acting SENDCo (Special Educational Needs Co-ordinator)**

**Miss Rachel Harvey**

Responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with SEN.
- Ensuring there is liaison with parents and other professionals in respect of children with SEN.
- Managing and developing learning support assistants.
- Advising and supporting other practitioners in the school.
- Contributing to the CPD of the staff.
- Ensuring that appropriate PCPs are in place, that relevant background information about children with SEN is collected, recorded and updated.
- Liaising with external agencies.
- Carrying out Educational Health Care Plan reviews as necessary.
- Evaluating the effectiveness of the provision made for learners with SEN through monitoring and evaluating children's needs, interventions and feedback from teachers and TAs.

**The Head Teacher**

**Mr Paul Thompson**

Responsible for:

- Ensuring that those teaching or working with the pupil are aware of their needs, and have arrangements in place.
- Ensuring that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperating with local authorities during annual EHC plan reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their own responsibilities.

**The SEND Governor**

**Mr David Stott**

Responsible for:

- Ensuring that the provision of SEND pupils is made and this is of a high standard.

- Ensuring that there is a qualified teacher designated as SENDCo for the school.
- Ensuring that SEND pupils are fully involved in school activities.
- Regarding the SEND: Code of Practice when carrying out responsibilities regarding SEND pupils.
- Being fully involved in developing and the subsequent review of the SEND policy.
- Reporting to parents on the schools SEND policy.

What are the different types of support available for children with SEND at Bryn Offa C.E Primary School?

Bryn Offa uses a wide range of support to enable children to break down their barriers to learning.

These include:

- Class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching.
- Teaching assistant support used to develop confidence, learn strategies and independence. These interventions may be run in a small group, 1:1 or whole class situations.
- Specialist groups or one to one work run by specialist teaching assistants or outside professionals e.g. Speech and Language therapy, Occupational therapy etc.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about child's progress you should contact your child's class teacher immediately to share your concerns, and should not wait for the official parent consultation meetings. If the situation is not resolved within the agreed timescale, a further meeting will take place with the involvement of the SENCO to explore the situation in more detail.

How will the school let me know if they have any concerns about my child's learning in school?

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

During the meeting the school will:

- Listen to any concerns you may have.
- Plan additional support your child may receive.
- Discuss with you any referrals to outside professional to support your child's learning.

How is extra support allocated to children?

The school budget received from Shropshire Local Authority includes money to support children with SEND.

The Head Teacher decides on a budget for SEND in consultation with the school governors, on the basis of the needs in school.

The Head Teacher and SENDCo discuss all the information they have about SEND in the school including:

- The children already getting extra support.
- The children who have been identified as needing extra support.
- The children who have been identified as not making as much progress as would be expected.

And decide what resources/training is needed. All resources/training and support are reviewed regularly and changes made as needed.

#### Who are the other people providing services to children with an SEND in this school?

- Family support workers
- Woodlands Outreach Service
- Occupational Therapy Support
- Educational Psychologist Service
- School Nurse
- Speech and Language Therapy

#### How are teachers in school helped to work with children with a SEND and what training do they have?

The role of the SENDCo includes providing support for class teachers in planning for children with SEND. The school has a training plan for all staff to enhance the teaching and learning for all children including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specifically trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

#### How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher. Your child's progress is reviewed formally every term. An assessment against the Early Learning Goals is made at the end of Foundation Stage. An assessment against Key Stage One teacher assessment frameworks is made at the end of Year 2. If your child is working below the Key Stage One programmes of study, we use Pre-Key Stage One Standards to assess attainment and progress. An assessment against Key Stage Two teacher assessment frameworks is made at the end of Year 6. If your child is working below the Key Stage Two programmes of study, we use Pre-Key Stage Two Standards to assess attainment and progress.
- You are informed at Parents' Evenings in the Autumn and Spring Term about your child's progress and via a formal report in Summer Term.
- Children with SEND needs and those in receipt of an EHC Plan will have individual targets which will be reviewed, with your involvement, every term and the plan for the next term made.

- The progress of children with an EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head Teacher and SENDCo will also review the progress of your child within individual work and in any group work they may take part in.

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#### What support do we have for you as a parent child with SEND?

The 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 similar strategies can be used.

The Acting SENDCo (Miss R Harvey), Head Teacher (Mr P Thompson) and Deputy Head Teacher (Mr G Jones) are 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 professional involved directly, or where this is not possible, in a report.

Your child's SEND information and targets will be reviewed with your involvement each term.

#### How is Bryn Offa C.E. Primary School accessible to children with SEND?

- The building is accessible to children with disabilities via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- There is a disabled toilet and shower accessible to all pupils and adults.
- After school provision and extra-curricular activities are accessible to all children including those with SEND.

#### How will we support your child when they are joining or leaving this school? Or moving to another class?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining us or moving class:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- All targets and paperwork will be shared with the new teacher.

If your child is moving to another school:

- When moving from our school to secondary school additional visits will be arranged for those children with SEND if appropriate.
- We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
- We will ensure that all records about your child are passed on as soon as possible.
- The SENDCo will meet to discuss the specific needs of your child with the SENDCo/Head of Transition of their secondary school.
- If your child has an EHC Plan the SENDCo of child's secondary school will be invited to attend the Annual Review prior to them transferring in order to plan a clear transition pathway for them.

- Where possible your child will visit their new school and in some cases the staff of the new school will visit your child in this school.
- Your child will do experience activities about aspects of transition to support their understanding of the changes ahead.

#### How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways such as behavioural difficulties, low self-esteem and anxiousness.

All class at Bryn Offa CE Primary School follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer:

- Trained Teaching Assistants available to support individual pupils.
- Lunchtime and break time support.
- Safeguarding leads who are involved in family liaison and can offer outside agency support.

#### How will the effectiveness of the special educational needs provision be reviewed and evaluated?

The SENDCo will produce termly summary reports with regards to progress for children with SEN, which may involve observations, and discuss the findings with the Head Teacher and Deputy Head Teacher.

Parents' and Pupils' views are sought verbally and through surveys.

We hold multi-agency meetings as required.

Progress is reviewed termly with pupils, parents and relevant staff through, for example, parent consultation meetings and pupil progress meetings.