



At Brookhill Leys Primary and Nursery School we go by the ethos that everyone is included and that we are here to provide the optimal learning environment for all our pupils to achieve their potential. We look at every child as an individual and strive to ensure that the needs of children with Special Educational Needs (SEN) are met with early identification and intervention within an inclusive environment.

Quality teaching is vital; however for some children there are occasions when further positive support may be needed to help them to achieve their targets.

Here are some answers to questions that parents/carers might have about Brookhill Ley's Local Offer.

**How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

All children's progress, academically, socially and emotionally, is constantly monitored by teachers, Senior Managers and Senior leaders within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the SENCO or the Senior Leadership Team.

**How will school staff support my child?**

All children are provided with 'Quality First Teaching'

Children with special needs have Provision maps put in place, outlining targets and strategies to support your child. These are reviewed regularly with the child and shared with parents twice a year.

The school SENCO meets regularly with the Educational Psychologist and School and families specialist services, and any child needing support will be identified to the relevant professionals and given any support necessary.

If a child requires Speech and Language support, school, with the permission of the parents, school will put in a referral.

Children identified as needing extra support will have interventions put in place targeting their areas of need.

Some children may require further support and interventions delivered by outside agencies such as the behaviour team, speech and language or Healthy families team.

**How will the curriculum be matched to my child's needs?**

All children are provided with 'Quality First Teaching'.

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.

All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given.

Specific resources and intervention 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 I know how my child is doing and how will you help me to support my child's learning?**

Children's progress is shared with parents throughout the year during parents evening

We have an open door policy at Brookhill Leys and welcome parents to come in and discuss their child if they have any concerns, with the class teacher or the SENCO.

If teachers have concerns they will contact parents to discuss them and listen to any concerns that you may have too.

The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.

Provision maps are discussed and reviewed with parents each term.

All children are tracked using school's data tracking.

Annual reports are written for every child.

### **What support will there be for my child's overall well-being?**

We ensure that all children are supported socially and pastorally by staff, who know the children well.

We have a high number of Teaching assistants in school who are on hand to support any emotional needs your child may have.

We offer a wide range of activities within school to support their social and emotional development such as school visits, educational trips, and links with the community and a residential trip in Year 6.

PSHE is delivered as part of the curriculum across the whole school. This contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom.

School has a medicine policy which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma, diabetes and the use of EpiPens.

Staff are trained in play therapy and art therapy to support your child's social and emotional needs.

If a child comes into school with a specific need, we will seek advice from the relevant professionals on how best to support your child. The school also has trained first aiders within school and at least one will be present on any visit outside of school.

School has a behaviour policy which is known, used and adhered to by all staff across the school.

Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and support from the outside agencies.

### **We promote and celebrate excellent attendance.**

Parents are supported and school will send texts or ring home to query a child's non-attendance at school.

### **What specialist services and expertise are available at or accessed by the school?**

School employs staff trained to educate and care for children throughout their primary years.

Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.

School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: speech and language, CAMHS, Educational Psychologist, Behaviour Support, Early help Intervention, Small Steps, Social Services, Paediatricians and the Healthy families Team.

### **What facilities does school have for pupils with SEN**

The school has a range of specialist SEN facilities in place. These are:

1. The DEN – on site alternative provision classroom with specially furnished rooms for nurture and intervention purposes.
2. A specially designed sensory room within the The Den.
3. Specialist Dyslexia Teachers within school.
4. Ramps and rails are appropriately positioned and disabled toilets are available in both upper and lower school. (see accessibility plan)

### **What training are the staff supporting children and young people with SEND had or are having?**

All staff receive regular training from the health service around key medical issues which could arise for children.

All staff are trained in First Aid.

The SENCO attends L.A. training which is then shared with all staff.

All staff are Team-Teach trained which provides staff with ‘a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.’

The SENCO provides in-house training on developing Provision maps and around specific requests from staff, or as necessary to support a particular child or group of children.

Where necessary, specialist training is brought into the school. For example the Behaviour Support Team can provide school with training around a range of social and emotional needs, ADHD training, and also support staff with Team-Teach training.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Staff are trained in play therapy, ELSA, speech and language and art therapy.

### **How will my child be included in activities outside the classroom including school trips?**

We are fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school.

Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child.

Risk assessments are carried out and procedures are put into place to enable all children to participate.

**How accessible is the school environment?**

We have wheelchair access.

There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.

**How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

We recognise that transitions 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 our school:

We encourage parents and children to visit the school and meet their new teacher prior to joining the school.

A member of the Senior Leadership Team will either show the child and parents around school or be available to answer any questions

If your child is moving child to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance.

We have two weeks of transition at the end of the summer term to allow for our children to get used to their new classroom setting.

**In Year 6:**

The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**How are the schools resources allocated and matched to children's special educational needs?**

All classes have additional support staff, who are well trained, as well as an experienced teacher.

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

### **How is the decision made about what type and how much support my child will receive?**

These decisions are made in consultation with SENCO and Senior leadership team

Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

The school holds regular 'Planning Meetings' at which professionals are called together to discuss provision for supporting children and families in school.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

### **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

Close work with organisations and services ensures that both the families and children with special education needs are supported. The governing body evaluates the school's SEN policy and provision annually.

#### **Name and contact details for the SEN coordinator**

The people responsible for overseeing the provision of SEN are the headteacher Mrs Jacqueline Sainsbury and deputy headteacher Mrs Lucy Baxter.

The person coordinating the day to day SEN provision is the school SENCO Mrs Rebecca Richards.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or a member of the Senior Leadership Team.

If you are considering sending your child to Brookhill Leys Primary School, you can ring the school on 01773 713452 to make an appointment with the Headteacher to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.