

Brunton First School

SEN Information Guide 2020-21



The aim of this document is to give families' general information about the variety of ways which we support children. We recognise that each child is unique and they will therefore receive support to reflect their individual needs. The strategies, resources and support explained are continually developed to meet the needs of our children. As a school we have developed a dedicated SEN team with a variety of skills and expertise to support your child. In addition to the SEN co-coordinator there is a SEN Governor and a team of teaching assistants with a wide range of training and skills. Class teachers will inform parents and carers if they have any concerns over children's progress or development and they will also be kept informed of any intervention their child is taking part in and kept up to date with the impact of the intervention. The involvement of outside agencies or other professionals will always be discussed and agreed in advance with parents and carers.

Rationale

Brunton First School is a school of lifelong learning for children, staff, parents and the wider community, where children are nurtured enabling them to learn to learn, achieve their full potential and to be valued as a person. We recognise that every child is special and unique, at Brunton – every child matters.

All our staff work closely with parents to ensure that all the children have the best start to their education. Our aim is to establish a good pace for learning whilst enabling each child to be an individual.

Our vision statement

At Brunton First School we believe in creating a secure, happy, vibrant and exciting environment inspiring children to become successful lifelong learners. We value your children's individuality and aspirations whilst challenging and supporting them to excel in their lives. We believe all children are given the opportunity to thrive- academically, socially, emotionally, physically, morally, spiritually and creatively, enabling each child to grow in confidence to participate in the wider world. We work in partnership with families and the community in an atmosphere of mutual trust and unity.

Our vision statement is at the heart of all we do in school, including our work with our children with additional learning needs. At Brunton we strongly believe that at one point or another every child needs some support and guidance to help them to reach their full potential.

SEN information

On our school website you can find links to other useful SEN information including our policies on SEN, Inclusion and Behaviour management. You will also find a link to Newcastle's Local Offer which will outline different agencies and services which will be able to provide more support and guidance for specific special educational needs.

If you would like further information about what Brunton First School can offer, please contact our SENCO, Bev Armstrong, by phone on 0191 2170045 or email bev.armstrong@bruntonfirst.newcastle.sch.uk

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** (formally known as **Parent Partnership Service**) for impartial information, advice and support in relation to their child's SEN and/or disability. Their office can be contacted on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk

Parents and Carers can also find a directory of information about a range of services on **Newcastle's Local Offer**. The website can be found at <https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

For all children at Brunton First School who have an additional need we:

- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ a Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school.
- Assess and review the learning of our SEN children, using that information to inform future planning and teaching.
- Hold termly meetings for teachers with the SENCO, to review interventions.
- Support our families with children with SEN, formally through termly review meetings and informally through our “open door” approach.
- Families can also be advised of other services and organisations which may offer further advice and support via the Local Offer.
- Seek advice from outside agencies to ensure each child’s needs are fully identified and understood and to learn from specialists how best to support our SEN children.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEN children.
- Provide on-going SEN training and information for teachers and teaching assistants
- Liaise closely with middle schools at transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to middle school is as smooth as possible.
- Support staff are placed where they are needed throughout the school to promote pupil progress and independence.

How we offer support to pupils within The Four Broad Areas of Need

The rest of this document sets out examples of how we will endeavour to meet your child’s needs through their planned provision. This will be agreed with the SENCo and school staff.

The first tier of provision indicates what would be normal practice in every classroom, the second tier is provision that is additional and different, the third is specialised and will likely require additional funding. Schools apply for additional funding from the Local Authority who will consider the request.

Communication and Interaction

This may include:

- Autistic Spectrum Disorders (ASD)
- Speech, Language and Communication Needs (SLCN)

3

Access to specialised speech and language programme,
Access to specialist teachers, 1:1 support,
Access to an individualised curriculum,
Box time,
Social stories,
Individual resources set out in EHCP e.g. earphones.

2

Differentiated curriculum,
Individualised stress relief e.g, stress ball.
Individual visual prompts - now and next boards, green and red boards, vocabulary banks,
Social and emotional prompt fans,
Building block intervention,
Social groups,
Support to play during unstructured times,
Transition management.

1

Visual Timetable in each classroom,
Use of ICT to reduce barriers to learning,
Word banks and visual prompts,
Positive behaviour management strategies.

Social, Emotional and Mental Health Difficulties

This may include:

- Social difficulties
- Mental health conditions
- Emotional difficulties

Referrals are made to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SENTASS). Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience.

3

1 to1 nurture sessions for vulnerable pupils (if appropriate),

Short term support for pupils with a specific emotional need.

2

Referrals are made to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SENTASS).

Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience

1

Clear sanctions and rewards are followed to offer pupils structure and routines see individual rewards and class rewards (See Behaviour Policy),

E-safety and personal safety teaching,

Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities,

Successful Lifelong Learners, high quality PSHE curriculum, discrete teaching of anti-bullying, anti-discrimination and tolerance, SMSC curriculum,

Residential visit in Year 4 to support the development of independence, social, emotional and behavioural resilience,

Classroom staff are 'attachement aware'.

Cognition and Learning Needs

This may include:

- Learning Difficulties (Moderate Learning Difficulties – MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

3

Access to specialised aids that require additional funding

2

We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified.

We provide small group support with a focus on literacy or numeracy skills, depending on need.

We provide resources to support children with specific needs- e.g. coloured overlays to help with reading for dyslexic children.

1

We use intervention programmes to improve literacy or numeracy skills- e.g. Lexia, IDL, Better Reading, Reciprocal Reading, Phonics and Spelling interventions

Sensory and Physical Needs

This may include:

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

3

Access to specialised aids that require additional funding

2

We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team.

We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills.

We work closely with Physical Therapy Team.

We seek and act on advice and guidance for pupils who have significant medical needs.

We provide support and practical aids where appropriate to ensure pupils can access the curriculum and to develop their independence.

1

When it is appropriate we use ICT to enhance pupils' access to the curriculum.

Our staff understand and apply the Medicine Policy.

All entrances to our school allow wheelchair access.

Our school has accessible disabled toilet facilities.

If you have any concerns about your child's learning or well-being please come in to school and discuss matters with your child's teacher or Mrs Armstrong. We will be happy to help you and ensure that your child is receiving the best support in order to help them achieve their full potential.



Additional Information

Children and Families act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

The National Autistic Society

www.autism.org.uk

Visual Impairment, Newcastle City Council

<http://www.newcastle.gov.uk/education-and-learning/special-educational-needs/visual-impairment>

Education Healthcare Plan

<http://www.ehcplan.co.uk/>

Information prepared by Mrs B Armstrong 2020