



Bracebridge Infant and Nursery School

SEND Information Report

This SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the school's responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCo's) and the SEND information report.

Mrs O Halloran is our SENDCo and can be contacted via the school office or at enquiries@bracebridge.lincs.sch.uk

Identifying Special Educational Needs

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Special educational needs and disability code of practice: 0 to 25 years).

At Bracebridge Infant and Nursery School, we identify pupils as having SEN in a variety of ways including:

- Liaison with parents/carers prior to the child starting school;
- Liaison with nurseries, pre-schools or schools prior to the child starting at or transferring to our school;
- Looking at data from daily and termly assessments made by the class teacher;
- Observations made by adults working with your child;
- Talking to the child on a 1:1 basis to see if they feel they have any needs or concerns;
- Concerns raised by adults in school over behaviour or self-esteem affecting attainment;
- Liaison with outside agencies;
- Concerns raised by parents.

What should I do if I think my child has Special Educational Needs (SEN)?

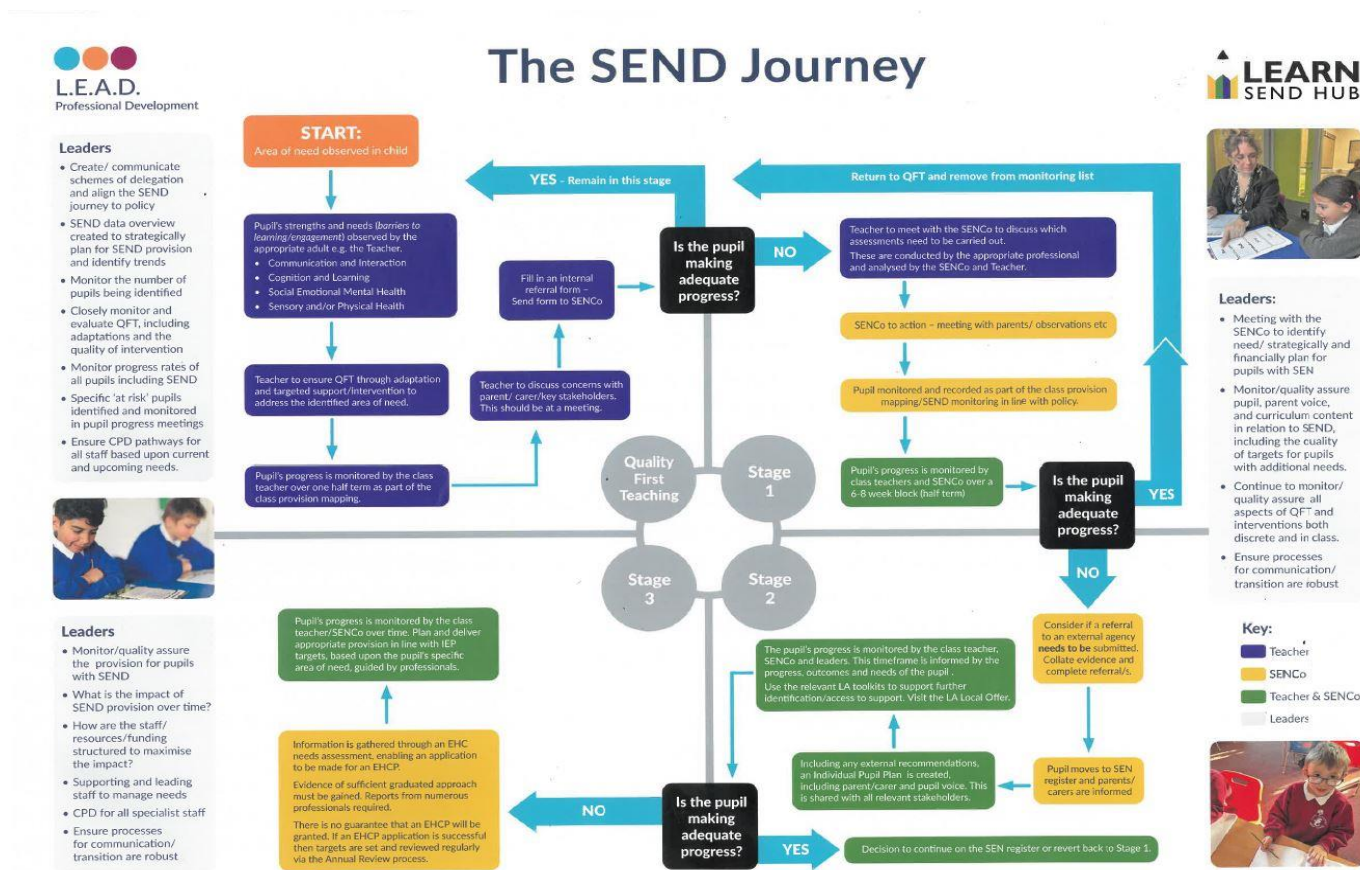
- Make an appointment to speak to your child's class teacher;
- The class teacher will discuss the current level your child is working at and/or identify the current needs they have observed;
- Further observations of your child will take place and a range of evidence will be considered;
- If it is felt that further action needs to be taken, following discussion with yourself your child may be placed on the Special Educational Needs Register. An Individual Learning Plan (ILP) will then be put together, identifying specific targets, which will be shared with you and your child.

How will school respond to my concern?

Class teachers will always listen to your concerns and discuss them with you.

- A further meeting will take place, with or without the SENCo, dependent on the need of the child.
- An Individual Learning Plan (ILP) will be put together, including specific targets personal to your child and their needs.
- The ILP will be shared with the child, parents, class teacher, SENCo, support staff.
- The school may seek support advice and support from outside agencies.
- The plan will be reviewed three times a year and parents will be invited to the review to discuss progress and set new targets.

How will school decide if my child needs extra support?



Any decision made will be discussed with parents at each stage to ensure that you are fully informed and involved.

Decisions will be made using a range of formal and informal methods including:

- Adult observations over time, carried out by adults who work with your child
- Monitoring data from daily and half termly assessments
- Talking to your child individually to find out if they find something challenging (this could be learning, social, emotional, behavioural or physical)
- Further discussion with parents

Your child's class teacher will be the main contact throughout this process. They will be responsible for setting targets and ensure that all support is in place. The progress will be monitored by them alongside teaching assistants and possibly outside agencies. A record of their support will be managed by the SENDCo. The support process will involve assessing the child's needs, planning support, providing that support and then reviewing the impact of that support.

Assessment	Observation of child by teacher and support staff. Assessment will be made to establish the levels your child's working at by using information collected from unaided writing, guided reading and looking at a range of work.
Target setting/Plan	SMART targets (Specific, Measureable, Achievable, Realistic, Time based) are set using information collected by assessment. These could be using National Curriculum expectations, the engagement model and EYFS curriculum. Meetings with SENDCo, class teachers, parents and / carers including outside agencies if necessary, will take place.

	Talking to your child to ensure that they are involved in the process.
Support/Do	A range of different strategies may be used to help your child achieve their targets. The class teacher or teaching assistant might work with your child to deliver the intervention.
Review	Your child's targets will be reviewed three times per year and there will be a meeting to which parents are invited. At the meeting targets will be reviewed, new targets set and strategies discussed.

Intervention work is monitored by the SENCo through a Provision Map for each year group. This is reviewed 6 times a year with all staff in school to monitor the impact of interventions on the children progress. The map gives an overview of:

- The different intervention programs that are being delivered
- Which external support is being accessed
- How often the intervention takes place
- Data to track the effectiveness of the intervention

Who will support my child in school?

Who?	How?
Class Teacher Mrs Lees Miss Burnett Mrs Bignell Mrs Taylor Benton Mrs O Halloran	Monitor your child Raise any concerns with you as parent and with SENCo Set targets based on your child's needs Ensure intervention is provided and its effectiveness monitored
SENDCo Mrs O'Halloran	Liaise with school staff and support with target setting Arrange referrals and meetings with agencies Lead ILP target review meetings and complete relevant paperwork Classroom observations Update provision mapping to monitor the effectiveness of interventions
Head Teacher Mrs L Wilson	Leads Pupil Progress meetings Monitor and analyse tracking data Liaise with parents and staff Meet with SENCo
SEN and 1:1 TA Miss Green Mrs Brazier Miss Keilty Miss Vorster Miss Smith Miss Wood	Work weekly with individual children with activities to meet specific targets Lead specific programmes to support children Attend ILP review meetings
Key stage 1 Class based TAs Mrs Brazier	Work in the classroom with small groups or with individuals on a 1:1 basis Support playtimes Support individual readers
Early Years Foundation Stage TAs Mrs Parker Miss Green	Work in the classroom with small groups or with individuals on a 1:1 basis Support outdoor learning

Miss Smith Miss Keilty Miss Vorster	
Midday Controller Mrs Wolski	Leads midday support staff Supports behaviour at lunchtimes Encourages social activities through playground games and initiating play Playground observations
Administrator Mrs S. Rice	Monitor attendance
SEN Governor Miss L Pickett	Meets with Head Teacher and SENDCo Oversees SEND provision within school

What training and experience do staff have for the additional support of my child's needs?

All staff at Bracebridge Infant School have received training in the following areas:

- Team Teach – managing and supporting behaviour
- E-safety
- Safeguarding- Safety of children
- First Aid- some at paediatric level and all other at Basic First Aid level
- Prevent
- Attachment training
- BOSS – De-escalation and Regulation.

Individual members of staff have received further training to help them to support children in school. This includes:

- Autism (level 4)
- PECS
- Colourful Semantics
- Higher Level Teaching Assistant
- National SENDCO award
- Safeguarding – Safety of children
- Autism Awareness
- First Aid –First Aid at work
- Coaching and Mentoring
- Diabetes Insipidus Awareness
- Child Protection
- Epilepsy Awareness Training
- Cystic Fibrosis Awareness and Management training
- Behaviour Management
- Signs of safety and abuse
- Makaton
- Fun Friends
- Paediatric First Aid
- Stoma training
- Lego Therapy
- Sensory Circuits
- Emotional Literacy Support Assistant (ELSA)

Who else might be involved in supporting my child?

Organisation	Support available
Educational Psychology	Meeting with parents Strategies to support staff working with your child Classroom observations Support with EHC process and application
Speech and Language Therapy (SALT)	Assessment for speech and language difficulties Meeting with parents Strategies to support staff working with your child Working 1:1 with individual children Meetings with SENCo
Counsellor	Working 1:1 with children who have a social, emotional or behavioural need
The Working Together Team (Formerly known as Social Communication Outreach)	Observations to support children with social, communication difficulties, including those with Autism Strategies to support staff working with your child Target setting
Early Years and Childcare Support	Supporting your child with transition into Nursery/Reception

With parent's consent we can also make referrals to:

- Paediatrician
- G.P.
- Child and Adult Mental Health services
- Specialist Teaching Team
- Children's Therapy Services: Physiotherapy and Occupational Therapy
- Sensory Education and Support Team
- SEND Advice – Ask SALL
- Pupil Re-integration Team (PRT)
- BOSS – Behaviour Outreach

What support will there be for my child's emotional and social well-being?

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- Following a series of training sessions Year Two children work as 'Play Buddies' at playtimes to resolve issues between children on the playground.
- All incidents are reported to the relevant member of staff and recorded
- All child protection issues will be reported to Mrs Wilson, Head Teacher.
- We have a clear behaviour policy which is adhered to by all staff

- Intervention for personal, social and emotional development are planned for. The content will vary dependent on the needs of the children and might include small group work or circle time when children can share their experiences and stories
- Staff deliver weekly PSHE through Jigsaw sessions to support children
- School can refer to outside agencies such as Healthy Minds with parent and/ carers permission

How will school support my child if they have significant medical needs?

If your child has a medical need please inform the class teacher and we will ensure that all staff are made aware. Within school we have a policy for the administration of medicines. If your child requires on going medication please see Mrs Rice and complete the appropriate form. If required a care plan will be written jointly with parents and all staff made aware of the condition and what should be done to support the needs of your child. Some members of staff have basic first aid training and some have received training at Paediatric level. In addition, we can seek advice and support from the School Nursing team and other health professionals.

What support will there be if my child has behaviour difficulties?

As a school we use a positive approach to managing the behaviour of our children. Behaviour both in and out of the classroom is rewarded and all staff are able to contribute to this system. Should a behaviour related incident occur the child will be spoken to by a member of staff and will have time to discuss the reasons for their behaviour. We encourage children to suggest ways they could deal with these issues in the future.

If your child has a behavioural difficulty the class teacher will discuss this with the SENDCo. If required/necessary a meeting will be held with parents and the next steps discussed and agreed upon. An Individual Learning Plan will be put in place with targets for your child and ways that school will support the behavioural issue. Referral will be made to appropriate external agencies, who will meet with parents and observe your child if required. The school is able to secure and uses the services of experienced and qualified counsellors. We believe that every child should have support for whatever their specific need might be and as a school we want to avoid exclusion at all times.

How will my child be involved in the process and be able to contribute their views?

We will talk to your child about their learning and progress towards their targets. We will ask them what strategies have worked well for them, what has helped them to learn and what they want to get better at.

We will share their new targets with them so that they know and understand the next steps for them.

Where possible your child will be supported by the same adults so that they are able to develop effective working relationships.

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

If your child has an additional need they will need support that is 'additional to and different from' the rest of the class. This does not mean that they will be taught outside of the classroom, but will receive extra support within the classroom. Teachers will use a range of strategies to support your child's learning.

Support in the classroom might include:

- **Use of IT** to support learning, such as phonics, literacy and maths programs and typing skills
- **Use of visual aids**, such as visual timetables and picture prompts, displays, working walls and word mats
- **Use of different groupings**, such as mixed ability groups and talk partners to discuss ideas
- **Use of seating for learning**, careful positioning on the carpet and at tables and positioning near an adult
- **Use of concrete apparatus/practical resources**, such as numicon, cubes, 100 squares and magnetic letters for spelling

- **Use of curriculum weeks** to focus learning.
- **Use of pre-learning** by sharing key points of learning prior to the lesson so that your child is more prepared
- **Use of outside learning** for those children who prefer to learn more practically and hands-on

What opportunities will there be for me to discuss my child's achievements and attainment? How will I know how well my child is progressing?

As a school we believe that you as parents know your child best. We aim to involve parents and keep you fully informed. We have an open-door policy where you are welcome to make an appointment with the class teacher and SENCo to discuss your child's progress and needs.

Opportunities to discuss your child's achievements include:

- **Review meetings** held three times a year to discuss progress, review and set targets and look at practical strategies for you to support your child at home.
- **Parents evenings** held when you can meet your child's class teacher to discuss their achievements and attainment.
- **Observation feedback** given either by the agency involved or by the SENCo. This is dependent on the agency involved.
- **Teacher feedback** when your child's teacher will share any information about achievements, successes or concerns that you need to know at the end of the day.
- **Home School communication book** might be used as a two way process where both school and parents write in the book to keep each other informed. This may form part of your child's behaviour plan.
- **Termly reports** will be sent home 3 times a year, reporting on children's progress and attainment within key aspects of their learning and development

How does the school know how well my child is doing?

We track the achievements and progress of all children on a school database. Class teachers use assessment and observations which are then used to inform our tracking. Assessment is done on a daily basis and these are then used to inform our termly assessment. In school we track children's progress from entry in Early Years Foundation Stage (EYFS) to end of Key Stage One (KS1). We use a range of methods, including the engagement model, assessment for learning, individual targets and Early Learning Goals for children working within the Foundation Stage. These help us to identify children's strengths and any areas where further support or challenge are needed.

Termly pupil progress meetings take place between the class teacher and head teacher in which the progress of individual children is discussed. At this meeting children might be identified as needing further support.

If your child has an Individual Learning Plan their progress is monitored throughout the year and is reviewed three times a year in a Special Needs review meeting that you will be invited to attend. At this meeting ILP targets will be discussed and new targets set if appropriate. If it is felt your child is still struggling to make progress at an expected rate for them there may be the need to discuss applying for an Education Health Care Plan (EHCP). This is a document that school have to follow and will bring together outside agencies to support the progress of your child.

How will my child be included in activities outside the classroom, including school trips and visits?

We try to build in as many trips as we can to enable our children to have lots of different experiences in order to help to bring the learning in the classroom to life. We include all children on our visits and carry out a thorough health and safety assessment prior to any visit to ensure that all children are able to take part and that any specific needs that they have are met. If needed, we will provide the support to ensure that all children are able to participate. Where necessary we might ask you to support your child during an educational visit.

All children are able to attend our breakfast club and 'Buddies' after school care. All Year One and Year Two children are invited to attend our range of after school clubs, including those that are led by external coaches.

How accessible is the school environment?

We have a ramp at our main entrance which gives access to all classrooms and the hall as well as an accessible outside learning area. There is a wheelchair accessible disabled toilet as well as a changing suite and shower.

We support children with English as an Additional Language (EAL) by providing a range of dual language books, which are available, both in the classroom for the children to access and in Story Sacks which can be borrowed from school for parents to use with their child at home. We also provide support for small groups of EAL children if they should need it and this includes playing games and other activities to help to build their vocabulary/speaking and listening skills.

How will the school prepare and support my child to join the school?

If concerns are raised by parents/carers of children joining our Foundation Stage we can arrange an initial discussion, either at your home or in school. Children will then come in for one or two visits to help them to become familiar with the setting and routines and begin to get to know other children. If you feel any additional visits are required please let the Nursery Teacher know and we will organise this. In Nursery your child will be in a family group with a key worker to help them to feel happy and settled in their new surroundings. We also hold a welcome meeting for parents to talk about how the school runs, the routines of the day and for you to ask any questions you might have. If there are other agencies that are already involved with your child we will get in touch with them to discuss your child's needs. For those children that need it we can provide a book of photographs for you to look at and talk about with your child.

For those children who might join our school in Key Stage One we encourage parents to visit our school with their child, prior to joining us, when they will be given a tour of the school and classrooms and also the opportunity to meet their new class teacher.

Towards the end of the Summer term children spend time in their new classroom with their new teacher. For those children that need it we give them a book of photographs, e.g. classroom, new areas of school and staff members, for them to look at and talk about in the holiday to help them to become familiar with their new surroundings.

For children with SEN we are happy for them to have additional visits to prepare them for their transition to a new school.

How will the school prepare and support my child in transition to a new class or new school?

We try to provide a smooth transition for our children whether they are moving to a new class, key stage or new school at the end of Year Two. When moving to a new class the class teachers will meet to discuss each child individually and share any social or behavioural issues that your child might need support with as well as discussing their current ILP targets and progress. Children will spend a morning or afternoon with their new teacher in their new classroom.

At the end of Key Stage One many children transfer to Manor Leas Junior Academy. We arrange a series of visits and activities with Manor Leas staff. For those children that need it we also arrange a series of additional visits. This might include some children with SEN.

The Year Two teacher will meet with the Year Three teachers from Manor Leas Junior Academy to discuss each child individually. As well as this meeting, the SENCos from both schools meet with the parents of SEN children to review ILP targets, discuss new targets as well as discuss any concerns that you might have about the transition to a new school.

We are happy to liaise with other schools and always encourage staff to visit our school so that they can meet the child in familiar settings.

How can I be involved in supporting my child?

As a school we believe that the home school partnership is very important. We will support parents as much as we can to help you to continue your child's learning at home. Advice will be given at Parents Evenings and during meetings with class teachers.

We will give you lots of practical ways to support your child's development in school and at home.

- Play a range of memory, word, spelling and number games
- Borrow story sacks to share with your child
- Listen to your child read whenever possible and talk to them about what they have read
- Agency advice on how to support your child

Who can I contact for further information and support for myself and my family?

- **Bracebridge Infant School**

All staff at Bracebridge Infant School are available to support you and your child during their time with us. However, the first point of contact would be your child's class teacher should you need to share any concerns. You could also arrange a meeting with Mrs Wilson (Head teacher) or Mrs O Halloran (SENDCo) should you need to discuss matters further.

Local Authority

Lincolnshire County Council have published their own Local Offer informing parents and professionals what they will offer. This can be found at;

<http://www.lincolnshire.gov.uk/sendlocaloffer>

Support can also be found through Liaise at <http://lincolnshire.gov.uk/liaise>.

Outside Agencies

Many outside agencies now exist to support families with a range of SEN issues. These can include;

The National Autistic Society - <https://www.autism.org.uk>

PAACT Autism Support – <http://paactsupport.com>

Lincolnshire ADHD Support – <https://www.lincsadhd.org>

Family Lives - <https://www.familylives.org.uk>

Lincolnshire Parent Carer Forum - [LPCF Home \(lincspcf.org.uk\)](http://lpcf.org.uk)

<https://www.liaiselincolnshire.org.uk/>

Who should I contact if I wish for my child to join the school?

We welcome all parents and children to visit. Please contact Mrs Rice on 01522 520591. An appointment can be made to visit our school and discuss your child's needs. You will be shown around school and have time to meet with the relevant member of staff to talk about your child's needs.