

Brackensdale Junior Enhanced Resource School

SEND Information Report – January 2015

1. The kinds of special educational need or disability for which provision is made at Brackensdale Junior ER School:

We are a community school for children aged 7 to 11 years old. We are an enhanced resource school for children with autism spectrum disorder and communication difficulties. We offer enhanced resource provision within our mainstream classes for children with ASD who are successful with full time placements in these classes. We also have more specialised provision in our 'Phoenix Suite' for children who need a smaller and more structured educational approach, but who benefit from inclusion into mainstream classes and whole school activities and events.

We have pupils with a very wide and diverse range of needs in our school and we strive to meet the needs of all of our pupils. We have 5 classes of mixed year 3 and 4 children; 5 classes of mixed year 5 and 6 children; and two small classes with 7 placements for children in the Phoenix Suite. The children are placed into classes primarily based on their reading and writing levels. We also consider the emotional, social and sensory needs of the children. Where children need additional adult support they are generally placed in smaller class groups with a higher ratio of adult support. Where children are more independent in their learning they are placed in larger classes with a lower ratio of adult support. Within this structure we consider the individual needs of the children and occasionally think more creatively about their placement in the school to ensure each child has the opportunity to reach their potential. Our inclusive approach recognises the entitlement of all pupils to a balanced, broadly based curriculum.

2. How the school identifies and assesses pupils with special educational needs or disability:

We identify children with Special Educational Needs or disability as those who have difficulties which are significantly greater than or different to other children of the same age. We define the areas of difficulty as those identified by the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Identification

It is the responsibility of the class teacher to make this initial identification, which may be a result of their own observations of the child, or as a result of concerns expressed by parents or outside agencies. Records of each child are kept and include name, date of initial concern, area of difficulty, and stage that

the child is at in terms of their SEN provision. It is the responsibility of the inclusion manager to see that the records are kept up to date.

Initial Assessment

Once the child has been identified, the teacher/inclusion manager will gather information together from all relevant sources. An initial assessment of the child, which can take a variety of formats, depending on the age of the child and the type of difficulty identified. For key Stage 2 we have Neale's Reading and Comprehension, Salford reading test, Learn to Read assessment, BPVS, Pearson Dyslexia Screening and Junior Language Link to use for formal assessments and guidance for language and number. These can be used alongside test scores and teacher assessments to aid understanding and give additional information about a child's needs.

For children identified as having difficulties with social, emotional and mental health we use assessments such as The Boxall Profile; the social skills assessment from the TALKABOUT scheme by Alex Kelly; the Observation Checklist of Attachment difficulties by Kim Golding; and the attachment questionnaire developed by Louise Bomber.

The school has a graduated approach to SEND support following a cycle of "Assess, Plan, Do, Review" The school works very closely with a range of other agencies who also provide relevant assessment information.

After a review, a decision could be made that a more formal assessment is required, leading to an Education, Health and Care Plan. Parents will be fully involved in this process. The Inclusion Manager is responsible for ensuring continuity and effective delivery of SEN provision on a day-to-day basis. Their role is that of an overseer of good practice and communication between all agencies involved with a child.

3. Provision for pupils with special education needs and disabilities:

- All of our teachers have a very good understanding of our children with additional needs and enhanced resource placements; they plan their learning activities being sensitive to the needs of all of the children in their class. There is a great deal of awareness and flexibility to ensure that all children are settled and ready to learn. All lessons are differentiated according to the group of children and the particular curriculum area. Teachers use assessment for learning in order to check the progress made in lessons and adjust their teaching accordingly. Our teachers work in teams and are excellent at sharing resources, knowledge and expertise to best meet the needs of our children.

Brackensdale Junior School was granted Enhanced Resource Status in 2000. The Local Authority grants our school additional resources in order to meet the needs of children with Autism Spectrum Disorder and/or Communication Difficulties. We have 32 enhanced resource places for children who can be included full time in our larger mainstream classes. We have an additional 14 places in our specialist provision the 'Phoenix Suite' for children who need smaller group teaching in a more structured teaching environment. The children from the Phoenix Suite should benefit from inclusion into the main school events and classes. Equally, some of our children from the main school can benefit from the specialist provision in the Phoenix Suite.

- Many of our children benefit from using visual resources to support their learning. Every classroom has a large visual schedule of the day's events. Some individual children have their own small visual schedule of the day's events if required.

Many resources in the classrooms are made using visual symbols to ensure that all children can access the teaching and the learning activities.

We also use social stories and comic strip conversations to help children who find certain social situations challenging.
- We have a wide range of programmes running throughout the school for individual or small groups of children. These are generally in place to support the children in working towards their individual targets.

There are social communication groups, friendship groups, fine and gross motor skills development programmes, reading and spelling support programmes and a whole host more depending on the cohort and the needs of the children.

We have programmes running on the advice from other professionals (i.e. Speech and Language and Occupational Therapy) as well as other programmes running as a result of the MEP meeting where specific targets are set to meet the child's individual needs.

We have a team of 28 teaching assistants. Like our teachers, all of our teaching assistants have a very good understanding of our children with additional needs and enhanced resource placements.

The teaching assistants work with the teachers to plan and support the delivery of activities to ensure that all of the children can access the learning.
- We have 5 Attachment Leads within the school who provide mentoring, training and coaching to whole school staff. This enables the school to facilitate an attachment aware approach for children with social, emotional and mental health difficulties.

We employ a BACP accredited counsellor who is available to support children who have difficulties with their emotional wellbeing.

The counsellor works with individual children therapeutically to develop their potential to succeed in a holistic way.

We have a whole school approach to promoting positive behaviour through the 'Golden Time' approach by Jenny Mosley.
- Our Phoenix Suite is a purpose built facility that aims to provide a safe and structured environment for children with Autistic Spectrum Disorder with a statement of special educational needs.

It aims to meet the needs of children who find it stressful to access a mainstream class on a full time basis.

Here the children can access positive and child-centred learning opportunities, helping them to achieve their full potential. This includes being taught real life functional

skills, aiming for inclusion opportunities within their local communities. The Phoenix Suite benefits from the following facilities; 2 spacious and structured classrooms, sensory room, teaching kitchen, wet room, safe outdoor play area.

- The progress of all pupils is monitored through regular data collection and termly pupil progress meetings. All children with SEN have pupil profile files including their one page profile, individual plans/programs, monitoring forms and assessments.

4. Name and contact details of SEND co-ordinator:

The school's Inclusion Managers Alison Lumley and Helen Wallace can be contacted by telephoning the main school number 01332 341171, or by emailing SENCO@brackensdalej.derby.sch.uk

5. Expertise and training of staff in relation to children with special educational needs or disabilities:

The school staff are very experienced at working with children with Autism Spectrum Disorder. Staff have received training in the use of TEACCH and PECs and also the use of Social Stories and Comic Strip Conversations. The training is ongoing through workshops delivered by the Inclusion Managers to ensure quality teaching and consistency of approach with new staff to the school.

The teaching assistants and Phoenix Suite teachers have received training in 'Understanding Sensory Processing Difficulties'.

All staff have been trained in Team Teach (accredited by BILD), which is a holistic approach to understanding behaviour and positive handling. There is an ongoing training program to ensure staff are refreshed with good practice and are updated and informed of any changes to school or national policy.

The teaching assistants have had training in Precision Teach and Numicon and some staff have had training in Learn To Read and Read it Write it.

We have 5 staff who are trained Attachment Leads in the school. Responsible for assessing, coaching and training whole school staff in understanding attachment difficulties.

If a child was to be admitted with a condition that we have not experienced before, we would seek advice from specialists.

We employ a BACP accredited counsellor for 3 days a week to do direct therapeutic work with some of our children.

There are several staff who are paediatric first aid trained.

Good practice is shared internally, with Brackensdale Infant School, and with other Derby City schools.

6. Equipment and facilities to support children with special educational needs and disabilities:

The school has wheel chair access. There are disabled toilets for children and adults within the building as well as a disabled parking bay.

The visual environment has been improved in the corridors through the provision of new lighting and floor covering.

The Phoenix Suite has a sensory room, wet room and teaching kitchen. There is also a range of OT equipment.

We have a number of safe spaces throughout the school.

School liaises closely with the LA STEPS team where specific equipment is required. For example, the provision of overlays, laptops and texts for visually impaired children.

The LA Enhanced Resource funding can be used to provide additional resources as required.

7. How we involve parents of children with special educational needs or disabilities in the education of their child:

Parent meetings are held for all pupils each term so that parents are aware of their child's progress. Children's individual targets are reviewed with parents at this time. In addition, pupils who have targets for Speech and Language therapy or Occupational therapy may be reviewed by those specialists. Parents are always invited to attend these reviews.

Before children start school, their parents are invited to a meeting with staff from the senior management team as well as bringing their children to visit their new class. There is the opportunity for parents to talk to teachers and the Inclusion managers at this time.

For children with statements/EHC plans, visits are arranged with their current school prior to the children being admitted into our school. Children are usually visited in their current placement by the Inclusion Managers when a transition plan and visits are arranged. Parents are encouraged to visit the school and share information about their child's needs and strengths.

All parents have the opportunity to come to school for special occasions, for example Harvest Festival, and parents are invited to join our celebration 'Star of the week' assembly. In addition, the staff working in our Phoenix Suite organise open afternoons each term specifically for their parents.

All children's parents are invited to termly parents' evenings with their teachers, when appropriate parents whose children have special educational needs or disabilities are given longer appointments in order to discuss targets and progress. Parents are invited to statutory reviews, often these are arranged specifically at a time which is convenient to the parents.

Children with enhanced resource placements who arrive by taxi have home-school diaries to enable regular communication with their parents, occasionally parents prefer a phone call or a handover in person when they arrive and are collected from school by their parents.

The school counsellor holds regular reviews with parents and will occasionally (where appropriate) will hold joint sessions with the parent and the child.

We are in the process of restarting our parent support group for those who have children with additional needs in our school.

There is a member of the senior management team available every day to see parents who may have more urgent issues. We are always happy to arrange meetings with teachers and/or managers at a convenient time for parents of any child in our school.

8. The arrangements for consulting children with special educational needs or disabilities about, and involving them in, their education:

As part of the review process, we collect the views of the child at an age appropriate level. We are reviewing how we collect the child's views as part of the requirements of the new code of practice. It is our aim that this feedback from the child is reviewed each term and updated on their one page profiles.

Most children engage in regular conversations with the teaching assistant supporting them, teacher, or senior manager to ensure they understand their targets, how we will support them and what it will look or feel like when they are successful.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school:

If a parent wishes to discuss a concern, they would talk to the child's teacher in the first instance. If they are not satisfied, then an appointment would be made to speak to the Inclusion manager or Head teacher. As the school has named governors responsible for over-seeing the SEND provision, a parent could put their complaint in writing to these governors. This would be investigated. Please refer to the school's complaints policy, a copy of which is available in school. Parents are able to contact the LA "Information and Advice Service" for support.

10. How the governing body involves other bodies in meeting the needs of children with SEND:

There are two governors with specific responsibility for overseeing the effectiveness of the provision. The governors contribute to discussions regarding funding of other bodies or resources to create effective provision for meeting the needs of children with SEND.

11. Contact details of support services for parents of pupils with special educational needs or disabilities:

The schools Inclusion Managers are; Helen Wallace and Alison Lumley who can be contacted by telephone at school on 01332 341171 or by email at senco@brackensdalej.derby.sch.uk. The local offer is available through Derby city web-site, Derby.gov.uk
The school health team can be contacted on 01332 868841
Parent partnership can be contacted on 01332 641414

Umbrella Independent Support Service can be telephoned on 01332 785658 or by email at independent.supporters@umbrella.uk.net

12. Transition arrangements:

Children are visited in their current settings prior to being admitted to this school. Discussions are held with all staff currently involved with the child to determine their transition needs. Transition visits are then arranged for the children with familiar staff from their setting to Brackensdale Junior School.

Children leaving the school, where possible, have supported visits to their new settings and information is shared with the staff in their new placement. Sometimes the child may have a social story, or their key adult will do some preparation work with them or the school counsellor will support when necessary.

Children transferring between phases have the opportunity to meet their new teacher and teaching assistant. Social stories and transition booklets are used to support the child. Where possible, staff from the new settings attend transition review meetings so that they can become familiar with their new pupils. There is also professional information sharing between staff from different establishments.

Once individual transition plans have been agreed, visits are planned with staff from both placements. The frequency and length of these visits is planned on an individual basis and in consultation with all relevant staff.

For transitions into KS3 where the child previously had a key adult at Brackensdale Junior School, a 'settling in' visit will be planned in the autumn term and a 'goodbye' visit will be planned in the following January.

13. Local Authority Local Offer:

The local offer is available through Derby.gov.uk. Information about Brackensdale Junior School is available through the Local Offer.