

SEN Information Report



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Bretherton Endowed Primary 01772 600431

School Offer Contribution: www.Brethertonschool.org.uk

Local Offer Contribution: www.lancashire.gov.uk/localoffer

Mission Statement

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

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Our school's approach to supporting pupils with SEND

Our Aims

The overall aim of Bretherton Endowed CE Primary School is to provide a safe, caring and stimulating environment in which the children can learn and experience a 'broad and balanced curriculum'. We intend our pupils to acquire the skills and knowledge which will enable them to develop as "whole people"; confident and willing, caring and concerned, committed to their own development, yet aware of their responsibilities to others. We hope our pupils will gain independence of thought and action for their own wellbeing and happiness, and that of others.

The following principles underpin all we do in school.

1. We will have an expectation that each pupil has skills and talents, which we need to develop.
2. We will challenge children's abilities and strengths whilst supporting their weaknesses and difficulties.
3. We will treat all children equally, and get to know them well.
4. Whilst accepting that we are all unique, we celebrate the diversity of skills, talents and abilities in our pupils.
5. We will provide an education for the development of the "whole child", intellectual, social, spiritual, moral, physical and emotional.
6. We will encourage a curiosity and an enthusiasm for learning in our children, which we hope, will last throughout their lives.
7. We will encourage and instil a purpose, a discipline (especially self-discipline) in our pupils, to develop a sense of responsibility in school and within the wider community.
8. We will emphasise the positive achievements of pupils, both in school and in their outside activities.
9. Life within school will reflect our Mission Statement, and the Christian nature of Bretherton Endowed CE Primary School.
10. We will nurture the children in a loving Christian family community.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: Assessments are made by class teachers, SENDCO or professionals as required **Plan:** Through use of personalised targets set with pupils and parents and reviewed at least once a term.

Do: Provision implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils.

Review: Progress against targets is reviewed by teachers and teaching assistants and against performance indicators by SENDCO and Assessment Leader.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. All teachers are responsible for every child in their care, including those with special educational needs. (Teaching and Learning policy)

Catering for different kinds of SEND

Cognition and Learning Needs:

e.g.

- Moderate Learning Difficulties
- Strategies to promote/develop English and Maths.
- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.
- ICT is used to reduce barriers to learning where possible.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Work with specialist teachers where necessary
- Planning, assessment and review.
- Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Differentiated curriculum and resources

Communication and Interaction Needs:

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties
- Visual timetables
- Support / supervision at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Small group work to improve skills.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Where appropriate we will use support and advice from other partners to meet the needs of pupils.
- **Planning, assessment and review.**
- **Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.**
- **Teaching resources are routinely evaluated to ensure they are accessible to all pupils.**
- **Differentiated curriculum and resources**

Social, Mental and Emotional health

e.g.

- Behavioural needs and /or Social need
- Mental health needs
- Confident Me (KS2) Programme and Confident Mini (KS1)
- HEADSSUP
- Emotional Health and Wellbeing
- The school ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Members of staff are trained ELSA practitioners
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Outdoor learning is used to offer a different approach to the curriculum.
- Information and support is available within school for behavioural, emotional and social needs.

Sensory and/or physical needs

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- ICT is used to support access to the curriculum.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Staff understand and apply the medicine administration policy.
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- The school has disabled toilets / facilities

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Alison Moxham	SENDCO (NASC) Local Authority PIVAT PSED founding member	LLB (Hons) PGCE NASC Pass
Mrs Vanessa Glew	Shadow SENDco	PGCE
Mrs Margaret Barratt	ELSA / pastoral Teaching Assistant	ELSA, EKLAN, S & L

The SENCO

Name of SENCO	Email address	Phone number
Alison Moxham	head@bretherton.lancs.sch.uk	01772 600431

Securing and deploying expertise

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Many of our teaching assistants have specialist skills which are utilised where required. For example: phonics, Dyslexia, ASD, reading, nurture. Specialist Pastoral TA who is ELKLAN; ELSA trained/ Two further TA's recently EKLAN trained.

Additional funding has been allocated for support of an Educational Psychologist and Learning consultant if required. Head teacher and teachers have been trained on reading benchmarking and leading interventions

Local authority Educational Psychologists are accessible through the SEND cluster group meetings and 1 to 1 sessions termly on a rotation basis. SEND support is offered through other SENDCo's and Educational Psychologists through this collaborative cluster approach

Support is provided for improving emotional and social development. This includes extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying. Our ELSA trained Teaching Assistant is available, where required, to work with all SEND pupils for academic and support in relation to social, emotional, relationship, anxiety and self esteem.

At Bretherton Endowed, through our PHSE, Confident Me and Mini programme, The Archbishop of York Challenge, all staff take responsibility for the academic and mental health wellbeing of our pupils and undergo CPD in all aspects.

How will my child be able to contribute their views?

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active school council, where children are elected each year to represent their peers in their teams. The pupil council consults on whole school plans, leads on charity activities at school and is able to express pupil views to senior leaders throughout the school year.
- Children panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. One on wellbeing and one on learning. An additional questionnaire is completed for children on the SEND register. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.

- If a child takes part in any specific planned intervention programme, then they will contribute their views to the half-termly review of progress. In class interventions are monitored and evaluated in pupil progress meetings and children interviews and data will support this to ensure wide range of evidence.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings

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

The SENDCO, who has completed the National Award for SEND Co-ordination, liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupil's needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social Services – locality teams, social workers, child protection teams, Prevention Early Help support, family intervention programmes
- Educational Psychology Service
- Lancashire Inclusion and Disability Support Service : Specialist Teacher Advisors, SEND team
- External Behaviour/SEND specialist, eg. JW Behaviour solutions; Ellen Howard Dyslexia, Dyslexia North West
- Cluster Mental Health and SEND working group to support resources and CPD
- District 9, SEND Hub provision for preventing exclusions.

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

- All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- We encourage all pupils to access extra curricular clubs and monitor the take up of pupils with Special Educational Needs in accessing all clubs and sports events.
- **SEND needs do not prevent a child accessing out of school club and sporting provision.** We will positively encourage pupils with SEND to access all opportunities in school.

How are the school's resources allocated and matched to children's needs?

- We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available.
- The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support. We utilise high quality CPD to ensure staff are developing and adapting to the current and future needs of our school children.

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

- Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.

- The SENDCo with class teachers, subject leaders, as well as with support staff, meet to discuss the pupil's needs and what support would be appropriate.
- There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

Equipment and facilities

- Concrete maths resources to support abstract understanding is available to use independently in each class and children are taught how to use.
- Subscription to Boxall platform is available for setting small step progress and targets for pupils with SEND
- Online programmes are used eg LBQ; Read Theory; Times Table rockstars; spelling frame/shed; maths shed are subscribed to for all children to support practice and consolidation and personalised approach.
- items such as weighted blankets, writing slopes, cushions, therabands etc are available where required.

Identifying and assessing pupils with SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENDCO, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to **SEND support**.

Quality first teaching at Bretherton Endowed Primary School allows teachers to support all children through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called **SEND Support**.

If your child is identified as needing SEND Support, we will:

- Put a plan in place to support your child.
- Regularly review your child's progress
- Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEND Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an **Education, Health and Care Plan (EHCP)**.

These areas may be taken into account as impacting on progress and attainment but do not alone constitute SEND;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

Pupils will be monitored if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Pupils being monitored can expect:

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- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Further early assessment may be requested and completed within school in order to assess, monitor and benchmark progress whilst the child's progress remains a cause for concern.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being a 'Cause for Concern' due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- Regular quality and planned Continued Professional Development is provided for all staff to maximise pupil's opportunities and in many cases specialist training is provided to promote support expertise.

SEND Support

If in light of increased support, progress is not being made, a pupil will be considered to need 'SEND Support'. This may involve individually tailored support, additional assessments or school may require specialist support. Where it is determined that a pupil does have a Special Educational Need, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess Plan Do Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. We will record the strategies used to support the child within a Personal Development Plan (PDP). The PDP will show the short-term target set for the child, who, how and what teaching strategies to be used to maximise progress. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the PDP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services who will provide information for the child's new PDP, support school staff in meeting pupil's needs and meet with parents where there is a need. The new strategies within the PDP will, wherever possible, be implemented in the child's normal classroom setting.

Do The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. A variety of assessment tools may be used to measure progress and monitor success of interventions and support.

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All children on the SEND Support Register will have a **Pupil Profile**, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professional's who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENDCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Please read our SENd policy for more information

Consulting with pupils and parents

Parents

Parents are involved in their child's education irrespective of SENd need through our open door policy; two parent's evening and school reports. Parents of children on our SEND register will be invited into school three additional times a year to review their Individual Education Targets. Parents of children who are on our monitoring/ cause for concern list will have termly meetings with the class teachers to monitor progress and discuss strategies adopting for in and out of school. We regularly invite parents of children with identified SENd to meetings with external specialists to support their understanding of any diagnosis and invite them into school for intervention workshops or direct work with our Intervention TA's.

Pupils

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active school council, where children are elected each year to represent their peers in their teams. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Children panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics. One on wellbeing and one on learning. An additional questionnaire is completed for children on the SEND register. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a child takes part in an specific planned intervention programme, then they will contribute their views to the half-termly review of progress. In class interventions are monitored and evaluated in pupil progress meetings and children interviews and data will support this to ensure wide range of evidence.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings
- Children feed into their IEP reviews termly after meetings with their class teachers and review of their targets and setting new ones for their learning and development.
- Pupils on the SEND register are encouraged to have a full and active participation in all aspects of school life and will be encouraged to lead through pupil voice groups such as School Council, Ethos, Sports Leaders etc. All pupils will be buddies and will actively support younger children in our values and routines.

Involving key stakeholders

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Impact of all professional support and interventions offered is monitored and reviewed.

All pupils involved in transition to high school have had comprehensive transition meetings conducted and next steps planned for and implemented. Ongoing support is provided to families after transition where required, eg through remaining as Lead Professional. Additional support was arranged and provided where needed and follow up contact with the new school took place in the first term after transition. We closely monitor children and young people's destination data. Support is provided for parents through Parent Partnership Service, which can be contacted on the number listed above.

We support transition between classes as we have 2 years in each class except class 4, through 'Move up' opportunities and specifically planned transitions and TA introductions where required.

As part of our cluster of schools, we are members of the SENd and wellbeing group where SENdCo's support the children in all schools through collaborative planning, opportunities, training and expertise.

Our curriculum supports key behaviours for learning that are explicitly taught and cultural capital that supports children's life skills such as first aid, debt awareness, careers and enterprise. Children through school including children with SENd are encouraged to take on leadership roles and we promote oracy and written skills through TARDiS enrichment opportunities.

Progressing towards outcomes

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support. We utilise high quality CPD to ensure staff are developing and adapting to the current and future needs of our school children.

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENDCo with class teachers, subject leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels

The student is achieving or exceeding their expected levels of progress

Verbal feedback from the teacher, parent and student

Formal or informal observations of the student at school

Evaluation of support work in relation to social and emotional needs

Opportunities to work with parents and pupils to assess progress

Boxall and SDQ is appropriate

Students may move off the SEND register when they have 'caught up' or made sufficient progress.

Teaching approach

Our Graduated Approach:

Quality First Teaching

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- well-resourced and carefully planned provision which provides a rich learning environment
- high demands of pupil involvement and engagement with their learning
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them
- regular use of encouragement and authentic praise to engage and motivate pupils.

Adaptations to the curriculum and learning environment

Deployment of staff: Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Many of our teaching assistants have specialist skills which are utilised where required. For example: phonics, Dyslexia, ASD, reading, nurture. Specialist Pastoral TA who is ELKLAN; ASC; ELSA trained . Two further TA's recently ELKLAN trained. A TA trained in ASC

Additional funding has been allocated for support of an Educational Psychologist and Learning consultant if required.

Head teacher and teachers training on reading benchmarking and leading interventions. Each pupil's educational programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or assistant teacher in class, additionally and if appropriate, specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, standing desks, pen/pencil grips. The school also has access to ipads/chrome books which are used to support pupils with SEND, the child's individual needs will be considered.

Adaptations can be made to the curriculum and learning environments to ensure that all aspects of the curriculum and learning environments are accessible to pupils with SEND.

Inclusivity in activities

Children with SEND are encouraged to participate in school life and learning in the same way as children with no SEND. Participation in out of school and lunch time clubs are monitored and targeted where needed. . Similarly all children are encouraged and if necessary supported to mix with their peers by participating in out of school and lunch time clubs. After school clubs are available to all children subject to availability, age appropriateness and a nominal fee. We want all children to be included on school trips and to benefit from the extra opportunities this offers, risk assessments prior to any activities are performed to ensure healthy and safety for all involved and additional steps will be taken should they be needed to mitigate risks for all.

Supporting emotional and social development

At Bretherton Endowed we pride ourselves on our personal development of children and this includes children with SEND. We have a well sequenced and comprehensive PHSE curriculum coupled with the Archbishop of York, Confident Me and Debt Aware programmes. Religious Education enables children to explore further self reflection, respect and responsibility towards others and other aspects of themselves, their word and their spirituality. We develop social development through our modelling and emotion coaching in class and unstructured time. Through our daily Bretherton Blast and Peer massage, we support children's wellbeing.

Please see our Anti-bullying policy for details of how we support children with SEND.

Online safety

Online safety is important at Bretherton Endowed and we take our responsibility to support pupils with SEND further online. Some children may be considered more vulnerable to online risks and for all children on the SEND register, a risk profile will be considered and where appropriate a separate risk assessment will be created.

We subscribe to National Online Safety platform which provides comprehensive lessons for all age children and support for parents through the parent app and our twitter feed.

Our computing lead keeps staff updated with online risks through regular national CPD and through our reporting tool and filtering reports, is able to monitor risks each year and in all classes. Please read our online safety policy.

Child on child abuse, sexual violence and harassment

Bretherton Endowed takes its responsibility for following Keeping Children Safe in education extremely seriously and in particular any concerns relating to Child on Child abuse, sexual violence and harassment. Although as a primary school, such incidents are rare, we will act appropriately in accordance with Government guidance and report all incidents to Governors through our CPOMS evaluation report.

Evaluating effectiveness

As of 1st September 2023, we have 10 children or young people receiving some form of SEND Support, listed on our Special Educational Needs Register. One child who is in receipt of an Educational Health Care Plan. We have one child pursuing an Educational Health Care Plan. Three children are in EYFS/KS1 and seven children are in KS2

We have internal processes for monitoring quality of provision and assessment of need. These include classroom observations, observations of interventions, walkthroughs, work scrutiny and consulting with children, young people and their parents

Children with SEND are enabled to engage in all activities available to pupils in school, including after school clubs and provision.

Involving parents and learners in the dialogue is central to our approach and we do this through:

Personal Development plans, reviewed and targets agreed with parents and pupils 3 times a year, informal progress chats, parents' evenings and annual reports. The development plans are written in workshop staff meetings to facilitate the sharing of ideas and best practice and to share previous impact of interventions. The parents and children are consulted and their voice taken. These are subsequently discussed with parents who feed into the process and support the writing of targets.

How do we know if it has had impact?

- We see evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the pupil at school
- Evaluation of support work in relation to social and emotional needs
- Boxall and SDQ is appropriate
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.

Once the resources and monitoring has been completed as above, The SENDCo reflects and update the monitoring form and action plan in order to make developments or improvements.

Handling complaints

Our complaints procedure is set out on our website. This complaints procedure is applicable for all complaints including complaints in relation to provision for children with special educational needs.

Spending the budget

Brief Financial information

Our notional SEN Budget total for 2023 is £38575 and the expenditure breakdown of that income is as follows:

Element (2): Additional Support Funding Uplift Yr R-11			
Notional SEN for High incidence Low Needs pupils	25,074	25,074	25,074
Notional SEN for Low incidence High Needs pupils	13,501	13,501	13,501
Total Notional SEN	38,575	38,575	38,575
Notional SEN for Low incidence High Needs pupils	13,501	13,501	13,501
Pupils with Band E and above statements x	0.00	0.00	0.00
DfE estimate of £6,000	6,000	6,000	6,000
DfE estimate of total requirement	0	0	0
Full Year funding	0	0	0
Months per term	5/12	4/12	3/12
Funding for term	0	0	0

Average cost of support staff to support SEND (additional to quality first provision) = 3 members of staff in 3 classes supporting interventions and teaching and learning for SEND pupils is £15400

SEN budget forecast for next 3 years		Top Up Funding - WPN of E+ Statements	6,218	10,980	10,980
101		Total Delegation	(4,013)	(3,341)	(3,304)
		Core Uplift Funding	354	606	606
		Top Up Funding - WPN of E+ Statements	6,218	10,980	10,980
103		Total High Needs Block	6,572	11,586	11,586

Provision of SEND Assistant to work 1 to 1 with specific needs and lead nurture 3 times a week is £15400

Provision map interventions planned and delivery time is £2500 on top of existing staff costs

Additional welfare and wellbeing support offered lunchtimes £3000

Cover for attending SEND /wellbeing cluster programmes £1500

Commissioned external services = £900

Additional teaching resources = £ 1000

Training/ Staff CPD = £1000 (TARDIS cluster)

The impact on this is evidenced through the progress and attainment of children identified with SENd.

Local Offer

- Information about our provision for Special Educational Needs can be found at Bretherton Endowed School Local Offer on our website: www.brethertonschool.org.uk
- Details of Lancashire County Council Local offer can be found at: www.lancashire.gov.uk/localoffer
- Our SEND Information report is available at: www.brethertonschool.org.uk

Named contacts

[You should provide details of named contacts, both in the school and externally, whom parents and pupils can contact if they have any concerns, e.g. the SENCO, the DSL, and the LA's mediation advisor.]

Name of individual	Email address	Phone number
Alison Moxham SENdCo , DSL, Head	head@bretherton.lancs.sch.uk	01772 600431
Helen Fowler SENd Governor	c/o bursar@bretherton.lancs.sch.uk	01772 600431

Further development

Our strategic plans for developing and enhancing SEND provision is contained within our whole school development plan and is contained within the SEND action plan and it includes:

- Planning for and identifying gaps
- Monitoring intervention planning and delivery

- CPD for intervention delivery
- Strategic planning for key learning and closing the gap between SEND and NON SEND pupils.
- Supporting girls with ASC
- Communication and language barriers and interventions

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Relevant school policies underpinning this SEND Information Report include: Teaching and Learning

Anti-bullying policy

Assessment and reporting

Child Protection and safeguarding

Marking and Feedback

Behaviour for Learning

Continuing Professional Development

Disability

Equity and Diversity

SEND

Inclusion

Monitoring Teaching and Learning

Legislative Acts taken into account when compiling this report include:

- Keeping Children Safe in Education 2021
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Additional support

Additional support will be sought from Lancashire County Council SEND traded team as and when specialist teacher is needed.

Appendix 1

Waves of support

Wave 1 describes inclusive Quality First Teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide tailored intervention to accelerate progress or to enable children to achieve their potential. This may include 1:1 or specialist interventions.

Area of Need	Wave 1	Wave 2	Wave 3
	Universal offer <i>All Pupils</i>	Pupils who do not have an Education, Health and Care Plan SEN Support <i>(in addition to the universal offer)</i>	Pupils with an Education, Health and Care Plan <i>(in addition to the universal offer)</i>

Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted support</p> <p>In class TA support within class teaching (small group or individual)</p> <p>Group guided reading with teacher or TA</p> <p>Phonics, spelling rules teaching</p> <p>Reporting to parents – Parents’</p>	<p>Concern noted by class teacher, advice from SENCo sought, progress carefully monitored.</p> <p>Parents informed of need for SEN support and meetings to review provision and progress towards outcomes.</p> <p>In class support from TA</p> <p>Advice sought from outside agencies as appropriate.</p> <p>Additional needs Provision Mapping</p>	<p>Individual Provision Maps</p> <p>Meetings with parents, child and other agencies to review provision and progress towards outcomes in EHC Plan termly.</p> <p>Advice/support from SENCo.</p> <p>Involvement of outside agencies</p> <p>Educational Psychologist assessment, advice and recommendations.</p>
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	<p>Evenings (Autumn and Spring terms)</p> <p>written report (July)</p>	<p>Individual reading, writing, spelling, numeracy support TA</p> <p>Use of specific interventions according to need.</p> <p>Individual Precision Teaching.</p> <p>Supplementary Phonics work with TA.</p>	
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Communication and Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome eg simplified language, key words.</p> <p>Increased visual aids/modelling etc</p> <p>Structured school and class routines.</p>	<p>In class support with focus on supporting speech and language, vocabulary.</p> <p>Involvement of outside agencies.</p> <p>Speech and Language Therapy (SALT)</p> <p>Social interaction and communication- small group or individual work</p> <p>ELKLAN trained staff</p> <p>Speech and language programmes implemented by staff in school.</p>	<p>Speech and Language Therapy (SALT)</p> <p>Speech and Language Therapist work in school.</p> <p>Advice from Educational Psychologist/specialist teacher.</p> <p>Social skills group</p>
Emotional, social and Mental Health	<p>Whole school behaviour policy</p> <p>Whole school rules</p> <p>Anti-Bullying Policy</p>	<p>Involvement of outside agencies:</p> <p>Educational Psychologist</p>	<p>CAMHS</p> <p>Individual support or mentoring</p> <p>Individual reward system</p>

	<p>Child Protection Policy</p> <p>Esafety Policy</p> <p>Whole School Reward and Sanctions system</p> <p>Clear consistent whole school aspirations and expectations</p> <p>Star Awards and Celebration Assembly</p> <p>Golden Time</p>	<p>Advice and Recommendations</p> <p>CAMHS – assessment, advice and recommendations</p> <p>Nurture groups</p> <p>Behaviour plans and use of recommended behaviour management de- escalation strategies</p> <p>Rewards charts</p> <p>Time out</p> <p>Confident Me Programme</p>	<p>Social Skills groups</p>
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Sensory and Physical	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Coloured paper/overlays</p> <p>Accessibility of building</p> <p>Moving and Handling training</p>	<p>Involvement of Outside Agencies:</p> <p>Occupational Health advice and recommendations</p> <p>Health Professional advice and recommendations – School Nurse, GP, Paediatrician, Physiotherapist etc</p> <p>Staff in school follow recommendations made and access appropriate equipment eg posture seat</p>	<p>Involvement of Outside Agencies:</p> <p>Occupational Health involvement</p> <p>Hearing Impairment Service</p> <p>Health professional visits</p> <p>Staff in school follow recommendations and advice</p> <p>Advice from Educational Psychologist/specialist teacher</p> <p>Individual support in class during appropriate subjects</p>
		<p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p>	<p>Physiotherapy Programme</p> <p>Occupational Therapy Programme</p> <p>Use of appropriate resources</p>

Transition	<p>Visits to local secondary schools as a class to participate in activities.</p> <p>Visits to new high school on Intake Days</p> <p>Head of Year/Form Teacher/SENCo attend meetings with class teacher</p> <p>Data exchange</p>	<p>Supplementary visits to secondary school accompanied by member of staff</p> <p>Support for parents – opportunities for discussion or support in arranging meetings with SENCo of secondary school to discuss concerns and provision.</p>	<p>Specific transition activities and teaching to prepare for secondary school</p> <p>Individual or small group visits to new school</p>
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