ANNUAL REVIEW

Brookvale Primary - SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	www.brookvale.halton.sch.uk
School website address:	Brookvale Primary School
Type of school:	Community
Description of school:	• There are 10 classes plus Nursery, with some mixed age groups. • There is a high level of Free School Meals Ever 6 - 56% • Attendance is good, 95.5%. This is in line with national average.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	277 including Nursery
% of children at the school with SEND:	18%
Date of last Ofsted:	January 2013
Awards that the school holds:	Healthy Schools Award, Dianna Award, International Schools Award, Arts Mark 5 ways to Well-being Award
Accessibility information about the school:	DDA compliant doors and ramps, disabled toilet with changing facilities. Fully accessible building, website, newsletters.
Please provide a web link to your school's Accessibility Strategy	http://brookvale.halton.sch.uk/Pages/Parent-Information.aspx
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	To date the following training has taken place: National SENCO Award, School Based Mentor, SEND Events, SENCO Forums, SEND Update, SEND Training, Autism Training, Anti-bullying Conference, ABYLLS, Opthalmic Training, Attachment Theory, Visual/Hearing Impaired Training , School Medicine Management, SENCO Cluster Meeting, Managing Challenging Behaviour, Positive Handling, supporting vulnerable children in the classroom, Drawing and Talking Therapy, ELKLAN training, Boxall Profile Training, ECAF Training, 5 Ways to wellbeing, ELSA Training, Down Syndrome Training Updated autism training Diabetes

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page. *http://brookvale.halton.sch.uk/Pages/Parent-Information.aspx*	SEND Policy	Y
		Safeguarding Policy	Y
		Behaviour Policy	Y
		Equality and Diversity	Y
		Pupil Premium Information	Y
		Complaints procedure	Y

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	• There is assessment for communication and language for every reception child on entry by a qualified Speech and Language therapist. A variety of interventions eg Wellcomm, Chatty Bats may also be used • When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting • If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age, we will undertake assessment in school and use other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support.

What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	We work very closely with other agencies through the CAFs, CIN and CP cases that we have. The organisations/individuals include:
	• Childrens' Social Care
	• Continence Service
	• Receiving secondary schools
	• School Nurse
	• Young Carers
	• Local Police
	• CAMHS
	• Woodview
	• Opthalmist
	• We get support from local authority services eg, Eps Hearing Impaired and Visual Impaired support specialists, Halton SEN team plus local special schools who provide outreach.
	• We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.
	• We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.
	• We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings we will discuss:
	   - how we will work together to support your child
	   - targets to promote successful learning
	   - how teaching will be geared to individual learning styles
	• We will agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability

How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	Pupils with specific needs have medical, educational or learning care plans developed in collaboration with the pupil, their parent(s) and any other relevant professionals. All plans state the needs of the pupil and targets and how we will meet them in partnership. We have regular meetings and reviews with families and specialists to ensure pupils are meeting their targets and receiving the best support. Access is provided in many ways, eg: • Access to IT resources such as interactive TV in each class. • PCs, IPads, laptops • Prompt and reminder cards for organisation • Symbols and visual prompts Specific equipment
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Link to Halton Autism Strategy and Delivery Plan • Liaise with parents • Identify barriers to learning, understand how the child may learn and provide appropriate support • Education Psychology Consultation; • Specialist Teacher and advisor involvement; • Outreach support from specialist settings • Provide personal support plan based on recommendations from professionals • Provide appropriate resources to help overcome barriers • Regular training for staff
What strategies/programmes/resources are available to speech and language difficulties?	• Liaise with parents • Referral to speech and language therapist • Support from SENCO/ TA for small group or individual basis within class to follow advice and deliver personal speech and language programme • Part of WTSA project Communication and Language • PECS training for staff
Strategies to support the development of literacy (reading /writing).	• Whole staff CPD with Literacy Company • Advice from Literacy Hub • Small group support in class for guided reading / writing • Individual daily reading with teaching assistant / teacher • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Use of varied programmes to suit individual learning style • Part of the WTSA Project – Talk for Writing (2018/19)
Strategies to support the development of numeracy.	• Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes • Use of varied programmes to meet individual learning styles
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Follow the graduated apprach • Small group support in class from classroom assistant or teacher • Individual plans (educational, behaviour, pastoral) • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Observation • Plan, do, review: • Target setting Personal Support plan including child and parent voice/ small group education programmes/IBPs • Individual provision map • Individual pastoral support plans • CAF • External professionals undertaking assessment Regular review of targets with child / parents

Strategies/support to develop independent learning.	• Use of individual timetables and checklists • Individual success criteria • Visual prompts • PSHCE / personal development targets • Working memory activities
Support /supervision at unstructured times of the day including personal care arrangements.	• Individual pastoral support plans which specify break and lunchtime provision as and when required
Extended school provision available; before and after school, holidays etc.	• We offer a breakfast club. • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages during school time
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Pupils are encouraged and supported to be included in activities outside the classroom as they are inside the classroom. I.e. trained adults, additional adults, equipment (e.g. portable ramps), planning, preparation and risk assessment.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Buddy System • SEALs Programme • Planned support from teaching assistant • Individual pastoral support plan • Identified key worker as needed • Referral to CAMHS • 5 ways to wellbeing. Whole school approach • Learning Mentor • Family support worker
What strategies can be put in place to support behaviour management?	• Use of the schools behaviour policy • Social skills / behaviour group using social skills programme • Daily behaviour record • Reward system • Support and intervention from behaviour specialist • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Family support worker
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Regular meetings with parents and feeder schools as required • Work through PSHCE on managing and preparing for change • Programme of visits • Links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Referral to Woodview or physiotherapy/OT as required • Assessment and individual programmes • Close liaison with medical staff where required • Staff training for managing particular medical needs
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• Family support worker • The school will signpost appropriate groups and organisations which are relevant to families' needs, including local children's centre • The school works closely with the local authority's Early Intervention/Family Support Team and will support families through a CAF.

How additional funding for SEND is used within the school with individual pupils.	• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment) Halton Local Authority may contribute if the cost of meeting an individual's needs • If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, an application can be made to the LA for a EHC Plan
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• Designated teacher for looked after children who will ensure the appropriate arrangements are in place • Family Support Worker • Specific interventions • Additional staffing • Pastoral Support • Staff training • Specialist equipment

SENCO name/contact: CLARE FALLON

Headteacher name/contact: PAULA CASEY

ANNUAL REVIEW 2019-2020

Completed by: Paula Casey/Clare Fallon/Rob Moore   **Date: 13th Sept 2019**

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.