

**School Name: Bramley Sunnyside Junior School**

**Address: Flanderwell Lane, Rotherham, South Yorkshire, S663QW**

**Contact details: Telephone: 01709 542231**

**Email:bramley-sunnyside.junior@rotherham.gov.uk**

**Website:www.bsjs.co.uk**

**Age Group:7-11**

**Number on roll: 342 Number on SEN register: 59 No with Statement / EHCP: 3**

**SEN Coordinator: Mr Alex Gill**

**Lead Governor for SEND: Mrs Lynda Blakesley**

**Link to current SEND policy:**

**<http://bsjs.co.uk/wp-content/uploads/2016/02/SEND-Policy-2016.pdf>**

**Do you focus on a particular specialism within school? If so, what? No**

**Please provide the name and email of a contact should any of the information provided lead to a query:**

**Mrs Helen Headleand  
bsjhheadleand@rgfl.org**

## Summary of Services/Support at Bramley Sunnyside Junior School

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	<i>School seeks advice from ACT.</i>	<i>Children with the diagnosis of ASC are supported across the curriculum through the training received from ACT. This means for some children they receive additional support, some require alternative learning spaces. Structured transition programmes in place during the summer term to ensure minimal anxiety.</i>	<i>We currently have two children on roll who attend the Flanderwell Autism Resource. As these children continue to be on roll we maintain involvement with all SEN reviews. Other children in school who have the ASC diagnosis are supported in various ways, some through involvement of ACT. School staff have all received autism training and school is adapted consistently to meet these needs. To support transition from one year group to the next, various strategies are implemented from extra visits, photo booklets about new teachers. This is planned more intensively when moving from Y2-3 and from Y6-7.</i>
	Speech, Language and Communication Needs	<i>School seeks advice from the SLCN team.</i>	<i>School makes referrals where necessary to the SLC team for advice and support in programmes we can use to support these children. Following advice we implement various</i>	<i>Where necessary additional support is sought from designated speech and language resource units. In school support is provided through additional adults and</i>

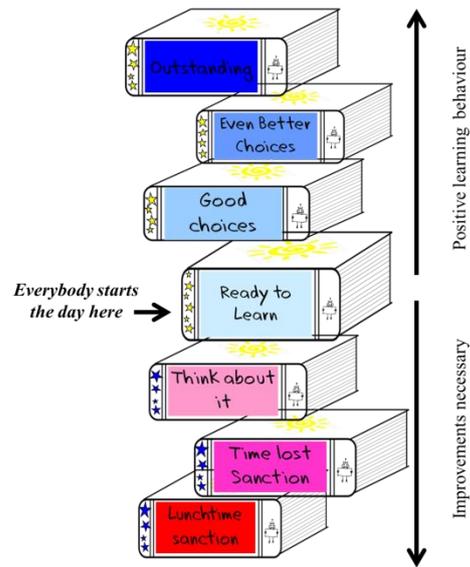
			<p><i>interventions on an individualised basis. These are reviewed with families on a termly basis at SEN reviews or more often if necessary.</i></p>	<p><i>differentiated, tailored resources.</i></p>
Cognition and Learning Needs	Moderate Learning Needs	<p><i>School seeks advice from LSS and other relevant agencies.</i></p>	<p><i>Children who have specific learning difficulties are supported by the LSS and school will follow any recommendations advised. Where necessary alternative provision is accessed. Children work on a designated learning support programme throughout the year with our LSP practitioner.</i></p>	<p><i>All relevant agencies work in collaboration with the child and family to ensure that appropriate provision is made and progress towards short and long term targets is met. Where changes in provision are needed, school follows appropriate protocol through annual reviews.</i></p>
	Specific Learning Difficulties	<p><i>School seeks advice from LSS and other relevant agencies.</i></p>	<p><i>Children who have specific learning difficulties are supported by the LSS and school will follow any recommendations advised. Where necessary alternative provision is accessed such as READ for children identified as having severe dyslexia. Children work on a designated learning support programme throughout the year with our LSP practitioner.</i></p>	
Social, Emotional and Mental Health Needs	Social Needs	<p><i>School provides an effective pastoral support programme through the learning mentor.</i></p>	<p><i>Where necessary other professional advice is sought. This might be school nurse, parenting team, educational psychologists, social services. FCAFs are initiated where necessary. Circle of friends is used to support any child with social needs.</i></p> <p><i>Within lessons, short bursts of learning are carefully planned for with structured reward</i></p>	

			<i>systems in place.</i>
	<b>Emotional Needs</b>	<i>School provides an effective pastoral support programme through the learning mentor</i>	<i>Where necessary other professional advice is sought. This might be school nurse, parenting team, educational psychologists, social services. FCAFs are initiated where necessary.</i>  <i>Within lessons, short bursts of learning are carefully planned for with structured reward systems in place.</i>
	<b>Mental Health Needs</b>	<i>School nurse is always available for advice.</i>	<i>School liaises with CAMHS where necessary for advice or to make referrals for children needing mental health support. MAM are held to accommodate all parties involved with children. This is in line with the FCAF protocol.</i>  <i>Within lessons, short bursts of learning are carefully planned for with structured reward systems in place.</i>
<b>Sensory and Physical Needs</b>	<b>Hearing Impairment Needs</b>	<i>All staff in school made aware of any child with a hearing impairment as that any support albeit minimal can be provided.</i>	<i>School works in collaboration with the HI team for children in school. Provision made is varied and at an individualised level. Any recommendations made are shared with the SENCO and class teacher where any additional resourcing or adult support is put in place.</i>  <i>Placing within the classroom is considered in light of any hearing impaired child.</i>
	<b>Visual Impairment Needs</b>	<i>All staff in school made aware of any child with a visual impairment as that any support albeit minimal can be provided.</i>	<i>School works in collaboration with the VI team for children in school. Provision made is varied and at an individualised level. Any recommendations made are shared with the SENCO and class teacher where any additional resourcing or adult support is put in place.</i>  <i>Larger print resources are used where necessary.</i>
	<b>Multi-Sensory Impairment Needs</b>	<i>Any child with multi-sensory needs are assessed as to what key triggers school can minimise within the classroom and school</i>	<i>Any specialist advice and programmes are followed to meet any needs.</i>

		<i>environment.</i>		
Physical and Medical Needs	Physical Needs	<i>Any child with a physical need will have access to a range of supportive tools eg writing slopes, writing grips, ICT recording devices within all lessons.</i>	<i>All staff who will be working with any child identified as having a physical need will receive appropriate training. Eg. Physiotherapy training.</i>	<i>School utilises advice and follows recommendations from the physiotherapist and other agencies. This might be in the form of additional adult support, changes made to the classroom environment. Risk assessments are completed and updated on a regular basis.</i>
	Medical Needs	<i>School works in collaboration with parents to ensure appropriate health care plans are drawn up and agreed by all parties.</i>	<i>All staff receive training when any child is identified as having a specific medical need. E.g diabetes training Epipen training, asthma training.</i>	<i>Children who have specific medical needs are supported following advice and recommendations from associated medical professionals.</i>

Type of Support	Details
Whole school Behaviour Strategy/System	<p><i>School operates a positive behaviour system in school which all children are expected to follow at their own level. Although the system 'looks' the same across all age ranges the expectations for some children are different based on their needs.</i></p> <p><i>We have an agreed set of school rules which are adjusted where necessary with the children on an annual basis. These are displayed around school and are broken down into class based expectations, playground expectations, corridor expectations. Children are rewarded team points when they are 'seen' fulfilling these.</i></p> <p><i>In every classroom there is a staged ladder to climb. This ladder is used to promote positive learning attitudes.</i></p>

Bramley Sunnyside Classroom Behaviour and Rewards



*If children achieve outstanding by the end of the school day they are awarded with a 'Sunnyside Smiley.'*

*25 smiley's = Yellow Learner band and certificate  
75 smiley's = Blue Learner band and certificate  
150 smiley's = Green Learner band, certificate and Learning Champion enamel badge.*

*Where children are not 'ready to learn' they move down the ladder. At any time they can move back up.*

Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND

*The aim for our school is to nurture and support all young people in their development to become well informed members of society. With this in mind, one of the key life skills is being independent in our actions and choices.*

*Each classroom is set up so that all resources are clearly labelled with words and pictures. (This is the same in all rooms)*

*Every child has their own drawer and each table has its own table box.*

*This way of working supports developing independence with resourcing.*

*In regards to good working practice, children are provided with clear expectations and reinforced explanations in order that they have the confidence and ability to commence work. Timed activities / adult support / alternative resources or apparatus are used where necessary as additional structures to help develop independence.*

*Every classroom has at least one Teaching Assistant*

*School has a dedicated SENCo who attends relevant local and national training to ensure that Bramley Sunnyside is constantly exhibiting best practice in regards to children with SEND.*

Support/supervision at

*Where necessary, intimate care plans are drawn up in*

<p>unstructured times of the day including personal care</p>	<p><i>consultation with relevant agencies and families. All children who require additional supervision during break time and lunchtime have this requirement met. We have increased the contracted hours for some of our TA staff to ensure these needs are met by adults who the children are familiar with. Where necessary advice is sought regarding types of play for some children who have physical needs. Members of the SLT regularly go out at break and lunchtimes with the remit of observing practice for our vulnerable children.</i></p>
<p>Planning for, assessment of, and identification of children with SEND</p>	<p><i>All teachers plan for learning opportunities across year groups. Where children are working at levels below the designated year group then previous years learning is incorporated. Consultation with the SENCo takes place where needs are very specific and tailored programmes are needed. As from Sep 14, school will be using the Success for All (SFA) strategy to teaching all aspects of the English curriculum. This means that children across Y3/4 and Y5/6 will work in streamed groups. For children with additional needs, these groups will be a maximum of 8 children.</i></p> <p><i>Children with SEND are assessed in various ways, depending on their academic ability. If a child has not yet reached NC milestones then school uses the PIVATs to make judgements and which allow for small steps in improvements to be recorded. With the implementation of assessing without levels for Y3-5 as from Sep 2014, school will be using age related objectives to make judgements and children will be categorised as beginning to – progressing or having embedded the particular objective. Where children are not working at their chronological age then previous year objectives will be used to ensure that all efforts are met to bridge any gaps. Children in Y6 as of Sep 2014 will be assessed in line with previous NC attainment levels.</i></p> <p><i>Where children’s learning is causing concerns for a member of staff then a ‘cause for concern’ form is completed and passed to the SENCo who will then follow up with appropriate agencies. This will usually be an assessment from the LSS team.</i></p>
<p>Staff training for meeting needs of children with SEND</p>	<p><i>Where children have specific medical or physical needs then whole staff training takes places. As a school we have a number of children with autism and so school has received intensive training on autism utilising the ACT for this work. The SENCo attends relevant local and national training and provides relevant updates to whole staff.</i></p>
<p>Liaison/communication with</p>	<p><i>For children currently registered as SA, SA+ or Statement,</i></p>

<p>parents</p>	<p><i>termly reviews take place. These involve the SENCo, class teacher, teaching assistant and parents. Where appropriate the children are also included in this meeting. As from Sep14, the inclusion register will include all children with additional needs and scheduled meetings will continue.</i></p> <p><i>Where children are currently in receipt of a statement, then school follows the standards procedures in regards to annual reviews and other additional termly meetings. Parents all know who the designated SENCo is and this information is provided on an annual basis.</i></p>
<p>Liaison/communication with children and young people</p>	<p><i>As mentioned previously, we aim for all young people to be involved as part of any review process. Where this might cause unnecessary anxiety then this is orchestrated in a more informal way.</i></p> <p><i>Children's views are always sought in preparation for any reviews and these are recorded on the review formats.</i></p>
<p>Liaison/communication with External Services</p>	<p><i>Information has mentioned throughout this document regarding the range of multi agencies that school works with.</i></p>
<p>Access to medical intervention or provision for medical needs</p>	<p><i>School requests that parents/carers complete the relevant medical forms where there is a need for school staff to administer any form of medication.</i></p> <p><i>When a child receives any form of medical diagnosis, short or long term then school must be informed immediately and any necessary staff training will be planned for.</i></p> <p><i>Risk assessments are completed where necessary.</i></p>
<p>Transition Provision</p>	<p><i>Children in Y2 moving from the Infant School to the Junior School begin their transition in late June when small groups of children identified by the Infant school are brought over to the Junior School. On these early visits, they get to meet key staff including the Headteacher and begin the familiarisation with the building and school grounds.</i></p> <p><i>Once all classes have been determined across both the Infant and Junior School then planned transition begins. This takes the form of half day and full day visits to the new classroom with the new class teacher and new teaching assistant. During this transition the children work with a theme and produce a sufficient amount of work that is then displayed ready for September.</i></p> <p><i>Y2 attend our school healthy tuck shop, attend one of our special celebration and achievement assemblies, see our end of Y6 production as well as being involved in other significant summer term activities.</i></p> <p><i>Y3-5 move to their new class bases and work with their new teacher and teaching assistant for a series of half day and full days during June / July. Again, work completed during these sessions is displayed in preparation for September. Additional sessions or opportunities to meet the new teacher are also planned for any children</i></p>

	<p><i>displaying any anxieties about the transition process.</i></p> <p><i>We host a parent walk about evening where parents are able to come into school, see the new classroom and meet their child's new class teacher.</i></p> <p><i>Y6 moving to Y7. Where necessary we begin enhanced early transition. This commences in the Autumn term of Year 6 and is coordinated by our learning mentor. Children visit WSSC on a regular basis, each visit allowing the children to meet new children from other feeder schools as well as becoming familiar with the surroundings and staff. This continues throughout the school year until the whole year group move up for the last 4 weeks of the school year.</i></p> <p><i>Parents are kept well informed about transition at every stage via letters and the walk about opportunities. The summer term review meetings are also an opportunity for the receiving class teacher to attend and meet the families of key children.</i></p> <p><i>Dedicated staff meeting time is given to all staff to meet with the relevant teachers to provide efficient handover of children's details.</i></p>
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.