



SEN Information Report 2016-2017 Bramley Sunnyside Junior School

This is the School's new information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below and on the school website: www.bsjs.co.uk

The types of Special Educational Needs Provided for at Bramley Sunnyside Junior:

At Bramley Sunnyside Junior School, we pride ourselves on our inclusive nature and ethos. We are happy to make provision for any kind of SEND and will make any reasonable adjustments possible to include pupils and parents/carers in our school.

The categories of need are outlined in the SEND Code of practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment
Some children with SEN may have needs in more than one of these areas.

We currently provide for pupils with a variety of needs including: autism, dyslexia, dyscalculia, dyspraxia, cerebral palsy, motor difficulties and speech and language difficulties.

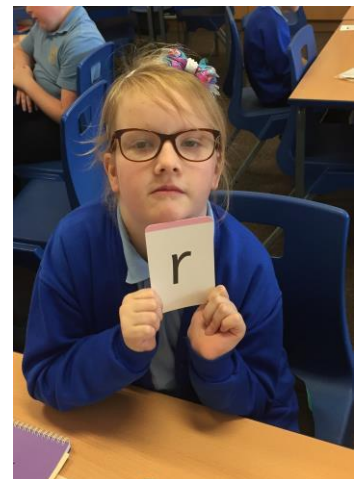
How do we identify children and young people with SEND?

Through communicating regularly with parents, we aim to work together to identify any SEND early and take appropriate action to support pupils.

Through transition meetings with Bramley Sunnyside Infant School and other feeder schools, we endeavour to maintain and enhance support given to pupils with pre-identified SEND.

Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/ carers. Children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need.

At the same time, and again in consultation with parents, we are able to identify additional needs that a child may have and will seek out specialist assessments



using the outside agencies that support our school e.g. Learning Support Service, Behaviour Support Service, Speech and Language Therapy Service, Educational Psychology Service, Autism Communication Team etc.

The SENCo and SLT strategically analyses data termly and provides targeted support and intervention and identifies any potential SEN issues.

The SENCo and Learning Mentor work closely to ensure pupils with social and emotional difficulties are supported as well as meeting their learning needs.

If appropriate, the school will support parents/carers and pupils in statutory assessment and work towards developing an Education Health Care Plan if needed.

SENCo Details

The Special Educational Needs Co-ordinator is Miss A Abrahams
She can be contacted on 01709 542231 or through the school email
address: bramley-sunnyside.junior@rotherham.gov.uk

How do we consult with parents/carers of children with SEN and involve them their child's education?

All parents/carers of pupils with identified SEND will usually have a termly review with the SENCo, Class Teacher and any involved agencies. This helps to evaluate any intervention that has occurred and plan for the future. These meetings are usually held in school time but there is some flexibility to meet with the needs of parents/carers.

Parents/carers Consultation Meetings are held for all pupils in the autumn and spring terms.

Class teachers should create and share a child's SEN support plan with them.

We also work closely with the Carers of Looked After Children and work closely with the relevant Local Authority in managing their provision and care. The Headteacher (Mrs Headleand) is also the lead contact for Looked After Children (LAC).

How do we consult with Children with SEN and involve them their education?



Pupils help to create their SEN support plan and are always invited to their review meetings. They are asked to discuss their feelings about school and their learning with an appropriate adult and make sure their views are heard.

We are constantly developing the ways in which pupils views are included in the review process.

How do we assess and review the progress towards outcomes agreed?

Pupils with identified SEND will eventually have an SEN support plan. This will replace what was known as an IEP (Individual Education Plan) and is done in collaboration with the pupil, parents/carers and SENCo to identify the best ways to support the child and to set realistic targets and aspirations. It will also record any particular needs or strategies that are effective in helping them; for example using a writing slope, a pencil

grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above at the review meeting).

In addition to this, class teachers meet termly with the SLT to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term. These are called 'pupil progress meetings'.

The school's 'provision-map' is also reviewed to take into account the needs of pupils and the availability of staff to provide support and intervention.

How do we support transition arrangements for pupils?

For pupils arriving at our school in Y3, we work closely with the Infant school to make sure the transition is as smooth as possible. If needed, we provide additional visits, time to get to know the class teacher and teaching assistants and making transition books and photo-stories. The SENCo is usually invited to attend the reviews of pupils with SEND in the summer term of Y2. If you feel your child needs 'enhanced transition' from Y2 to Y3; please speak to the Infant school to make the necessary arrangements.

If pupils join us from other settings, any information is usually shared with us and we will consult with parents/carers about any SEND provision required.

There is a comprehensive 'enhanced transition' package for pupils who require it arranged with Wickersley School and Sports College (WSSC). Many pupils access four additional transition sessions which begin in the November before the pupils begin Secondary School. In addition to this, representatives from WSSC are invited to attend the SEN reviews for pupils in Y6 and the Annual Reviews for pupils with a Statement or EHCP in Y5 and Y6.

The SENCO, Learning Mentor and class teachers all meet with representatives from WSSC and share any relevant information.

We also work closely with any other schools our pupils may move to, including Swinton Comprehensive and any other Primary or Secondary settings.

How do we approach teaching children with SEN?

In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in class. All teachers are teachers of children with special education needs.

Pupils with SEN are supported in a variety of ways including: differentiated activities tailored to their needs; support from the class teacher or teaching assistant; the use of specialist equipment; small group or individual interventions to achieve specific outcomes.

How do we adapt the curriculum and learning environment to suit pupils with SEN?



The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEN.

Where appropriate, children may have access to special equipment including: pencil grips, writing slopes, reading filters, move 'n' sit cushions, personal visual timetables, personal workstations, alpha-smarts, sound recording devices, laptops, specialist software and more.

The school building is fully accessible for wheelchairs and walking frames. Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school.

We ensure that we work closely with pupils, parents/carers and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Visual or Hearing impairments.

Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places.

We are working towards consistent visual symbols for timetables and resource labelling to provide pupils with clear and familiar labels around school.

We have also been able to provide some quiet 'withdrawal' areas for pupils who need it. This is assessed on a needs basis as space is at a premium around school and the use of learning areas must be carefully timetabled to suit all learners.

How does the expertise and training of staff help support pupils with SEN and how do we secure specialist expertise?

All staff as part of their professional development receive training to assist in supporting pupils of all abilities. There has been whole school training in Autism and specific staff have been trained in different interventions and in using technology to support pupils.

Teaching and support staff have been trained in teaching phonics and other 'in-house' training is used to develop the skills and expertise of others.

The school purchases time from the Learning Support Service (LSS), Multi Agency Support Team (MAST) and Educational Psychology (EPS). We also use specialist advice and teachers from the Autism Communication Team (ACT), Speech and Language Team, Visual Impairment Team and Hearing Impaired Team as required. Termly meetings are held with representatives from LSS, ACT, BST and EPS to review the previous terms interventions and to plan for the next.

How do we evaluate the effectiveness of the provision for pupils with SEN?

In addition to the review schedule, parent's consultation evenings, pupil progress meetings and planning meetings with external services, the school also continually reflects and reviews its practice.

Class teachers routinely evaluate their teaching and the impact of strategies or interventions that have been used. Teachers and teaching assistants collaborate and work to provide the best support for all pupils. Where particular strategies are not working, further advice is sought from the SENCo or specialist services.

How are children enabled to engage in activities available with children who do not have SEN?

Pupils with SEN are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEN is not a factor that would affect their chances of participating.

Any SEN requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs, activities and visits including swimming and residential visits.

If required, individual risk assessment are completed and shared with those leading visits or activities.



How are pupils supported in their emotional and social development?

Our school employs a full time Learning and Pastoral Support Mentor (Mrs Ashton) and she is able to provide a wide range of pastoral support. A range of support strategies are in place for pupils who need them including: 1:1 talk time, feelings books, friendship groups and more.

Pupils with Autistic Spectrum Conditions (ASC) use resources such as the 'socially speaking' game and attend the 'Social Groups' intervention if appropriate.

The school prides itself on working closely with families and other agencies to provide the best outcomes for pupils in their educational, social and emotional development.

The school council and other pupil groups such as the eco-committee and the playground leaders all add to the development of the 'pupil voice' in school.

Where can I find more information?

There are a wide variety of sources of information for parents/carers available online. This includes the 'local offer' for Rotherham which will give you a great deal of information regarding the services available locally.

The School Website: <http://bsjs.co.uk/>

The Local Offer: <http://www.rotherhamsendlocaloffer.org>

The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

For information on admissions, please visit:

http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office.



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Amie Abrahams
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