

Brook Primary School

**SEND Information
Parent Meeting**

2nd November 2022



WELCOME

SENCO: Miss S Nicklin

Assistant SENCO: Miss J Walters

SEND Governor: Mrs K Poole

All contactable via school at:

info@brook.dudley.sch.uk

01384 389888



Dudley Local Offer

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0-25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families.

<https://dudleyci.co.uk/send-local-offer>

Dudley Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

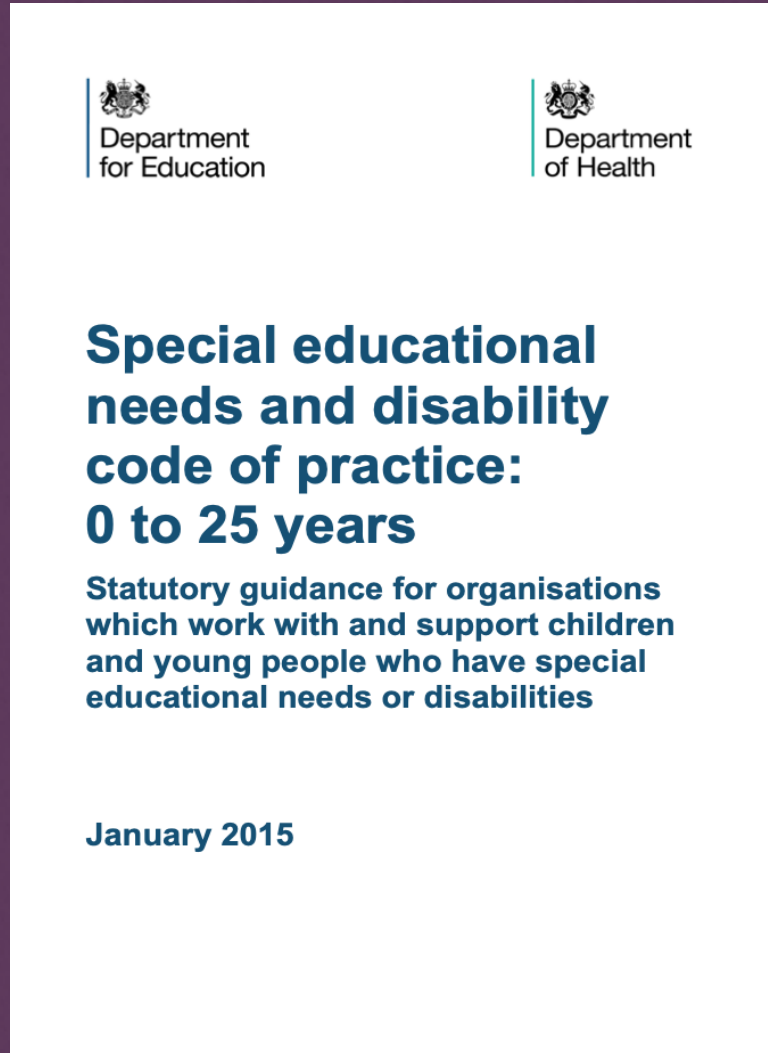
email dudley.sendiass@dudley.gov.uk

or by contacting the office mobiles on 07824 543233, 07900 161363 or 07929 777744.



Special Educational Needs (SEND)

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.



Special Educational Needs (SEND)

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Special Educational Needs are described in four broad areas;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability



How does Brook know if children need extra help

We know when pupils need help if:

- concerns are raised by teachers, parents/carers, medical professionals or the pupil's previous school
- limited progress is being made
- there is a change in the pupil's behaviour/progress
- a pupil asks for help

For more detail about the school's graduated response please see the SEND Policy which can be found on the schools website.

What should you do if I think your child may have special educational needs?

The class teacher is the first point of contact to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs Coordinators (SENCO) Miss Nicklin or Miss Walters.

Evidence to support concerns is collected over time.



How do we teach and support a child with special educational needs?

- Each pupil's education 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 teaching assistant in class.
- Parents/carers are invited to a parent/carer meeting once a term where they are able to talk about the support that is offered.
- The length of time of the intervention will vary according to need but will generally be for a half term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO.
- Interventions will be recorded on a Plan, Do, Review (EDUKEY) which will be drawn up by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be shared with parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope.)



Layers of SEND at Brook.

<p><u>On Alert – (K Code)</u> Universal</p>	<p>Plan, Do, Review may not always be in place, following universal – QFT, gap filing, intervention approach and monitored</p>
<p><u>School Support Plus – (K Code)</u></p>	<p>All with Plan, Do, Reviews (targets from school and/or outside agencies)</p>
<p><u>EHCP – (E Code)</u></p>	<p>All with Plan, Do, Reviews. (targets from school and/or outside agencies)</p>



Whole School Identification and Support Strategies at Brook

Area of Need		Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Cognition and Learning	SEN identifiers	<ul style="list-style-type: none"> • Reading and spelling age • Phonics phase • HFW check • Difficulties in acquiring new skills • Difficulties in retaining new skills • Difficulties in dealing with abstract ideas • Lower level of attainment than benchmark • Ongoing teacher assessment • Attendance records 	Universal plus <ul style="list-style-type: none"> • Received early intervention prior to SEN registration • Discussion with SENDCO • Possible range of other difficulties e.g. SpL and C • Attainment in underlying skills is interfering with ability to progress effectively • Learning additional to or different from normal class provision • Little or slow progress 	Universal and Targeted plus <ul style="list-style-type: none"> • Measures of attainment and cognitive skills are in the lowest attaining one percent of the national population • Attainments in underlying skills significantly interfere with ability to learn effectively • Very limited progress
Cognition and Learning Provision		<ul style="list-style-type: none"> • High quality teaching • Plan, Do, Review • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Visual aids - a multi-sensory approach • Scaffolding, reminders, prompts, story maps, VCOP, writing frames • Specialist arrangements for SATs (e.g. extra time) • ELS if appropriate • Phonics catch up • Interventions • Classroom intervention group • Learning Pathways - transferrable skills • Parental involvement - identification of need (Early Intervention) • Carefully considered environment • Progress and Data tracking • Staff CPD 	Universal plus <ul style="list-style-type: none"> • Targeted intervention groups • Plan, Do, Review • Teacher and Teaching assistant small group work • Personal targets • Parental Involvement - shared targets and progress at parents' evenings • LSS referral and intervention • Precision teaching (over-learning) • 1:1 withdrawal if required • SPL and C intervention if appropriate for needs 	Universal and Targeted plus <ul style="list-style-type: none"> • Additional support in class for some aspects of the curriculum • Individual Access arrangements for SATs if appropriate • Extra visits for transition - to secondary school • Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs • Annual reviews



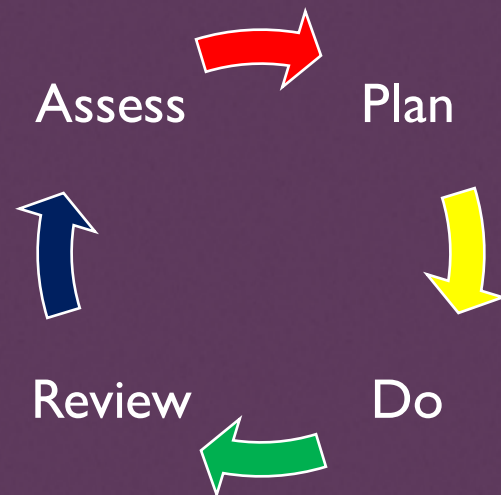
At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

Learning Support Services
Educational Psychologist
CAMHS (Child & Adolescent Mental Health Service)
EWO (Educational Welfare Officers)
Social Services
Children's Occupational Therapy
Speech and Language Therapy
Counselling Services
School Nurse
Hearing Impairment Services
Visual Impairment Services
Autism Outreach Services



How does Brook assess and evaluate the effectiveness of its provision for children and young people with SEN?

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



- All teachers are responsible for every child in their care, including those with special educational needs.



Assess — 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.

There will be 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 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. This will take the form of a Plan, Do, Review outlining the small steps and interventions which will be used to support the child.



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 /or relevant specialist staff 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 will be undertaken in line with agreed dates. 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 their parents (through EDUKEY). 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.

Parents will be able to be involved in planning the next steps through EDUKEY.



How will the school staff support my child?

The class teacher will suggest ways of supporting your child's learning on a regular basis through parents evenings or by arranging a meeting with you.

The SENDCO may meet with you to discuss how to support your child.

Staff including the class teacher, SENDCO, Learning Mentor, Head or Deputy may meet with you to discuss strategies to use if there are problems with a child's social, emotional and mental health needs.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are sometimes provided that can be used at home. If the Educational Psychologist is involved with your child you will be invited to regular meeting help between the SENDCO and the Educational Psychologist.

Various parent/carer workshops are arranged, which aim to help you to support your child's learning. These take place throughout the year and encourage an open and relaxed forum where advice and ideas can be exchanged.



How will the curriculum be matched to my child's needs?

Teachers plan based on children's needs, against age related expectations, adapting work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

If a child is identified as having a special need, they may be given an Plan, Do, Review

Targets will be set according to their area of need.

Support staff may be allocated to work with the pupil to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

The school are also able to consult outside agencies such School Counselling, the school nurse, SEND services or the Educational Psychologist if more specialist support is required.



EDUKEY

School uses an online platform called EDUKEY for writing a plan, do, review for those children that need one.

A plan of intervention support will be put together by the class teacher and progress reviewed after a half term.

A new plan will then be created.

School will be opening up EDUKEY to parents to be part of the review process and to get your voice on how well your child has done. It will also help you to see what your child is working so that you can support at home, if you are able.

We will roll out the registry to EDUKEY across the key stages and will offer an EDUKEY parent information and training session to help you register and find out how to add your parent views.

