

1. What kinds of special educational needs do we provide for in our school?

At Brownhill Primary Academy we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

What is SEND?

A child has special educational needs (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in schools.

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The SEND register is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help. Children may be placed on the register, after consultation with parents/carers but are also taken off the register when and if they are making expected progress and provision additional to first quality teaching is no longer required.

Currently in school we have 86 children on the SEND register with a wide range of special educational needs. These range from children with severe, multiple learning needs, children on the autistic spectrum, down syndrome, global learning delay, children with a delay in language development and speech and sounds pronunciation delays. There are currently 3 children in school who have an Education Health Care plan.

2. How do we know if your child needs extra help?

We aim to identify children with SEND at the earliest opportunity.

At Brownhill Primary Academy we identify Special Educational Needs through:

- Termly teacher assessments/tests/SATs/Early Years Foundation Stage Profile data. This information is used to identify children who are not making expected progress so that appropriate measure can be taken to ensure that progress is made.
- Attainment and progress tracking sheets
- Reports and assessments from outside agencies and specialists
- Observations
- Recording of incidents of unacceptable behaviour
- Information from parents/carers
- Class teachers will raise concern.

Should we have any concerns regarding the progress of a child then the class teacher will make an appointment to speak to the child's parents/carers.

3. Who you speak to at the academy if you think your child might have special educational needs

In the first instance we advise parents to speak to their child's class teacher to discuss any concerns.

If appropriate the class teacher will liaise with the SENCo, who is responsible for the support and provision of children with Special Educational Needs.

Staff and parents will then work together to decide on the best course of action to meet the needs of the child.

If your child is entering school with an identified need, please make this known to the SENCo (Mrs Kennedy) by contacting the school office 0113 2489539 or emailing E.kennedy@brownhill.coop, who will liaise with any other previous educational establishments/agencies and yourselves to ensure a smooth transition into school.

4. How we consult with young people with special educational needs and involve them in their education.

In school we have a school council, where a range of children (including children on the SEND register) from year 2 through to year 6 meet regularly to discuss current issues in school and areas where they feel that improvements can be made.

We make sure that the views of all young people, including those with additional needs are sought through pupils questionnaires completed annually.

My Review

My name is:



How old are you:



How well do you think you have been doing this year?



I am doing well in these lessons:

I find these lessons difficult:



I can ask for help from:

Education Leeds

My Review *Continued*

I have been trying hard to do these things this year:



I would like to do these things much better:

How happy are you in school?



Very happy



Okay



Unhappy

Because:



I would also like to say:

Today's date is:

Education Leeds

All children on the SEND register have a pupil passport. This A4 document is a means of outlining a pupil's key strengths, needs and the strategies and key adjustments to teaching needed every day. They provide a useful vehicle for meaningful discussion around learning between the teacher and the pupil, involving them positively in discussing effective approaches to enable better engagement which takes into account the child's views and feelings.



Primary Pupil Passport

My Photo	My name is:	Things I would like you to know:
	I was born on:	
	I am in class:	
What I like/am good at:	I would like to get better at/I want to achieve:	
Things I find difficult:		
I will help myself by:		
It would help me if you could:	Additional support/provision:	

If appropriate the children will be invited to review meetings to obtain their views on the provision and progress they are making.

5. How we help you to support your children's learning?

As soon as we have concerns about a child's progress we begin to apply our graduated approach. This is:

First response

At this stage we focus on high-quality teaching in class targeted at the pupil's area of weakness. Discussions between the staff team will lead to suggested strategies and approaches that might be used. The class teacher may use support staff, additional teaching strategies or change the classroom learning environment or resources to assist children in accessing the curriculum. If this doesn't prove successful then we would move onto targeted support.

Targeted support

There will be a meeting between the SENCo and class teachers to identify what this support might include. Examples are, support in focus groups within the classroom by an experienced teacher/teaching assistant or an intervention programme that targets particular skills such as literacy or numeracy. These interventions would be completed in a specified period of time, usually six to twelve weeks and would be reviewed regularly to assess the impact and adapted and changed as necessary which may take place inside or outside the classroom.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely and recorded on a pupil profile.

SEN support

Should the previous stages of provision prove unsuccessful, the class teacher and SENCo will devise an individual learning plan. The child will be put on the SEN register where the SENCo will closely monitor provision and outcomes. This school based plan will be specific to your child and will identify a number of desired outcomes. It will outline additional provision and support that will be in place and set a date for it to be reviewed.

Sometimes school may need the support of other professionals and outside agencies to support this process. All information will be shared with parents and parents are invited to contribute to the plans and their reviews.

The school has three parent support workers who are available to support families in a variety of manners. If any support is required in completing forms and paperwork, families feel they need any information, advice or guidance then they can contact the parent support workers by contacting the school number. The parent support workers also run a number of workshops throughout the year, parents will be made aware of these when they are to be run.

6. How we know what progress your children are making and how we keep you and them informed.

Whatever the child's level of need, communication between home and school is essential to ensure children make progress and families are fully informed?

In addition to normal reporting arrangements there will be opportunities to discuss children's progress at review meetings. The frequency of the meetings will be outlined in the plan of support and parents/carers will be invited to discuss progress and next steps.

We have private speech and language therapists in school three days a week who work with all children on the speech and language caseload, she holds bi-annual meetings for parent to discuss targets and progress.

Annual review meetings will take place and parents will be invited to contribute to these meetings. Parental involvement is particularly important as it helps school to gain a full, complete picture of the child and ensures families feel fully informed. This could lead to changes and adjustments to the outcomes set or if outcomes have been met this is the point where new ones will be decided.

If you feel you need to speak to staff at a time other than a review meeting then please do so in the usual way, through your child's class teacher or the SENCo.

All parents are encouraged to contribute in decisions regarding their child's education.

7. How we have supported young people with SEND and adapted teaching to best support them.

Each year group has a number of TA's who support individual and small group teaching dependant on the class and individual needs.

Provision in each year group is matched to the children's needs to provide support for children with SEND.

Examples of provision in place currently are;

- Talk boost (a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One to make progress with their language and communication skills)
- Individual speech and language speech sounds work (For children who struggle with pronunciation of certain sounds.)
- Attention and communication group, play therapy (designed to help children with emotional literacy, behaviour or mental health problems.)
- Lego therapy (where children learn to communicate with others, express feelings, modify behaviour, develop problem-solving skills, and learn a variety of ways of relating to others.)

- Circle of friends (An intervention that encourages the development of a support network for the child in focus within a structured setting, which can also extend beyond that setting.)
- Active literacy (A highly focused programme designed to build accuracy, fluency and automaticity in reading and spelling.)

We have a private speech and language therapist from Chatterbugs who is in school three full days a week to support children who are on our speech and language caseload.

Also an Educational Psychologist is in school for half a day weekly. She has been working with children who are on the SEND register because of social, emotional and mental health issues, she has made classroom observations, guiding teachers on effective strategies to use in the classroom. She has spent time meeting with families and outside agencies and delivering programmes of work which are relevant to the individual child's needs.

We make relevant arrangements and resource the classroom environment so that all children have the opportunity to learn and make progress alongside their peers in an independent manner.

We are supported by outside agencies such as SENIT (Special educational needs inclusion team) and STARS (specialist training in autism and raising standards) who help us adapt our teaching to match the needs of individual children.

An example of support this year has been STARS working with a child with an autism diagnosis who was anxious, unsettled and not making enough progress. With their support and guidance a sensory assessment was completed, suggestions for calming down activities and resources to buy alongside ways in which we could alter provision has resulted in the child having a positive experience in school. He is calm, settled and making good progress.

8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Brownhill Primary Academy is committed to providing a rich, broad and balanced curriculum that meets the needs of all children. Class teachers differentiate their lessons by changing/adapting work and resources to enable all children to access the curriculum at an appropriate yet challenging level. Teachers are trained to select and use resources to support children and foster independence.

Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all children during lessons. If you feel you need further information about how children are supported in class then please approach your class teacher who will be able to give you specific details.

Example of some of the resources in school;



Numicon –
maths resource



Visual timetable/
Choice board



Lava lamp in the
sensory room



Active literacy kit

9. How are staff in the academy supported to work with young people with special educational needs and what training do they receive?

Brownhill Primary Academy is committed to the continuous professional development of all staff. All members of staff who support children in the classroom and at break/lunch times are fully trained to meet the needs of the children they care for. Examples of recent training that members of staff have been on include, dyslexia, tree of life, epilepsy, PEC's (picture exchange communication) and talk boost training in 2016/2017

Where a learning need is identified that requires specific support, staff will receive appropriate training.

The SENCo has recently completed the National award for Special Educational Needs Coordinators.

10. When we have needed expert advice and support how have we secured that and what services have they provided?

At times it may be necessary to consult outside agencies to receive their more specialised expertise.

The agencies used by the school include;

- School nurse - Immunising children, measuring their height and weight, running drop-in clinics, helping parents with toilet training and teaching part of the PSHE (personal, social and health education) curriculum are just a few more of the jobs they can be asked to do.
- STAR autism support – whose focus is on training and guidance for all staff to have a better understanding of autism and to support parents of children with autism.
- Guidance and Support – A team that has been set up to support children and families in the Inner East City of Leeds. If your child/family needs extra support, they try to find the best way to do this as quickly as possible. Providing a co-ordinated package of support to help improve your situation.
- CAHMS – Child and adolescent Mental Health service. A CAMHS practitioner also currently visits school termly.
- Educational Psychologist - they study how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners and learning disabilities they also assess social, emotional, and cognitive processes.
- Complex needs – works closely with families, schools and other learning providers to deliver strong support services which are coordinated around the needs of the child or young person (0-25 years) and their family.
- Chatterbug and NHS Language therapists – Who assess and support children with communication problems.
- Occupational therapist - provides support to people whose health prevents them doing the activities that matter to them.

The school will consult parents/carers if any outside agency is going to be involved. Any parent who feels they want to access any of these agencies should contact the SENCo who will advise on how this can be done.

11. How we check how well we are doing in meeting the needs of students with SEND.

Informal observations with a focus on how well the SEND children are being included within the class and strategies and techniques are monitored on a regular basis by the SENCo.

Each child on the SEND register has a pupil passport which are reviewed half termly. These plans identify the children's view, parents view, level of progress and set relevant SMART outcomes for the children. Provision is then mapped out to help support these outcomes.

Pupil's progress is monitored very closely during progress meetings which

takes place with the Head of school and class teacher. If children accessing a particular intervention are not making expected or accelerated progress then the effectiveness of the provision will be assessed and changes to the intervention will be made.

12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips.

Brownhill is an inclusive school and full participation in activities and educational visits for all pupils is a priority. All school trips are thoroughly risk assessed by staff and measures put in place to ensure the safety of all pupils and adults.

Extra support and supervision is arranged where necessary to enable the students with SEND to take full participation. Example of trips this year have been year 5 residential to Lineham farm, The Rainbow factory, Ians mobile farm, Yorvik Viking Centre and Tropical World.

13. How we provide for your children's overall wellbeing.

At Brownhill Primary Academy we pride ourselves on having a caring and supportive ethos. The school meets the emotional and social needs of individual children and ensures that our children have the highest level of care possible.

As well as specialist staff we also believe our curriculum supports children and helps them to develop life skills. We work hard to prepare children for secondary school and adult life by equipping them with vital social skills through our Personal, Social, Emotional curriculum, pastoral support and through the promotion of co-operative values.

If your child requires medication it will be locked in a secure area. Prescribed medication can be given by a member of staff as long as the appropriate forms have been completed by the parent/guardian. Parents must provide the school with full information regarding their child's medical needs.

A teacher who has a pupil with medical needs in his/her class will understand the nature of the child's condition and when and where that pupil requires additional attention.

Staff will report any deterioration in a child's health to the head teacher who will then inform the parent.

A written health care plan will be drawn up for each child with medical needs. This will be done in conjunction with the parent and school nurse or doctor. The head teacher will share this information with staff only with the Permission of parent or guardian. Currently we have 6 children that have a health care plan.

The health care plan will give:-

1. details of the child's condition
 2. daily care requirements
 3. emergency action and when to take it
 4. who is responsible in an emergency (including reserves)
 5. any follow up care that may be needed
 6. particular training needs required
- A copy of the plan will be provided to all staff who will have contact with the child on a need to know basis

14. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

The school is fully accessible on one level and is fully wheelchair accessible. The school carpark has two accessible parking spaces, there is also accessible changing and toilet facilities on the premises. Should children require additional equipment to fully access the facilities then school will work with specialists and other professionals to ensure that this need is met and is outlined in an additional needs plan. Also arrangements are organised when applicable so that children can access statutory tests, this may include providing extra time, larger print, the use of a computer etc.

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

Although academies can control their own admissions policy, Brownhill Primary Academy has agreed to follow the Leeds City Council admissions code.

For further details of this please follow the following link below to the Leeds admissions site.

<http://www.leeds.gov.uk/residents/Pages/Admissions.aspx>

When it is time for the young person with SEND to transition between year groups or to a new school, many strategies are put in place so that it can be as smooth as possible.

These include;

Discussion between the previous or receiving setting prior to the pupil joining/leaving.

A transition programme will be set up that meets the needs of the child.

Staff will observe children at a previous setting to identify adaptations that need to take place.

Pupils will spend some time with their new teacher in their new classroom the term before they move up a year group.

Additional visits may be arranged for pupils who need extra time in their new setting.

This year we have 5 children on the SEND register that have transitioned to secondary school. When transitioning members of the High school staff will visit pupils prior to them moving. Mrs Kennedy (SENCo) and class teachers will liaise with the SENCos from the secondary school to pass on important information regarding SEN pupils. Where children have more specialised needs a separate meeting may be arranged with Mrs Kennedy and the secondary school SENCo, the parent/carer and where appropriate the pupil.

16. Where can you find the academy's SEND policy and who can you contact for further information?

The SEND policy can be found on the school website at <http://www.brownhill.coop/> under key policies. If you require any further information then please contact the SENCo (Emma Kennedy)

17. What are our arrangements for handling complaints from parents of children with SEND about our provision?

If you have any concerns about your child, please speak directly to their class teacher or phone the school office (0113 2489539) to make an appointment to speak to the SENCo (Emma Kennedy). If you feel that your concerns are not dealt with to your satisfaction then please speak to Mrs Blanchfield (Head of School.) You will find our complaints policy on the school website however most complaints can be quickly resolved by talking to us.