



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Braywick Court School

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Type of school:	Free School Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Braywick Court School, we endeavour to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

We aim:

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development

- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is then supported by a graduated response which is explained in our SEND policy. Identification can occur in the following ways, which are not offered as an exhaustive list:

- Information from the child's pre-school setting
- Parental concerns
- Classroom observations by the teacher, Special Educational Needs Co-ordinator (SENCO), Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA).
- School Assessments
- Individual assessments carried out by the Class Teacher, a trained Teacher assistant or the SENCO, e.g. Standardised tests such as Young's Spelling Test, Salford Reading Test, Reception of Grammar test, Lucid Cops (a dyslexia screening test), Sound Linkage.
- Assessments carried out by outside agencies where relevant
- Information from the school's data tracking systems

We believe that a pupil has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

The school recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See Gifted and Talented Policy).

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Braywick Court School welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress in addition to regular parent/pupil achievement meetings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Should parents have any concerns about their child they should raise these first with the class teacher, who may then suggest referring to the SENCO for further advice.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We adapt our teaching strategies to meet the needs of the individual learners. The school's experienced SENCO is on hand to advise on this and we work with specialist external professionals to support where the school feel it would be of significant benefit to the child.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We have a high ratio of adults to children with at least one member of support staff in every class. This ratio is increased if the level of need of the children in the class requires it. Support staff work with children in small groups and one to one as appropriate.

We deliver in-house speech therapy for children who require additional support in that area.

We make relevant adaptations to classrooms such as work stations and visual timetables as appropriate.

c. How is the decision made about what type and how much support my child/young person will receive?

Progress for all children, including those with SEN, is tracked every half term. Pupil Progress Meetings are held with teachers and booster groups or other appropriate interventions are put in place as a result. Parents are kept informed of the support their children are receiving and the reasons for that support.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Parents will receive three reports each year about their child's progress and will be invited to attend three parents meetings each year. During these meetings parents are encouraged to take part in the target setting process for the children. We use a collaborative home to school approach where targets can be worked towards in both settings. IEPs are shared with parents.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children are invited to be involved in creating their own learning plans and setting targets at a level appropriate to their age, ability and understanding.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

The Senior Leadership Team (SLT) will establish the extent to which standards have improved across groups of pupils with identified SEN by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEN provision
- noting how well pupils with SEN have access to the whole curriculum of the school
- observing an increase in independence of individual pupils with SEN
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Annual reviews take place for children with EHCPs (Education Health Care Plans)

b. How do you involve my child/young person and parents in those reviews?

Children and parents are invited to attend the annual review and make contributions in advance. Other professionals would be invited to attend as appropriate and the family would be given a written record of the meeting.

Personal Education Plans (PEPs) for looked after children are reviewed at the Annual Review and a representative from the Virtual School is invited to attend.

c. How do you know if the provision for children and young people with SEND at your school is working?

Our SEND provision is monitored regularly both internally and externally. Progress and attainment for SEN children is reviewed an updated half termly with SLT. Interventions and booster groups are monitored regularly by the SENCO and impact is evaluated. Programmes are modified as and when necessary to ensure the highest possible outcomes for the children.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

We have two trained Emotional Literacy Support Assistants (ELSAs) who work with children following referral from teaching staff.

We actively prevent bullying across the school. Each child in the school has a buddy who helps to look after then on the playground and at lunchtime. Children know there are adults they can talk to if they are worried and there is a worry box in school for them to use if they do not feel comfortable talking to anyone about their concerns.

The SENCO has regular contact with all pupils with SEND and their teachers and is able to put in place extra pastoral arrangements as appropriate.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

All children receive a strong transition to Braywick Court School including a home visit, conversation with their previous setting and Stay and Play sessions before they start with us. Additional transition is put in place if necessary.

Social stories are used to familiarise children with the school.

Every child in school is given a buddy.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

A transition programme is designed to meet the needs of the individual child.

6. Accessibility and specialist equipment	
a. How accessible is the school environment? <i>(A link to the School's Accessibility Plan can be found in section 8b)</i>	
<ul style="list-style-type: none"> Is your school wheelchair accessible? Yes the whole school is wheelchair accessible Have adaptations been made to the auditory and visual environment? Brand new school building meets all DDA requirements. There is already an induction loop in the school hall. What changing & toilet facilities does the school have for children and young people with SEND? We have two disabled toilets and a wet room with facilities for changing and showering Do you have disabled car parking for parents? Yes, there are two disabled car parking spaces in the Nature Reserve car park. 	
b. What if my child needs specialist equipment or facilities?	
	This would be investigated and accommodated on a case by case basis.
c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?	
	We would ensure that reasonable adjustments were made to ensure that children with SEND are included in extra curricular activities. We provide a range of extra-curricular activities, breakfast club and extended care and would take reasonable steps to ensure that children with SEND could be included in these.

7. Training for staff, specialist services and further support	
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?	
	SENCO holds the SENCO qualification SEND training would be offered to staff in response to the needs of the pupils.
b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?	
	We currently access support from Speech and Language Therapy, Educational Psychologists and Berkshire Sensory Consortium. Advice can be given to parents on accessing support from these, or any other relevant agencies.
c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?	
	You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

<https://rbwm.afcinfo.org.uk/>

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

www.braywickcourtschool.co.uk

- SEN Policy
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy
 - Policy for Supporting Pupils with Medical Conditions

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Our complaints policy is available on the school website.

www.braywickcourtschool.co.uk

11. Glossary

Terms used in this document	Description/explanation of term
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Date of last update of this document: January 2020

Date of next review: January 2021