



Braywick Court School

Special Educational Needs and Disabilities (SEND) Information Report

Code of Practice (2015) 6.79 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer.

This information report is written in accordance with the statutory Special Educational Needs and Disability (SEND Code of practice 2014 and the following legislation:

- Part 3 of the Children and families act 2014 which sets out schools responsibilities for education, health and care (EHC) plans, Sen Co-ordinators (SENCOs and the SEN information report

Braywick Court School is an inclusive, mainstream school, offering a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. At Braywick Court School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils.

At Braywick Court School, we work within the Royal Borough of Windsor and Maidenhead, information about how RBWM as a local authority supports children with SEND (their local offer) can be found on their website.

[SEND Local Offer](#)

Below this report answers questions in order to give you more information about how we support pupils with Special Educational Needs at Braywick Court School.

What is Special Educational Needs?

The term 'special educational needs' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with Special Educational Needs (SEN) are likely to need extra or different help from that given to other children their age. This help is known as a special educational provision.

Special Educational Needs are broadly defined by the following four areas of need:

- Social, Emotional and Mental Health
- Cognition and Learning
- Communication and interaction
- Sensory and / or Physical needs

1. Who are the best people to talk to at Braywick Court School about my child's difficulties?

The inclusion Manager and SENDCO at Braywick Court School is Mrs Jacqui Bird.

You can contact them on office@braywickcourtschool.org.uk or **01628 782 562**

Please note that the Inclusion Manager currently only works Monday – Wednesday.

1.1 The Inclusion Manager is responsible for:

Developing the school's SEND policy to make sure all children get appropriate support and high quality teaching

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Coordinating all the provision for children with special educational needs or disabilities (SEND)
 - Writing Individual Education Plans (IEP) with the class teacher, and sharing and reviewing these with parents at least once each term and planning for the next term
 - Liaising with external agencies who may be coming into school to help support your child's learning, for example, the Speech and Language Therapist, Educational Psychologist or Occupational Therapist
- Providing specialist guidance to colleagues in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring that parents are involved in supporting your child's learning and kept informed about the support your child is getting.
- Liaising with potential next providers of education to ensure a smooth transition is planned.
- Ensuring that pupils have their opinions heard in meeting their Special Educational Needs.

1.2 Class Teachers are Responsible for:

- Quality first teaching that meets the learning needs of all pupils
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in agreement with the Inclusion Manager
 - Writing Individual Education Plans (IEP) with the Inclusion Manager, and sharing and reviewing these with parents at least once each term and planning for the next term
 - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme of support, so they can achieve the best possible progress; this may involve the use of additional adults, outside specialist help and specially planned work and resources
 - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

1.3 The Head Teacher is Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Ensuring the Local Advisory Board (LAB) is kept up to date about any issues in the school relating to SEND

1.4 The SEND LAB Advisor is Responsible for:

- Making sure the necessary support is made for any child who attends the school who has SEND
- Reviewing the SEND budget to ensure that allocated funds are appropriate to the proportion of pupils with SEND
- Liaising with the SENDCo to review the school offer and offer advice in aspects to the school provision

1.5 SEN Support Staff with specific responsibilities to:

- Liaise regularly with the class teacher and Inclusion Team and relevant professionals within school
- work on appropriate programmes as arranged with class teacher and relevant professionals
- assist children individually or in a small group situation
- Work closely with the class teacher in supporting children with SEND

1.6 Parental Involvement

An active partnership between the school, parents and external agencies is the most effective way to ensure full understanding of each pupils needs.

All relevant agencies, including parents, should be involved in the process of identifying individual needs, planning support and evaluation of that support. Parents are encouraged to become involved as soon as a concern about a child's learning need is identified

2. What are the different types of support available?

2.1 Quality First Teaching

At Braywick Court School we strongly believe that all children are capable of learning, however, any child may experience difficulties and limitations in different areas of learning based on a wide range of factors. It is our duty to help them to succeed via the high quality teaching and care that we offer.

- The curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge high achieving, talented and gifted children.
- Teachers use a variety of teaching styles and a wide range of learning equipment and technology to support learning and allow all children to access the curriculum.
- Daily observations and quality adult-child interactions allow the teachers to be highly aware of the needs of each pupil in their class.
- A thorough assessment system means that pupils' needs are quickly identified and addressed accordingly.

2.2 Individual Learning styles

At Braywick Court School we promote a happy atmosphere where developing independence is vital to accessing the curriculum and experiencing success in the classroom. The inclusion team, class teacher and the wider teaching team are all committed to finding out how individual children learn best and will apply this knowledge creatively. This ensures the delivery of an appropriate, engaging and relevant curriculum which meets pupil's needs.

2.3 Small Group work (Also called intervention groups or booster groups in school)

This means:

- Your child may have a gap in their learning identified through assessment, as a result they would have been identified to receive additional support to help them make progress.
- Support groups are usually for short periods of time to help a pupil close the gap in their learning when comparing age expectations.

These groups will be run by either a teacher or TA in the classroom or in a group teaching room; If a TA is running the group they will be using teachers plans.

2.4 Individual Education Support Plan (SEN SUPPORT)

In discussion with parents, class teacher and SENDCO your child may have been identified as needed extra specialist support in school in addition to the small group works and quality first teaching offered. If this is needed:

- A meeting will be held with the family, class teacher and SENCO to discuss your child's progress and be part of planning and setting targets for your child by writing an Individual Education Plan
- Personalised support will be put in place that may have been advised by a specialist professional and / or SENCO
- You may be asked for permission for the school to make additional referrals to specialist professionals, for example Speech and Language Therapist, Occupational Therapy or an Educational Psychologist in order to further understand and identify a child's specific barriers to learning.
- The specialist professional will give the school and family recommendations to support learning. This may involve small group works run by TA's that will be closely monitored by the teacher and SENCO.
- It is important to note that this level of support is available to pupils with specific barriers who have not been able to make progress despite Quality First teaching methods and small group support. This level of support is classed as 'SEN Support'.

2.5 Educational Health Care Plans (EHCP) applications

Braywick Court school follow the guidelines issued by the local authority when taking decisions about whether to apply for an Educational Health Care Plan. An Educational Health Care Plan application can only be made by the school when it can be evidenced that all other options have been exhausted; the pupil is below age expected levels of attainment and needs cannot be met from the resources available to schools to provide SEN support. Parents will be involved in this process throughout.

The code of practice states: 9.14 In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not

made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the early year's provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies Further information can be found in the local offer: [SEND Local Offer](#)

Applications for children with EHCPs must go through the Local Authority, rather than normal admissions, to allow for a consultation process to take place. The school will consider each pupil with an EHCP on an individual basis, reviewing the plan to determine whether we would be able to meet the child's needs.

3. How do we involve pupils and parents in decisions regarding Special Educational Needs?

School staff will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. At Braywick School we will endeavour too:

Seek out and listen to parents views and concerns, these will then be acted upon as they know their child best

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Parents will be invited into school to talk about the progress their child is making. These review meetings are in addition to parent / carer meetings. This will allow parents to discuss in greater depth about the detail and provision that is in place to support their child, ask questions or provide any additional information.
- We also welcome emails and will keep up to date via phone conversations.

Braywick Court School work with external agencies that can offer support to parents, families and children. We utilise the services of Achieving for Children (AFC).

The Local offer can be found here: [AfC Info website - Windsor and Maidenhead](#)

4. How can I let the school know I am concerned about my child's progress in school?

- Initially, if you have concerns about your child's progress, their way of learning or behaviour, talk to the class teacher

- If you feel that there may be a more complex difficulty and your child is still not making expected progress, contact the Inclusion Manager or Head teacher
- If you feel that your child's progress or educational provision is still a concern, you can speak to the schools SEN LAB member.

5. How do you identify a child's individual special educational learning needs and what extra support is required

5.1 If a need has not yet been identified

We use a combination of formal assessments, informal identification of needs by teachers, parental concerns and observations by the SENDCo or specialist services in order to assess the level and type of support necessary to support children with SEND. We also hold termly pupil progress meetings where any identification of need is flagged to the SENCO and parents.

We use Individual Educational Plans (IEP's) and provision maps to keep track of how our resources are being used and their impact. The provision mapping and IEP's are assessed and reviewed at least termly. This forms our graduated response.

5.2 Transition of SEND status from previous school/nursery

When it has been established that a child has SEND before they start Braywick Court School, we aim to collaborate closely with all people involved: pupil, parents, class teachers, SENDCo, speech and language therapist, etc. in order to ensure smooth transitions.

5.3 Informed by parents/carers

When the concern about special educational needs is raised by parents/carers we apply a graduated approach to identify SEND

6. What next, my child has been identified as needing SEN Support

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions

7. Who are the other agencies involved in providing services to children with SEND at Braywick Court School?

We have regular involvement from other agencies who support us in meeting each child's needs. Where possible, we invite parents to attend meetings so that they can share in the advice and recommendations to mirror the support at home. We will always inform you beforehand and ask for your permission to discuss your child with them. These agencies include:

- Educational Psychology Service provided by the local authority
- School Nurse provided by the local authority
- Speech & Language Therapist Phili Watson provided by Braywick Court School
- SHINE ASC resource at Furze Platt to support those pupils diagnosed with ASC
- Occupational Therapy / Physiotherapy
- CAMHS (Child & Adolescent Mental Health Services)
- The Virtual School (for Children Looked After)
- The Early Help Hub (including Behavioural Support)
- Children and Young Persons Disability Service (CYPDS)

The referrals to the above services are co-ordinated via our SENDCo, as a result of discussions at progress meetings, parent consultations and as part of our 'assess, plan, do, review' cycle.

8. How are teachers in school supported to work with children with SEN and what training do they have?

- The SENCO is an experienced teacher and has acquired the National Award for SEN Coordination (NASENCO) qualification. They are allocated three days per week to manage SEND provision.
- In school, we have staff who are trained to deliver SEMH provision in the form of ART TALK to support children with a range of social, emotional and behavioural needs.
- Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class.

9. How is teaching adapted to children with SEN?

Staff at Braywick Court School provide access to a broad, balanced and differentiated curriculum to cater to pupils' needs with the aim to tailor to child's needs whether easier or more challenging, so that every child is able to learn at their own pace using the pupils' preferred learning style.

- We acknowledge the importance of specialised learning equipment and technology and we provide any additional staff resources required for pupils to assess learning.
- We aim to provide a stimulating and appropriate learning environment based on children's needs by adapting the classrooms, teaching resources, writing equipment and teaching methods.
- We use additional materials/resources/approaches in order to achieve the appropriate provision at the right level for children with SEND such as visual aids, sensory equipment, specialist writing equipment etc.
- When teaching, we use different approaches to learning such as: visual, aural and kinaesthetic.
- Support staff are used in a variety of ways across the school to support whole class teaching, small group work, 1:1 teaching, lunch supervision, after-school clubs, breakfast club and outdoor learning.

10. How do we measure progress of children in school?

- At Braywick Court School we use accurate formative pupil assessment data collected half-termly to inform provision at all levels. The data is used to inform in depth in half termly Pupil Progress meetings where the class and individual attainment and progress are discussed in great detail among class teachers, Learning support assistants, SENDCo and the head teacher. These pupil progress meetings help establish concrete steps for underperforming or coasting pupils as well as the pupils with SEND and give opportunities to discuss Quality First Teaching and additional support on pupils' performance. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs.

- Thorough assessments mean that the pupils' needs are identified early on. Furthermore, those children with additional needs are assessed and staff resources are deployed appropriately to support those making less than expected progress as well as pupils with SEND.

- Assessment results are moderated internally (at school), across the Bellevue Education School Group and within Islington, to ensure the accuracy of the assessment.

- We also use well-developed systems for ongoing observations and collation of information for personal Learning Journeys, which result in a wide range of evidence across all areas of learning and insightful information.

- We check how well a child understands concepts covered and makes progress in each lesson through ongoing assessments and evaluations.

- We aim to use the engagement model to assess children with SEND who are not at the National Curriculum levels as these give us opportunities to assess at a slower pace than the usual National Curriculum levels. To review the progress of pupils with SEND the class teachers will discuss progress with parents/carers at the SEND review. Children with Educational Health Care Plans (EHCP) and Statements (until converted to EHCPs) will have three reviews a year (each term), as well as the Annual Review (every 6 months for pupils under 5 and once a year for pupils over 5), which will be reported to the Local Authority.

- For children with SEND we plan to follow the: Assess, Plan, Do, and Review cycle – outcomes of which will be shared with parents/carers at the SEND review meetings each term.

11. What support do we have for you as a parent of a child with SEN

- Your child's class teacher and the SENDCo are always available to discuss your child's needs and progress.
- All outside agencies will contact parents to keep them informed of their involvement and where this is not possible will send a report
- The school will share information with you about local support groups or courses for parents that are relevant

12. What support is available to children who require social, emotional and mental health support who have SEN?

Braywick Court School seeks every opportunity to make our pupils' experiences as rich and exciting as possible and to extend their spiritual, moral, social, cultural and emotional development.

- Braywick Court School employ a trained Mental Health Lead who oversees the wellbeing of all of our children and staff.
- Assemblies and workshops throughout the year also play an important role in supporting social aspects of well-being.
- Where appropriate children can take part in therapeutic interventions such as Drawing and Talking Therapies, Talk About groups, all tailored to a pupils need.
- All staff have safeguarding training to insure the understanding and importance of supporting children's well-being. The Head Teacher is designated Safeguarding Officer and keeps all staff up to date with statutory requirements and ensures that these are followed.
- We want all children to have the confidence to speak-out if there are any concerns about the behaviour of others, perceived bullying and harassment and these are systematically investigated by staff.
- The school also has a robust anti bullying policy and the children have a good understanding of what bullying is and how to respond to it.
- High emphasis is placed on PSICHE sessions where the pupils are being taught about the importance to express their views and feelings.

13. How will we support your child when they are leaving school or moving onto another class?

If your child is joining our school in Reception we schedule a visit to your child's previous setting in the summer term prior to the child starting in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to our school are encouraged for those children who may find transition difficult, due to the nature of their SEND. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place. We also collaborate with external specialists involved with children with SEND in order to ensure continuity of specialist support and arrange for training in order to equip the staff with the appropriate skills to ensure effective provision.

For pupils moving onto secondary school, where appropriate, we will arrange visits and accompany children to their new school.

For children with EHCPs, we have a summer term review and invite the SENDCo from the new school in order for them to be aware of the child's needs and ensure a smooth transition. We run transition groups for children who are worrying about the change of school. All records are forwarded to the new school in plenty of time for any actions to be taken. Support is provided for parents when considering schools for transition, which may include accompaniment to prospective schools.

If a pupil has a diagnosis of ASC, they will be able to access the Shine service who offer extensive transition support to pupils where required ; the SENCO will coordinate this.

14. My child has a medical need; how will you help?

- A number of staff have First Aid training and we train staff regularly to ensure staff have up to date knowledge
- Where necessary staff liaise with medical professionals, including GP's, hospital specialists and parents
- When appropriate a care plan for a pupil will be written and distributed to all staff so all staff are aware of how to support children with specific needs
- Staff receive training on specific medical needs as they arise

15. What do I do if I want to make a complaint

We take pride in our open door policy and we try to make ourselves available for parents to have a quick chat; most concerns are dealt with quickly and efficiently.

However, if you feel that you need to make a formal complaint, it should be made in writing to the Executive Headteacher. A copy of our complaints procedure is available in school or on our website.