

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:			
School Name:	The Brow CP School		
School website address:	https://www.thebrowprimaryschool.com/		
Type of school:	Mainstream school		
Description of school:	Small one form entry school with KS1 and KS2 resource base		
Does our school have resource base? Yes or No	Yes KS1 speech and language base		
If Yes please provide a brief description.			
Number on roll:	142 Brow Pupils and 146 Dual placed		
% of children at the school with SEND:	60%		
Date of last Ofsted:	8th & 9th June 22		
Awards that the school holds:	Music Mark, Active Mark Sliver, Ofsted Good Provider, Healthy School, Primary Science Quality Mark		
Accessibility information about the school:	School is on one level, accessible toilet for adults and children, all classrooms are wheelchair accessible,		
Please provide a web link to your school's Accessibility Strategy	https://www.thebrowprimaryschool.com/page/policies/99485		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Autism training delivered by Stacey Holleran and Ami McNamee Autumn term 2022 Precision teaching SEN Assessment Matching intervention to specific needs Intensive interactions Visual supports Early literacy support Accessibility to learning Sensory circuits Meeting sensory needs Attachment training and the impact of trauma Difficult conversations and conflict resolution SEN services in Halton x2 sessions EHCP and AR training		
Documentation available:	Are the following documents available on the schools website?	SEND Policy	Y
		Safeguarding Policy	Y

	If yes please insert the link to the documents page.	Behaviour Policy	Y
		Equality and Diversity	Y
		Pupil Premium Information	Y
		Complaints procedure	Y

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>Teachers can raise concerns at any time re SEN.</p> <p>Termly progress meetings.</p> <p>SEN support plans are shared with parents 3x per year and parents contribute to them.</p> <p>EHCP reviews</p> <p>Subject leaders seek pupil voice for all subjects; these conversations include pupils with SEN.</p>
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<p>SEND service</p> <p>Additional EP time</p> <p>Play therapist</p> <p>Chatterbug therapists</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>Use of chromebooks for children who need work to be more accessible.</p> <p>Seesaw to make work accessible.</p> <p>Pen readers.</p> <p>Widgit online for symbol use</p> <p>AAC communication apps and books for children.</p> <p>Accessible changing facilities for children.</p> <p>Follow advice on environmental audits from external agencies.</p> <p>Purchase of specialist equipment e.g. chairs, slopes, cushions.</p> <p>SEN Support plan training - assessment and identification of correct intervention.</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>Widgit online for symbols.</p> <p>Objects or reference/ photographs</p> <p>Visual timetables</p> <p>Visual supports</p> <p>Bucket therapy</p> <p>Variety of programmes purchases to develop social skills e.g. Ginger Bear, The Friendship Intervention.</p> <p>Sensory circuits</p> <p>Sensory diets</p> <p>Lego therapy</p> <p>Use of local offer autism assessments for specific children</p>

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Individual Speech and Language plans WELLCOMM primary and EY Lego therapy Widgit online Communication books and apps Widgit online for symbols. Objects or reference/ photographs Vsiual timetables Visual supports Bucket therapy</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Nessy Bespoke multi sensory phonics sessions Phonics catch up Colourful semantics sentence structure Pathways to Progress 1:1 reading for fluency Wand phonics High interest, low literacy reading books. Precision teaching</p>
<p>Strategies to support the development of numeracy.</p>	<p>Maths catch up Concrete resources and visual supports Mastering number as intervention Same day catch up intervention In lesson intervention Times tables fluency intervention Precision teaching</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>Whole school focus is 'Curriculum through the SEND lens.' We are working with all staff and subject leaders to ensure our curriculum is accessible to all learners. Use of technology to facilitate access.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Use OTRACK to track progress, termly progress meetings to check progress from starting points. Progress meetings determine interventions. Interventions are based on need and developed to ensure pupils make rapid progress. SENCO works with class teachers and TAs to monitor and evaluate interventions and progress. Next steps in interventions are decided. Support plans are shared with parents termly with opportunities for discussion and contribution to plans. Birmingham SEN toolkit for measuring progress and then identifying interventions.</p>
<p>Strategies/support to develop independent learning.</p>	<p>Technology to give access e.g. use of seesaw on ipads or chromebooks. Matched work tasks to build independence. Support plan targets to identify next steps in a learning process. Backwards chaining.</p>

Support /supervision at unstructured times of the day including personal care arrangements.	Provision at lunchtime for children who need a quieter environment. Identified children with personal care targets Specific children have been highlighted as needing additional support at playtimes with emotional regulation or play skills.
Extended school provision available; before and after school, holidays etc.	Specifically designed after school and lunchtime clubs - children are invited to attend these.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	All pupils attend all trips. Children are provided with the appropriate support and this is decided upon an individual basis and depends on the context of the trip.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	PSHE curriculum Use of boxall for children that need this ELSA support Play therapy
What strategies can be put in place to support behaviour management?	Positive behaviour charts as modelled by the PBSS. ELSA Support Strategies given by EP during training e.g. keeping in mind. Throughout the day check ins, am check ins, check outs at the end of the day.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	Transition meetings between teachers and support staff. 2x transition days at the end of the summer term. ELSA transition groups or whole class support if needed. Meetings with all secondary schools Attended transition event at Halton stadium.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Follow physio or OT plans Referrals to OT/physiotherapy via Woodview Sensory circuits Fine motor skills intervention e.g. Write form the Start. Care plans for children with medical needs.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Family support worker available to work with families at point of need. SENCO and HT available to support families Parent's evenings Parent coffee mornings Family learning events and courses Model specific plans e.g. speech plans
How additional funding for SEND is used within the school with individual pupils.	Our SEN budget is used to top up the additional amounts for our children in the mainstream classes with EHCPs - 14 Used to purchase specific pieces of equipment or resources recommended.

	TA support for delivering interventions for pupils identified as needing SEN Support
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Use of PP+ to purchase resources and equipment recommended by other professionals e.g. sensory equipment, interventions, staff to access training when needed. Purchase time from other professionals e.g. play therapy.
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ANNUAL REVIEW 2023-2024	
Completed by: __Jill Jones_____ Date: 13th October 2024	