



Berrybrook Primary School

Special Educational Needs Information Report



At Berrybrook Primary School, we pride ourselves on being a caring school that puts the needs of all pupils at the centre of what we do. We work collaboratively to ensure that all pupils have access to a positive learning environment with an inclusive curriculum to enable individual pupils to reach their full potential.

As a school, we pride ourselves on working closely with parents/carers and outside agencies to ensure we get the best for all pupils including those with SEND. By developing positive relationships with both parents/carers and professionals, information is shared freely which has a positive impact on pupil progress.

We have an enthusiastic team with high expectations of all pupils. Staff strive to provide all pupils with an exciting education that is delivered through high quality teaching and provision. We endeavour to ensure that all pupils will leave Berrybrook Primary school with knowledge, skills and aspirations that will enhance their quality of life as they move on to the next stage of their development.

This document is to inform you of the support and provision that is available to pupils at Berrybrook Primary School. It will assist you on knowing who can help if your child requires additional support and how this can be accessed.

A definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



SEND Code of Practice

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. SEN covers a broad spectrum of difficulty or disability. These areas and their meaning are as follows:

- **Communication and Language**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.

Area of Special Educational Need or Disability	Relating to difficulties with:
Communication And Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have

	<p>difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition And Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND

What Should I do if I think my child has Special Educational Needs?

Talk to us – We are here to help in any way we can! If you tell us you think your child has a Special Educational Need, your class teacher will discuss this with you. We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENCo will support you and your child's teacher to provide the best provision for your child.



"We are pleased with the support we get from our daughter's teacher and teaching assistants. We couldn't ask for any more."

Parent

How do we identify Special Educational Needs and Disabilities?

All pupils who join our school will receive a home visit from their class teacher and another member of staff. This is an opportunity for parents and/or carers to share information regarding their child's needs and education. For pupils who join from other schools we will make contact with the school to have a handover of documents and a discussion about your child's learning and development.

When starting our school, all pupils will have a baseline assessment. This information along with parent/carer discussions and handover information from the previous educational setting will be used to build a picture of your child's current attainment and highlight if we feel there may be an additional need. The SENCo will then liaise with the class teacher to discuss relevant strategies to support your child.

At Berrybrook Primary School we pride ourselves on providing a differentiated curriculum to suit a range of learners. Teaching staff will communicate often with the SENCo and ideas/resources are shared. If we feel a pupil may need some additional support we will implement a range of strategies as a starting point. Some of these strategies include small group interventions, 1:1 interventions, pre-teaching and over learning techniques.

If a pupil still seems to find it difficult to access the curriculum and make progress the class teacher will have a discussion with the parent/carer to ascertain their perspective on their child's development. The views of parents/carers, support staff and outside agencies will all be considered when discussing individual pupil progress and completing an Inclusion Team referral form. This form will contain details about the area of need for the pupil including their strengths, difficulties and strategies that have been implemented. The inclusion team have half-termly meetings where they will discuss each individual case and decide what action needs to be taken.

The Inclusion Team will discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school. The pupil's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents. If it is felt that additional support is required for their child, they will be placed on the Special Educational Needs (SEN) register and appropriate additional provision will be provided.

As stated in the SEN Code of Practice (2015) a graduated approach for pupils who have additional needs helps us to plan support and provision that is appropriate to meet the stage of individual pupils' development.



An individual education plan (IEP) will be used as a format to set targets if your child is identified as having a special need. If your child is identified they will be placed onto our school's SEN register. Your child's targets will be set in collaboration with their class teacher, support staff and parents/carers, each term so that their progress can be monitored closely. These targets will be discussed and reviewed with you at IEP reviews termly. For pupils to make the best progress they can we feel it is important for the relationship between parents/carers and school is collaborative so strategies will also be outlined on the IEP to be completed at home. We will provide resources and materials so targets can be practised at home. We would also encourage parents/carers to provide feedback to the class email or the SENCo email which is: bps.senco@perryhallmat.co.uk. This will enable us to annotate targets where necessary to improve the level of progress for pupils.



Staff

Here at Berrybrook we are fortunate to have a great team of staff who work hard to ensure that all pupils make progress in a safe learning environment with provision that is differentiated to meet individual pupil needs. As part of the structure at Berrybrook, we have an internal inclusion team that discusses individual cases and concerns that may be raised. Our inclusion team is made up of the following staff members:



Miss Pritchett
Head of School



Mrs Tustin
SENCo



Miss Meredith
**Assistant Educational
Psychologist**



Mrs Crozier
Learning Mentor



Mrs Reader
Teaching Assistant (Communication and Interaction)

Working with other professionals to support your child's Special Educational Needs

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child's class teacher will discuss this with you. In some cases, this might involve the support of one or more of the different professionals with whom we work closely with. For all services, we will need to make a referral and parental consent must be obtained before we do so. We would discuss the areas where we feel support may be beneficial and the content that has been included in the referral. Some examples of the services/agencies we work with can be seen below:

- Educational Psychology Service
- Local Authority Outreach Support Service
- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Special Needs Early Years Service (SNEYS)
- Specialist health services such as Speech and Language Therapy (SALT), Physiotherapy and Occupational Therapy
- Strengthening Families Worker

If your child already has involvement with any outside agencies we would ask that you let us know and provide any reports that may be useful for us to support your child.



What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school. When it is considered that a child or young person may need further special educational provision to be made for them as their needs are deemed to be more severe or complex we may discuss an application to the Local Authority for an Education, Health Care Plan (EHCP).

This assessment may lead to an EHCP if your child requires additional support beyond that provided through support provided at a school level. An EHCP looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood. If a pupil is eligible for an EHCP this will be reviewed annually by the SENCo, parents/carers and a Local Authority Caseworker. If it is deemed necessary an EHCP can be in place for a pupil up until they are 25 years of age.

How do we involve pupils and their parents/carers?

At Berrybrook Primary School we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.

We have an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life as much as possible. If you require any support you can telephone the school office or contact your child's class teacher/SENCo using their email addresses. In addition to this, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with the SENCO and your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.



What support do we have for you as a parent of a child with SEND?

Engagement with parents/carers is very important to us and we make use of a variety of strategies to do this:

- Newsletters
- Website updates
- Parents' evenings
- School productions
- Parent workshops
- Text messaging service
- Inclusion team
- IEP meetings termly with class teacher and SENCo

Your child's class teacher is available to discuss your child's progress or any concerns you may have. We have regular parent-teacher meetings also, where you and the teacher share information about what is working well at home and in school so everyone uses strategies that work for your child. If your child has an individual educational plan, this is also a chance for you and the teacher to look at targets that have been set for your child, the support we gave and how it's made a difference.

The SENCO and the inclusion team are always available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you, or where this is not possible, provided in a report.

How do we adapt the curriculum so that it meets the needs of our children with SEND?

When we identify a child as having a special educational need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or 1:1 intervention.
- Emotional or pastoral support/intervention to support pupils to manage their own emotions and behaviour.
- Adapting the type and length of instructions given.
- Provide alternative resources that will support them to be more independent.
- IEP targets specifically set for each child.
- Implementing advice and recommendations from outside agencies.
- Extra support from an adult, when appropriate.
- Pre-teaching strategies.
- Over-learn strategies.

“I like it when we sit with our talk partners in class. It helps me to think of ideas.” Pupil in Year 4

Are there SEN resources available?

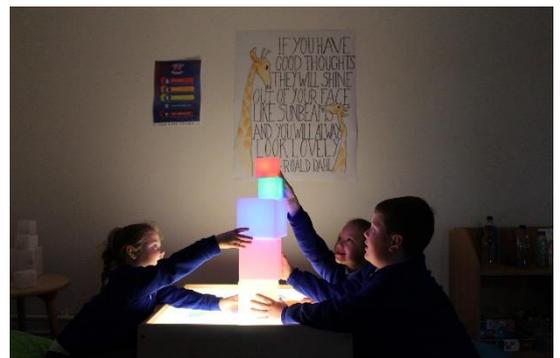
The school has interactive whiteboards in every classroom and there is access to laptops and iPads for children. If it is recommended for pupils to use resources, such as; writing slopes, adapted cutlery or writing implements the SENCo will source these in order to support pupils.

Our classrooms are communication friendly and our teachers value the use of visual aids and prompts consistently. As part of the Wolverhampton NHS Trust approach for Speech and Language Therapy of “I do, we do you do”. Mrs Reader supports pupils who require speech and language therapy. In addition to providing speech and language therapy activities in school she also communicates with parents and class teachers, providing resources to be used at home or in other lessons.

We have a well-being room, enhanced with various sensory resources that we use to support children to develop self-regulation, or for children who benefit from additional sensory experiences as part of their learning. We work alongside external professionals, including Occupational Therapists and Outreach, to ensure that appropriate sensory considerations form part of a child’s education.

“I like the well-being room as it is a nice quiet space.”

Pupil in Year 5



Pupils with SEND are supported through the range of opportunities provided to all children in school – high quality teaching and excellent play-based learning opportunities within the early years.

All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential. Risk assessments are carried out and procedures are put into place to enable all children to participate.

How your child's progress is assessed and reviewed?

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments.

In collaboration, the school leadership team and the SENCo monitor the progress of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

Our senior leadership team monitor the progress of pupils and discuss what strategies need to be in place to ensure that each child is making good progress with the class teacher. This ensures interventions and provision can be adapted in a timely manner.



How do we ensure your child's overall well-being is supported?

Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning are integral to our curriculum and are also taught regularly. Additional support from specialist staff who form the inclusion team may be of benefit for some pupils. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is followed by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Children with medical needs

If your child has a medical need then a detailed Health Care Plan is compiled with support from the lead practitioner in school for first aid – Miss Pritchard, this will be completed with parents/carers. The health care plan is then discussed with all staff who are involved with the child. Where necessary, in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member.

How will the school support your child at key transition points between key stages or new schools?

We receive records or meet with pre-school providers if your child is new to the school, this provides the opportunity to discuss any particular needs your child may have. Where appropriate we will hold a joint meeting with parents to plan provision and offer additional transition sessions. On transfer to secondary school we liaise with the secondary school SENCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.

In early years we spend time in the summer working with new parents/carers whose children will be taking a Nursery or Reception place this includes visiting the family at home and having play and stay sessions. In addition to this all children starting in reception will have a staggered start so groups are smaller for the first week or two to allow children to settle in to the new routine. As a school we endeavour to identify additional needs as early as possible, all staff are supported by the SENCo across the early years to support with this.

We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff. For children with SEND, we encourage further visits to assist with getting used to the new surroundings.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

For pupils with SEND, further information and support can be obtained from the SENCo.

Mrs Tustin is the Special Educational Needs Co-ordinator (SENCo) at Berrybrook

Primary School.

Contact Number: 01902 558556

School Email Address: berrybrookprimaryschool@wolverhampton.gov.uk

SENCo Email Address: bps.senco@perryhallmat.co.uk

Berrybrook Primary School pay due regard to all relevant

Legislation and guidance including; the SEND Code of Practice (2014), the

Equality Act (2010) and the Children and Families Act (2014)