

Brooke and Marshland Federation

SEN INFORMATION REPORT 2019-20



Welcome to our SEN information report which is part of the Doncaster Local Offer for learners with Special Educational Needs (SEN).

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Our local offer is outlined within this report and we welcome your comments, so please do contact us to discuss any aspect of the offer.

Executive Headteacher -

Mrs Sarah Hall

Special Educational Needs Coordinator (SENCO) at Brooke Primary Academy-

Mrs Lynsey Baxter

Special Educational Needs Coordinator (SENCO) at Marshland Primary Academy-

Mrs Karen Coward

SEN Governor -

Mr Richard Breckell

The kinds of special educational needs that are provided for in school

The federation, which consists of Thorne Brooke Primary Academy and Marshland Primary Academy, are committed to supporting the needs of all children, including those who have special educational needs. We aim for all children to become confident, happy individuals who are able to succeed and achieve their potential.

As a federation, we support children who have a range of special educational needs. These are included in the four broad areas of need as identified in the Special Educational Needs and Disabilities Code of Practice (2014)

Communication and interaction

This includes speech, language and communication needs. This also includes children who have a diagnosis of Autism as children and young people with ASD 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.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD), for example, dyslexia.

Social, emotional and mental health difficulties

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 which may reflect underlying mental health issues such as anxiety.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

This can include a range of physical difficulties as well as hearing and visual impairment and multi-sensory impairment

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

SEND coordinator at Brooke Primary Academy: Mrs Lynsey Baxter
Brooke Primary Academy, Wike Gate Road, Thorne, Doncaster, DN8 5PQ
T: 01405 812200 or 01405 812693
E: Lynsey.baxter@brookemarshlandfederation.co.uk

SEND coordinator at Marshland Primary Academy: Mrs Karen Coward
Marshland Primary Academy, Marshland Road, Moorends Doncaster DN8 4SB
E: karen.coward@brookemarshlandfederation.co.uk

Head teacher: Mrs Sarah Hall
Thorne Brooke and Marshland primary school federation. Wike Gate Road, Thorne, Doncaster, DN8 5PQ
T: 01405 812200 or 01405 812693
E: head@brookemarshlandfederation.co.uk

SEND Governor: Mr Richard Breckell
Please contact the school administration team

SEN team DMBC
T: 01302 737209 or 737210 or 737211
E: sen@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs

The federation ensures that a graduated response is taken to identifying and meeting the needs of children with special educational needs. This is achieved by:

- children entering the setting being assessed and any needs will be identified at this point or from communicating with previous settings and/or other services.
- teaching staff being encouraged to raise concerns about a child's progress through pupil progress meetings or through liaising with the SENCO in a timely manner
- an open door policy for parents so that they are able to raise concerns over the progress of their child
- the analysis of data including baseline assessments and end of key Stage achievement to track individual children's progress over time
- teaching staff being regularly trained so that they are skilled on identifying any social, emotional or cognitive needs

- seeking advice from external agencies if expected progress is not being made, including the Educational Psychologist, Speech and Language, ASCETS and any other outreach services deemed necessary
- applying for Education, Health and Care Plans for those children who require a significant amount of additional support

Arrangements for consulting parents of children with SEN and involving them in their child's education

Termly meetings will be held between the class teacher and parents, in collaboration with the SENCO, wherever possible, to discuss the progress towards the outcomes set in the SEND support plan. In addition, parents are also kept informed through the following:

- Parents evenings
- End of year reports
- Informal liaison with class teacher – end of day/phone calls

For children with statements of special educational need or education, health and care plans, an additional yearly meeting will be held in collaboration with all other agencies involved with the child.

If appropriate children will be in attendance at these meetings also and be included in the development and agreement of desirable outcomes and further targets.

Arrangements for consulting young people with SEN and involving them in their education

If appropriate, children classified as having SEN will be invited to SEN support meetings and annual reviews.

Children with SEN will create a one page profile with their key worker or teacher. This will form part of the SEN support plan and will be reviewed and updated at least 3 times per year.

Children with SEN will have a weekly meeting with their key worker to discuss and review the targets set in the SEN support plan. During this meeting they will assess their progress towards their SEN targets and have an opportunity to discuss any concerns.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

Transition within our school (between year groups/key stages)

- During the final half term, class teachers will identify any child who they feel may need additional transition arrangements e.g. children with SEND, vulnerable children, children with a care plan
- The class teacher, working with the teacher in charge and SENCO, will create a package of support to assist the child in making a successful transition to the next year group/key stage
- Examples of additional arrangements may include a transition booklet, group work or 1-2-1 support with an LSA or teacher, parent/guardian meetings, support sessions during school holidays

Transition onto Secondary education

- The majority of children transfer to Trinity Academy at the end of year 6.
- During the year a variety of transition activities are organised by Trinity and federation staff. We work very closely with Trinity to ensure that the needs of all of the children are met.
- For a child that has a statement of educational need, or an Education, Health and Care plan, The Trinity SENCO is invited to attend the child's annual review in year 5 and 6. In addition the SENCO's work closely with the SEN team at Trinity to ensure that they are familiar with all children with SEND
- For other vulnerable groups e.g. children in care, medical concerns etc, the federation work closely with the Trinity teaching and learning leader and school mentoring team to ensure that all parties are aware of the needs of each child.
- Additional transition arrangements are made for any child that requires them. This includes liaising with the relevant schools for those children who do not attend Trinity Academy.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Transition into our school (FS1 and FS2)

- The SENCO and senior teacher work closely with other alternative child care providers to ensure they are aware of the needs of the children transferring into the federation
- The FS1 class teacher conducts home and private nursery visits to meet the child in a setting in which they are familiar
- If a child requires additional transition support, the child and parent/guardian may be invited to attend stay and play sessions in the foundation unit
- The SENCO and class teacher will attend SEN support meetings at the child's nursery to ensure that they are familiar with the child's needs. They will work with other professionals, including the area SENCO, to ensure that any adjustments are made to the school environment prior to the child attending.

Approach to teaching children and young people with SEN

If a child is identified as having SEN, we will provide support that is 'additional to' and 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This support will not replace that provided through quality first teaching.

The strategies used to teach children with SEN vary according to the child and their needs. Examples include:

- Sensory diet schedules
- Resources to support visual, auditory and kinaesthetic learners
- Small group and 1:1 work – around literacy/numeracy/social skills
- Specific identified interventions delivered by a trained member of staff
- Supervision during unstructured times
- Individualised timetables

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

For a small number of learners in school there may need to be adaptations to the curriculum in order to allow all children to access the broad and balanced, yet exciting and engaging curriculum we offer.

Every Teacher, with support from the SENCO, teacher in charge and leader in charge of teaching and learning, is required to adapt the curriculum to ensure access to learning for all children in their class.

Our Teachers will use various strategies to adapt access to the curriculum; this might include using visual timetables, writing frames, I-pads, lap tops, sound buttons, practical activities or other alternatives.

Some children with complex needs may require further adaptations in the form of specialist equipment and resources, or an individualised timetable specifically designed to meet the needs of the individual.

Whilst the majority of children with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan. More information about this process can be found in the SEND policy.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The federation provides regular CPD to all staff. This is provided in house by our experienced staff and externally through external trainers and agencies.

- Teaching staff receive CPD every Wednesday afternoon from 3.30 – 4.30.
- We work with other schools within the Thorne and Moorends pyramid to share expertise and deliver CPD between the schools.

Evaluating the effectiveness of the provision made for children and young people with SEN

We continually review the interventions we put in place to support learners. We use an outcome based approach to evaluate impact. By working closely with other schools we can share our experiences and expertise, which helps us to make informed decisions about the interventions we use. The education endowment foundation (EEF) is also a very useful source of information that we use to support the development of school.

Baseline assessments are conducted at the beginning of an intervention. This provides us with a starting point for measuring the progress made by a child. From this, targets will be set and progress measured from this point. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/ or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, (and SENCO where possible) and a record kept of the agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Educational Psychologist or health service professional, such as a Paediatrician.

Where a child has a statement of special educational need or Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent

or carer and all other professionals involved with the child. An assessment of the targets made at the previous review will be conducted and further steps agreed by all parties.

Support for improving emotional and social development.

A child with emotional and social development concerns may be classified as having SEN.

The federation utilises a variety of strategies to support children with emotional and social development concerns, such as:

- Rainbows and sunbeams support group
- Horizons
- Lego Therapy
- Bags of Character

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We work very closely with other schools in the area and many external agencies and professionals.

During SEN support meetings and reviews we may, with consent from parents/guardians request the attendance of other professionals. In order to ensure that the needs of the child are being met, it may be necessary to involve professionals from:

- Speech and language (SALT)
- SEN team at the local authority
- Educational Psychology services
- Health such as the school nurse, occupational therapy and/or physiotherapy
- CAYPMHS
- Integrated Family support team (IFST)
- Social care

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Details of the school's contribution to the Local Offer
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http://www.doncasterchildrenandfamilies.info/thelocaloffer.html
