SEND Information Report

Brotherton & Byram C.P. Academy

Approved by:	Kathryn Bratt (Chair of Governors)	**Date:**	
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1. Aims

At the Ebor Academy Trust we are committed to providing our pupils with a broad, balanced and enriched curriculum, which is accessible to all and promotes inclusion. Pupils are fully included in all aspects of school life. All children are equally valued in school and access an environment where they can flourish and feel safe. We have a team committed to inclusion who ensure that all children are happy safe and achieving at school both academically and emotionally.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (Code of practice - p16 - 17).

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Many children and young people who have SEN may

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SEN and pastoral team oversee the provisions and interventions we have in place for all our pupils at Brotherton and Byram CP Academy. Along with the Senior Leadership Team, they monitor the effectiveness of provision through observations and data analysis and provision will be adjusted as required to ensure pupils are fulfilling their full potential. Children will always be supported to engage in activities available to pupils who do not have SEND.

The SENDCO is Rachel Cummings

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

At our school our first response to any emerging needs is adaptive teaching and an inclusive curriculum offer that supports the accurate identification of need. Class teachers are responsible for tracking and monitoring of the progress of all learners, including those with an identified SEN. In the first instance, if parents have any concerns, they should speak to the class teacher. Our recent Ofsted inspection (Oct 2023) noted that our 'teachers adapt pupils' learning when they notice any misconceptions'.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy and report

5. SEND information report

5.1 The four areas of needs:

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 difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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.

Communication and Interaction Interventions	Communication and Interaction equipment
Delivery of individual speech & language programmes	Visual aids, timers
Highly individualised 1 to 1 support	Workstations and access to a quiet environment

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. 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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Cognition and learning interventions		**Cognition and learning equipment**
Literacy	**Numeracy**	
Phonics boosters (Little Wandle)	Numeracy booster	Numicon
Reading boosters 1 to 1 reading	Numbots booter	Use of specialist equipment
Writing boosters	TT rockstars booster	ICT equipment and ICT programs

Handwriting booster		Coloured overlays & books
Precision Teaching (bespoke to the child's needs)		

Social, emotional and mental health difficulties (SEMH)

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 hyperactivity disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

SEMH interventions	SEMH equipment
Social communication groups	Worry Box
Wellbeing provision delivered by specially trained wellbeing and emotional health workers	Use of visual prompts and timetables
Lunch Clubs/hub clubs	Access to the Hub/ Hub Club
Circle of Friends	Books
Peer Mentors	Social stories
Highly individualised 1 to 1 interventions	Behaviour and reward chart
	Solution and restorative circles/Check ins

Sensory and/or physical needs

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. 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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.

Sensory/Physical interventions	Sensory/Physical equipment
Funky fingers	Busy Fingers boxes
	sensory box
Delivery of 1:1 Physio and OT programmes	Pencil grips
Extra handwriting practice	Enlarged print

	Use of ICT

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. If you are concerned or worried about your child's attainment, speech or social emotional wellbeing please speak to your child's class teacher in the first instance. The class teacher will monitor these areas before speaking to the SENDCo.

All pupils with SEND at Brotherton & Byram C.P. Academy have a document in place that is jointly written by parents, the child and professionals. Depending on the level of need, this is called a ' My Support Plan' or an 'Education Health Care Plan.' An EHCP is a statutory document that is written alongside the SEND Panel at the Local Authority.

5.3 Consulting and involving pupils and parents

Communication is key. We pride ourselves on strong links with parents/carers and the child. We will always keep you in the loop when planning provision and intervention for your child. We have introduced comprehensive documentation for all our pupils receiving SEN Support that is written and reviewed jointly with parents and pupils. We know that by working together, we have a much greater chance of getting it right for your child. There are dedicated sections within your child's plan for parents/carers and pupils to complete. We welcome yours and your child's input into their plan, not just at their review meeting, but on a more regular basis as things arise. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have strong links with all secondary schools in the area. There are a robust transition timetable for all Year 6 pupils. For children with SEND, extended transition programs may be set up. High Schools are invited to Annual Reviews in Year 6. If your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher at Brotherton and Byram C.P. Academy is working towards the achievement of every child through excellent quality first teaching. We call this our ***Universal*** offer. If any child is struggling in class for any reason, strategies and or intervention will be put in place at a ***Targeted*** level to support with this after discussions with parents/carers. Advice would be sought from the SEN team and progress would be tracked to see if these strategies were proving to be successful.

If a child is still struggling in school and needs additional support, it may be that they need more ***Specialist*** level intervention and resources putting in place. Again, parents would be very much involved in this discussion and would work with the school to plan this. At this stage, your child would be receiving **'SEN Support'** and the SEND Team would be closely involved to support staff, your child and the family. The majority of children at this level with have some Assistant Teacher Support. Each child's support package will look different depending on their level of need. As we are keen to promote independence and develop young people's life skills for the future, where a child has AT support, we discourage the concept of 1:1 'velcroed' support. Through careful planning, we will ensure that each child's needs are met through a balanced approach of 1:1, group work and monitored independent time.

5.7 Adaptations to the curriculum and learning environment

At Brotherton and Byram C.P. Academy, we are committed to providing our pupils with a broad, balanced and enriched curriculum which is accessible to all and promotes inclusion. All our pupils are included in all aspects of school life and are equally valued in school. We create environments that are safe and calm so that our pupils feel comfortable to be in school and to enable them to flourish. Our staff work closely as a team to provide consistency of approach and strategies that we have in place for our pupils.

Because all children learn in different ways, we have tailored our classroom environments so that they can meet a range of needs. All of our classrooms provide:

- Visual supports
- A distraction free learning zone
- Sensory Processing strategies (movement breaks, noise reducing headphones, move and sit cushions, fiddle toys etc)
- Access to multi-sensory and hands-on learning

- Use of IT and alternative methods of recording where needed (chromebooks)
- Use of de-escalation strategies
- A Restorative Practice Approach with daily check-ins and Affective Questions
- A preventative rather than reactive approach
- Positive praise – and lots of it!

When children need more specialist support, we partner with expert practitioners in North Yorkshire (such as Occupational Therapists, HI and VI specialist teachers, Physical Therapists and School Nurses) to provide further help. We use these services for support and advice regarding specialist equipment and adjustments in school. Brotherton and Byram is accessible for wheelchair users and children who use walking frames. We have an accessible toilet. The site is accessible to all and we have space for disabled parking. We also have blinds and coverings on windows to prevent glare. Other adaptations can be made, such as a radio aid system for children with hearing impairments. We are proud to be a dyslexia friendly school which provides coloured overlays and adapted exercise books when required. Our HUB space also provides children with a safe, quiet and private space for sensory support when they need it.

5.8 Expertise and training of staff

As part of Ebor Academy Trust, we are committed to providing high quality training and support to all our staff. We have an experienced Academy Specialist for SEND who has dedicated time to work with our schools and our workforce. Our staff access in house specialist training as well as a wide range of external courses from other professionals and agencies.

Examples of recent or planned staff training would include:

- Sensory processing disorder training
- Differentiation in classrooms
- Creating an inclusive environment for ALL pupils and reducing anxiety
- Language friendly classrooms
- Supporting pupils on the dyslexia continuum
- Autism awareness training
- Restorative Practice
- Effective deployment of support staff
- Pupil emotional health and building resilient learners
- Growth mindset
- Executive skills
- Deaf awareness training

Our SENDCO, Rachel Cummings is an experienced primary school teacher and has been in this role for 2 years. She has successfully completed the NASENCO qualification to meet the needs of the most vulnerable learners. She works across three Ebor Academy schools in the Selby and York area and is in Brotherton & Byram C.P. Academy generally on a Tuesday. Within our school, our whole staff team is committed to inclusion to ensure that all children are happy and safe and are achieving both academically and socially.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each cycle
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Regular learning walks by SLT and SENDCo

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trip and all day trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability

5.11 Support for improving emotional and social development

At Brotherton & Byram C.P. Academy we believe that happy children learn better and we understand the importance of a holistic approach to teaching and learning. As well as very clear and consistent behaviour expectations, The school Family Support Worker and the KS1 and KS2 restorative leads deliver quality 1 to 1 or small group interventions supporting the social, emotional and mental well-being of our children. Our practice is rooted in the voice of our children; every child matters and we always listen carefully to what our children say. We also have a dedicated space called The Hub where children can receive support and families can meet with the support team in a calm environment.

We have a zero tolerance approach to bullying.

We have a thorough and well-planned PSHE and RSE curriculum.

5.12 Working with other agencies

Within school we can seek support from:

- The Selby SEND Hub
- Speech and language therapist, Cath Brown
- CAMHS at the Cabin, Selby, CAMHS Wakefield
- Early Help service
- Specialist teachers for vision impairment and hearing impairment
- Social care teams

5.13 Complaints about SEND provision

If you have a complaint please speak to the class teacher in the first instance and if this is not resolved speak to the SENCo or the Head teacher. If it still cannot be resolved please follow the schools complaints procedure found in the policies section of the website.

5.14 Contact details of support services for parents of pupils with SEND

SENDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information contact **0808 808 3555.**

5.15 Contact details for raising concerns

Name	Role	Contact details

Ms Mrs Rachel Cummings	SENDCo	01977 672676 admin@bb.ebor.academy
Mr Ben Greene	Headteacher	01977 672676 admin@bb.ebor.academy

5.16 The local authority local offer

Our local authority's local offer is published here:

http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer

6. Monitoring arrangements

This policy and information report will be reviewed by Valerie Steunou Rachel Cummings , SENDCo, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on *(see school website for live links: 'SEN Provision' Page)*:

- Equality Policy
- Behaviour policy
- Supporting pupils with medical conditions
- Safeguarding policy
- Accessibility policy
- SEND Code of Practice 2014
- Anti-bullying policy