

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if your child attends Braeburn Primary and Nursery Academy. This is in line with the North Yorkshire County Council SEND Mainstream guidance.

What are the different types of SEND?

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.

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.

High Quality Teaching Strategies	Specialist SEN Support
Appropriate use of visual timetables Pupil’s name used to gain individuals attention Multi-sensory teaching approach Instructions broken down into manageable chunks Talk partners used to encourage responses Quiet, distraction free work station ATs deployed effectively to ensure understanding Word banks Whole class check ins	Makaton trained AT’s Makaton awareness around school Visuals (now and next, choice boards, task boards) Communication books using Widgit Social stories Quiet distraction free work stations if applicable Learning support Access to ICT Time to talk Personalised check ins Speech and language interventions

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

High Quality Teaching Strategies	Specialist SEN Support
Adaptive teaching Key learning points to be reviewed at appropriate times Daily readers Handwriting focus groups Pre and post teach interventions Inclusion Team deployed to work with SEN children Additional time to complete tasks	Access to ICT ALK reading intervention Dynamo maths resources Wigit Coloured overlays SEN phonics booster sessions Handwriting focus groups Dough disco Alternative ways to record learning (Seesaw, drawing etc) Visuals alongside longer texts if needed

Social, Emotional and Mental Health

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.

High Quality Teaching Strategies	Specialist SEN Support
Positive praise Clear and consistent approach to behaviour expectations Movement breaks Visual timetables Preparing children for changes Different seating and grouping arrangements Active learning opportunities Worry monsters HUB	Communication books Wellbeing support and interventions 1:1 check ins Access to quiet area to regulate Lunch club Visual prompts Early Help Learning Support Friendship group interventions Social stories Reduced timetables

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.

‘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.’ (Equality Act, 2010)

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.

High Quality Teaching Strategies	Specialist SEN Support
Multi-sensory experiences Ensure appropriate seating arrangement Consideration of lighting in the classroom Adapted font style and size Verbal explanations Pupils' name used to give instruction or information	Fine and gross motor skills interventions Dough disco Pencil grips Sensory circuits Adapted PE and OAA sessions Risk assessments for trips 1:1 support Wheelchair access Accessible changing facilities Sensory activities Sensory room Accessible toilets

How do we identify children with SEND?

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 believe that your child has an underlying SEN need, please contact the class teacher as your first point of contact. The class teacher will then be able to liaise with the SENCO regarding next steps for your child.

Who is in the SEND team?

Role	Responsibilities
SENCO Lacie Hawes	- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all

<p>01723582616 admin.braeburn@e bor.academy</p> 	<p>children receive reasonable adjustment so they have a consistent, high quality response to meeting their needs in school</p> <ul style="list-style-type: none"> - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. - 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 records of your child's progress and needs. - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. - The day to day management of all aspects of the school, this includes the support for children with and without SEND. - Provide a safe, calm and well-ordered environment for all pupils focusing on safeguarding and developing exemplary behaviour. - Financial planning for the best interests of pupils and the school's sustainability. - They will give responsibility to the SENCO/ Lead for vulnerable learners and other Senior leaders but is still responsible for ensuring that your child's needs are met. - They will ensure that the training needs of the SENCO and all other staff are met. - They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
<p>Headteacher/ Acting Head of School 01723582616 admin.braeburn@e bor.academy</p>	<ul style="list-style-type: none"> - 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
<p>SEND Governor Laura Smith</p>	<ul style="list-style-type: none"> - 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
<p>Inclusion Team Maxine Holt Phillipa Greenley Lorna Mockridge Kate Roach Charlene Close Helen Teahan Katie Boyes Lynn Hill</p>	<ul style="list-style-type: none"> - Work with children across the school in all areas of SEN needs - Work alongside the teacher in identifying children with SEN and adapting provision to meet need - Carry out appropriate interventions to ensure pupil progress across all subjects - Work 1:1 with children with high levels of SEN need

<p>Class Teachers</p> <p><i>In the first instance, if you have a concern about your child, you should speak to their class teacher.</i></p>	<ul style="list-style-type: none">- Class teachers are responsible for tracking and monitoring the progress of all children, including those with SEND.- High quality teaching of all children, including those with SEND.- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, work or additional support or additional equipment) and letting the SENCO know as necessary.- Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/ programme for your child, 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.
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What is my involvement with my child's education?

You and your child will be actively involved in their education. You and your child will be consulted and thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for your child. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.

Class teachers, the SEND Co-ordinator and the Head teacher are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used

How do we assess pupil progress?

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

Your child's progress and application to learning is continually monitored and reported to parents and carers through the school's regular learning walks. There are parent consultation meetings and end of year reports. Additionally some children have an SEN target setting and review meeting which you will be invited to.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child. We may meet to review their progress half way through the year too.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What will transition look like for my child?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a positive and happy experience.

Moving to Braeburn

For children entering the Nursery, the Nursery Teachers will visit the setting and make a home visit. They will also have a meeting to discuss the needs of the children coming into the Nursery with other professionals.

The SENCO and where possible class teacher will meet with the SENCO and teacher of the child's parent/ preschool/nursery setting to discuss the specific needs of your child and a transition package will be put together for them as early on as is needed.

For any child with SEN, the SENCO will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.

Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

Moving away from Braeburn

We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.

We will make sure that all records about your child are passed on as soon as possible.

Where possible and as needed your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Some children will require a planning meeting involving you and all those who work with your child to make sure preparations are co-ordinated.

For children transitioning into Year 7, we have transition specialists 'Sidewalk Mentors' that can come in and work with your child discussing the transition.

How do we evaluate the effectiveness of our SEND provision?

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

- Reviewing pupils' individual progress towards their goals each cycle
- Reviewing the impact of interventions regularly
- Gathering pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Regular learning walks by SLT and SENDCo

What does Adaptive Teaching look like at Braeburn?

The first response to emerging needs is adaptive teaching and an inclusive curriculum offer in school that supports the accurate identification of need.

At Braeburn Primary and Nursery Academy, we are committed to providing our pupils with a broad, balanced and enriched curriculum which is *accessible to all and promotes inclusion*.

SEND Information Report 23/24



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:

Adapted learning tasks accessible to ALL children
Visual supports
A distraction free learning zone
Sensory processing strategies (movement breaks, noise reducing headphones, wobble cushions, fiddle toys etc)
Access to multi-sensory and active learning
Use of IT and alternative methods of recording learning where needed
Use of de-escalation strategies
A Restorative Practice Approach with daily check-ins
A preventative rather than reactive approach
Positive praise

How is Braeburn Primary and Nursery Academy accessible to children with SEND?

We have an Accessibility plan which is published on our website.

The main building is accessible to children with physical disabilities via ramps and disabled entrances. We also have disabled toilet facilities. We ensure that equipment used is accessible to all children regardless of their needs. We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum. We also have a hoist so that children with a disability can swim in our pool.

Extra-curricular activities are accessible and encouraged for children with SEND and adult support can be arranged as required. Trips, including residential, are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis. 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 SEND or disability. Reasonable adjustments are always made to ensure that pupils with a disability are not treated less favourably than other pupils.

What training have staff had around SEND?

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.

This includes whole school training on SEND issues such as Dyslexia, Autism and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Pastoral care is high on the agenda at Braeburn Primary and Nursery Academy, for all pupils, including those with SEND and staff receive regular training on restorative practice.

What other professionals could work with my child?

There are a number of other professionals that we work with in order to ensure the provision we have for our SEN children is the best that it can be.

- Speech and language therapists (Seaside SALT and NHS SALT)
- Incontinence nurse
- Early Help workers
- Epilepsy nurse
- CAMHS
- Be U North Yorkshire (Autism specialists)
- SEN Hub
- Educational Psychologist. However, at the moment, our school cannot call onto the educational psychology service as they are mostly deployed to respond to statutory assessments.
- Local Authority (the school budget includes money for supporting children with SEND. The headteacher decides on the budget alongside the school governors, on the basis of need in the school)
- SENDIAS
- Collis Mediation (when requiring a mediator for an EHC appeal)

How are we planning to improve emotional and social development?

At Braeburn Primary and Nursery Academy, we see all of our children's wellbeing as a priority. We understand the importance of a pastoral and holistic approach to teaching. As a school, we have a Wellbeing Team that can work with children who are finding it difficult to identify or manage their emotions. We have daily check-ins with the children to give them the opportunity to talk about their thoughts and feelings. We have weekly HUB sessions where

SEND Information Report 23/24



the children learn about our school values. As well as a clear and consistent approach to behaviour policy, we also have a safe space in school where children can go to calm and regulate. Our PSHE curriculum is embedded throughout the school and helps to improve emotional and social development.

We have a zero tolerance approach to bullying at Braeburn.

How do I complain 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 SENDCo or the Headteacher. If it still cannot be resolved please follow the schools complaints procedure found in the policies section of the website.

SENDDIASS 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 01609 536923.

What is the Local Authorities 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>

Other important links

<u>Accessibility Plan</u>	<u>Admissions policy</u>
<u>Supporting pupils with medical needs</u>	<u>Equality policy</u>
<u>SEND Policy</u>	<u>Restorative Approach</u>
<u>Anti Bullying Policy</u>	<u>Complains policy</u>

This policy and information report will be reviewed by Lacie Hawes, 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.