



Brentry Primary School's SEND School Information Report

Welcome to our SEND School Information Report. All Governing bodies of maintained schools and nursery schools, and the proprietors of academy schools, have a duty to publish their policy for pupils with SEND (Special Educational Needs and Disability) on their websites.

At Brentry Primary School, we are committed to working together with all members of our school community. We know that pupils may need different kinds of support during their time with us. We value everyone equally and are dedicated to creating an inclusive, welcoming environment. Our goal is to make sure every student has an enjoyable, accessible, and meaningful learning experience.

This report will provide information on our key members of staff, our provision, agencies that support us, and answers to frequently asked questions by parents and children.





Key Contacts

<u>School Contact Details:</u>	Email: brentryp@brentryprimaryschool.org.uk Telephone: 0117 3532261
If you have any questions regarding SEND provision at our school, the best people to contact are:	<u>SENCo & Senior Mental Health Lead: Claire Ransom</u> <u>Head Teacher: Geraint Clarke</u> <u>SEND Governor: Samantha Brown</u>



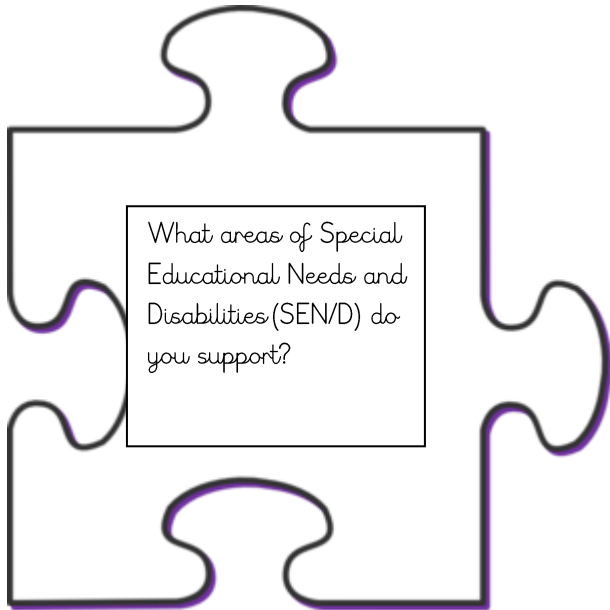
Key Policies

Special Educational Needs and/or Disabilities (SEND) Policy SEND Policy	Mental Health and Well-Being Policy
Our Nurture Room (The Nest) Policy	Accessibility Policy
Safeguarding Policy (Keeping Children Safe in Education)	Behaviour Policy
Equalities Policy	Administration of Medicines Policy



The following pages provide answers to key questions about our provision for pupils with SEND.

<u>Page/s</u>	<u>Key Question/s</u>
5	What areas of Special Educational Needs and Disabilities (SEND) do you support?
6	How do you involve parents and carers in the education of children with SEND?
7	How do you involve pupils with SEND in their education?
8	What are the arrangements for assessing, reviewing, and evaluating children's progress towards their outcomes?
9	How is SEND provision monitored?
10	How is the learning environment and curriculum adapted to meet the needs of children with SEND?
11-12	What are the arrangements for supporting children with SEND when moving between key phases of education?
13	How do you support the emotional and social development of children with SEND?
14	Are children with SEND fully included in activities, events, and trips?
15-16	What training opportunities are available to staff? How is specialist expertise secured for children with SEND?
17	How accessible is Brentry Primary School?
18	What arrangements are in place to handle complaints from parents of children with SEND about school provision?



We aim to support pupils within four primary areas of need.

Communication and Interaction

We currently support pupils with:

- social, communication, and interaction needs
- a diagnosis of autism or on the pathway for an autism assessment

Cognition and Learning

We currently support pupils with specific learning difficulties. These include pupils with:

- dyslexia
- dyscalculia

Social, Emotional and Mental Health difficulties (SEMH)

We currently support pupils with:

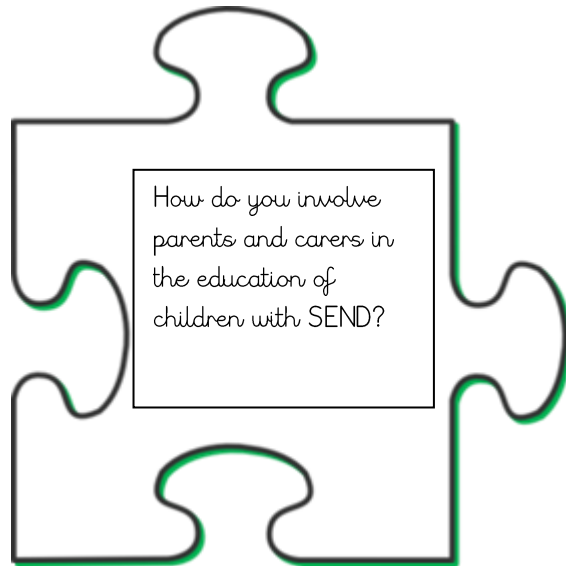
- difficulties building friendships
- a diagnosis of ADHD
- mental health difficulties (including emotional regulation, anxiety, and attachment difficulties)

We also support pupils who have experienced complex or challenging events in their lives.

Sensory and/or Physical Needs

We currently support pupils with:

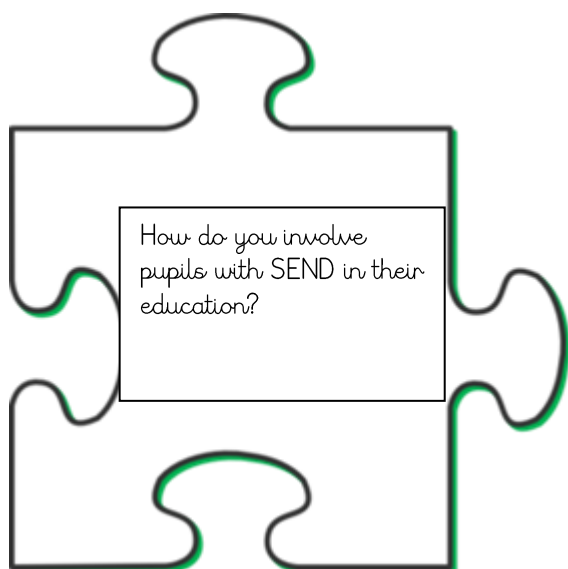
- vision impairment and
- hearing impairment
- physical development needs, including Developmental Co-ordination Disorder (DCD)



We work in partnership with parents/carers to ensure they are fully involved in the provision their child receives. This includes:

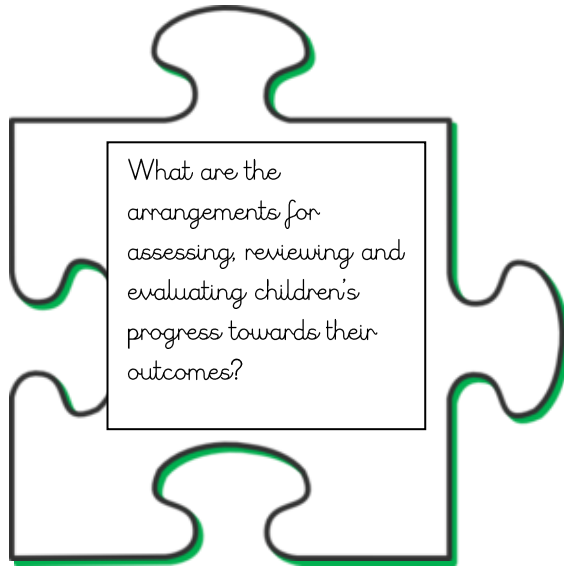
- an open-door policy. Parents/carers are welcome to meet with class teachers and/or the SENCo at any time throughout the academic year to share and discuss any concerns.
- at least three review meetings a year, if your child has an Individual Education Plan (ILP)
- three or more review meetings throughout the year, and an annual review if your child has a Support Plan or an EHCP
- an invitation to meet with external agencies *. The SENCo liaises closely with all agencies and will ensure you are fully involved in meetings. The School Nursing Team and our Speech and Language Therapist also provide 'drop-in' sessions for parents three times a year. The SENCo will inform parents/carers of these sessions.
- providing you with resources and/or strategies to support your child in achieving the outcomes on their ILP, Support Plan, or EHCP. These will be provided by the class teacher and/or the SENCo

*A list of the external agencies we use is on Page 16



We involve pupils as much as possible in their education and provision:

- As part of the ILP process, pupils are asked to complete a One Page Profile. This gains their views on their strengths, interests, qualities and the areas in which they would like help
- Pupils are also involved in the monitoring of their ILPs. Every fortnight, they are asked to complete a Pupil Monitoring Sheet to evaluate how they feel they are progressing towards an outcome
- If a pupil has a Support Plan or an EHCP, they contribute to their annual reviews.
- If a pupil is unable to communicate their views, we may ask them to use visuals to record their feelings, strengths and difficulties. We may ask their class teacher and a key member of staff- who knows the pupil well - to record them on their behalf. This may be through writing, photographs and/or videos



What are the arrangements for assessing, reviewing and evaluating children's progress towards their outcomes?

We regularly assess, review, and evaluate the progress and attainment of all pupils. Class teachers and support staff monitor progress every day during whole-class teaching, marking work and teacher assessments (eg, phonics, times tables, spellings). Where pupils have an Individual Education Plan, outcomes are monitored weekly. In addition to class teacher assessments, more formal assessments (EYFS Baseline, Speech and Language assessments, PIRA, PUMA, Boxall Profile, Dyslexic screeners, Year 1 Phonic Screening Check, Year 4 Multiplication Check, and SATs) are also completed at different times throughout the year.

By continuously monitoring and assessing, class teachers can identify pupils who are causing concern in one or more areas of the curriculum and provide early intervention. At this stage, action is taken to remove barriers to learning using our Graduated Approach and an 'Assess, Plan, Do and Review' monitoring cycle. Our Graduated Approach outlines the different tiers of support pupils with SEND receive. (Please refer to Appendix 1 in the SEND section of the school website.) Parents/Carers will be invited to discuss this with the class teacher and/or SENCo.

External agencies may also assess your child and provide actions for the class teacher, support staff, or the SENCo to implement. This will also be shared with the parents/carers. The external agency may then return after one or two terms of intervention to review and evaluate progress.

All class teachers attend three Pupil Progress Meetings a year with the Head Teacher, Assistant Head Teacher, and the SENCo. The meetings evaluate the progress and assessment data for all pupils in every class. Next steps in a pupil's provision are planned and agreed.

Class teachers meet with parents of pupils with special educational needs at least three times a year to discuss progress and agree on new outcomes. During these meetings, outcomes on ILPs are reviewed.

Parents of pupils with a Support Plan or an EHCP will also attend an annual review to evaluate progress against short- and long-term outcomes.

We encourage the pupils to evaluate their learning. We also listen to their pupil voice and complete One Page Profiles with them. This helps class teachers ensure their voices are heard when considering new learning outcomes.



It is essential that we regularly review our provisions for pupils with SEND to evaluate the effectiveness of our resources, interventions, and support. This also helps ensure that future decisions are well-informed. In accordance with the SEND Code of Practice, we follow a continuous cycle of **assess, plan, do, and review**:

Our SEND provision is monitored through:

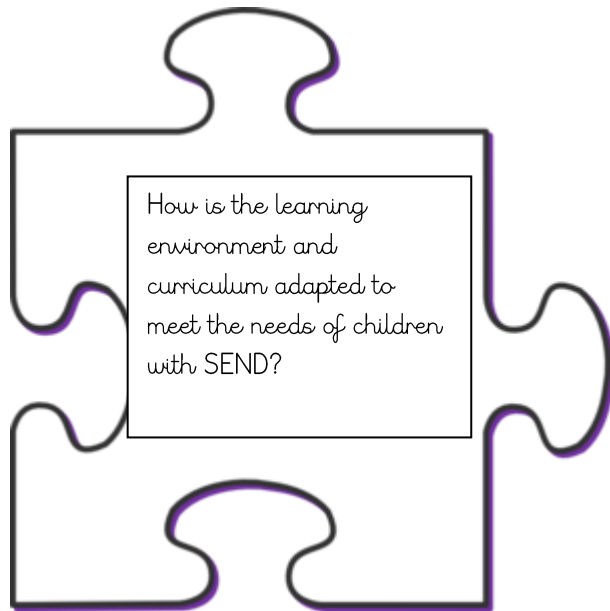
Class Provision Maps and the Whole-School Provision Maps are reviewed regularly to ensure that support is matched to pupil needs and that provision is fair and consistent for everyone.

Learning Walks: Regular visits to classrooms to observe quality-first teaching, targeted strategies, effective use of resources and the delivery of interventions.

Pupil Progress Meetings (three times per year): focus on analysing pupil outcomes, evaluating the impact of current provision, and identifying emerging needs.

Review Meetings between the SENCo and Class Teachers (three times per year): provide opportunities to review Class Provision Maps, Individual Learning Plans, attainment and progress data, the effectiveness of interventions and any resourcing or training requirements.

External agencies work with the SENCo, class teachers, support staff and parents to observe individual pupils and contribute to assessing their needs. This enables us to review and strengthen our provision.



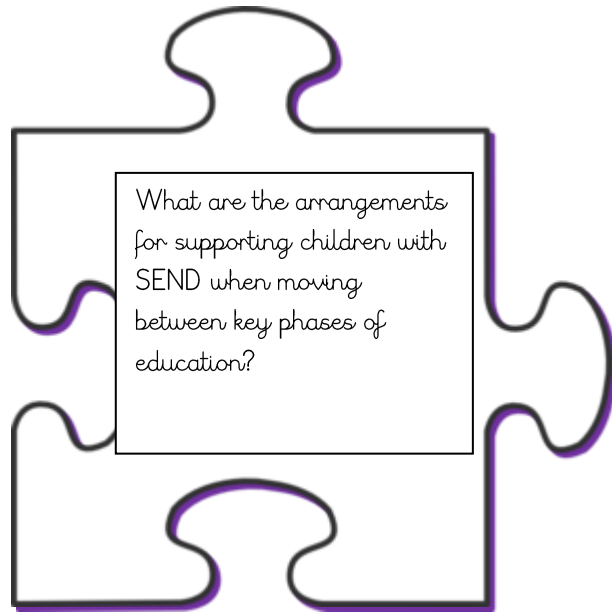
Teachers are skilled in differentiating their lessons to meet the needs of every child in their class. The learning is adapted, and a range of strategies is used for all children. Adaptations may include:

Communication & Interaction	Cognition & learning	SEMH	Physical/Sensory
Now & Next board	Phonic mats	Fidget toys	Writing wedge
Individual timetable	Sentence fans & Sentence strips	Ear defenders	Wobble cushion
Access to a Workstation	The use of visuals	Regular movement breaks	Fidget toys
Fidget toys	Number lines	Access to the Sensory Room	Weighted blanket
Instructions are broken down into smaller steps	Manipulatives (cubes, Dienes, Numicon)	Task Lists	Worksheets in a larger font
The use of visuals/ photographs	Pre-teaching of new concepts and topics	Access to a Workstation	Easy grip pencils
Regular movement breaks	Task Lists	Possible sessions in our Nurture Room	Easy grip scissors
Access to the Sensory Room	Access to a laptop		
	Coloured overlays/paper		

Pupils may work on a 1:1 or in a small group with an adult, either inside or outside the classroom,

Pupils may participate in an intervention to make progress in their identified area of need. Interventions we currently offer include: Nessy, Numbers Count, Lego Therapy, Speech and Language, Time to Talk, and Socially Speaking.

Subject Leaders have provided class teachers with adaptations they expect to be made in their subject for pupils on the SEND register.



Please note: This information is for children whose needs are met through Quality First Teaching or children who have an ILP or Support Plan. Please see the following page for children who have EHCPs.

Pre-School to Reception

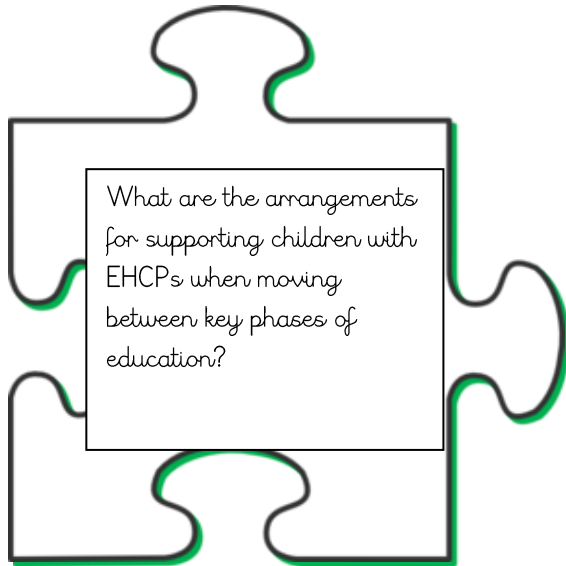
In the summer term, before your child transfers to our Reception class, we contact pre-schools to find out whether there are any relevant needs we should plan for. We make every effort to visit the child at their pre-school and to liaise with parents and external agencies involved in supporting the child. This helps us to put the most appropriate provision in place before the child begins school.

Moving from Another School

If your child moves to Brentry from another school, we will invite you to visit the school to meet your child's new class teacher(s) and the SENCo. This will allow you to discuss the needs and provisions your child required in their previous school. Once your child starts with us, all assessments, reports, and information are passed on from their last school. To get a thorough understanding of your child's needs, the SENCo or class teacher may also contact the previous school.

Year 6 to Year 7 (secondary school)

Moving on to Key Stage 3 (secondary school), the SENCo meets with our feeder schools during the spring and summer terms of Year 6. Your child's needs and the provision they require are shared, and all relevant documentation is transferred across. Some of our primary feeder secondary schools also hold enhanced transition sessions for pupils with SEND; these are held in the summer term and give children the opportunity to spend time in their new school, get to know key members of staff, and find out more about the school day before they begin in September.



If your child has an EHCP, the transition process between schools is different.

Pre-School to Reception

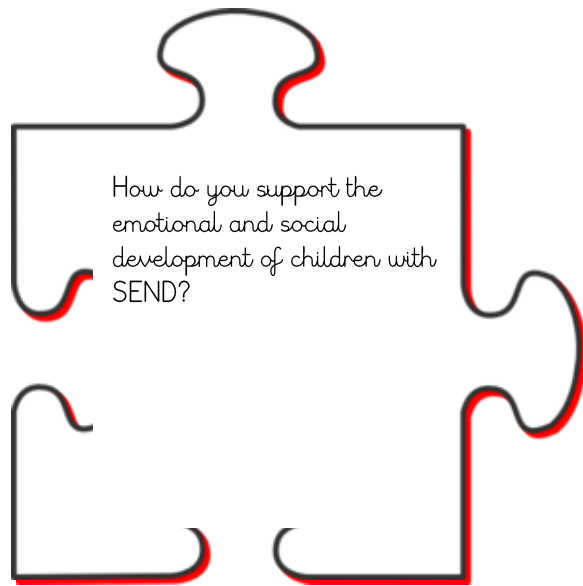
During the pre-school year, a meeting is held to review your child's EHCP and discuss the transition to Reception. Once the SENCo has submitted the paperwork to the Local Authority, they send Consults to your preferred school and other schools in the area. Schools then have 15 days to read through your child's EHCP, consider if they can meet the needs and required provision, outlined in Section F, and reply to the Consult. If, in our Consult, we can meet the needs and required provision, and we are your preferred school, we will be named on your child's EHCP. At this stage, we will meet with you, visit your child in their pre-school setting, and meet with their SENCo, Key Worker, and any relevant external agencies.

Key Stage Transfers for Reception & Year 2

At the end of Key Stages (Reception and Year 2), the SENCo plans Transfer Reviews. It is at these times that your child's EHCP can be amended and updated. If we can continue to meet your child's needs and you are happy for your child to stay at Brentry, we will remain the named school on the EHCP. If you, external agencies, and school staff feel your child's needs would be better met in a specialist provision, the paperwork from the Transfer Review meeting and the amended EHCP will be taken to a Placement Panel at the Local Authority. If the Placement Panel agrees, specialist schools and/or Resource Bases will be consulted to see if they can meet the needs outlined in Section F of your child's EHCP.

Key Stage Transfers for Year 6

For children moving onto secondary school, the transition process begins in the summer term of Year 5. By the end of the first term of Year 6, the SENCo must have held a Key Stage Transfer Review meeting with the pupil, parents/carers, the class teacher, the child's key workers, and any relevant external agencies. The child's EHCP will be reviewed, new outcomes agreed, and the parental preference for the provision for Year 7 will be shared. Once the SENCo returns the Transfer Review paperwork and amended EHCP to the Local Authority, your child's Senior Case Worker and the EHCP Team will begin consulting with your preferred secondary school and others in the local area. If we agree that your child's needs would be better met in a specialist school, your child's paperwork will be discussed at a Placement Panel.



We strive to be a nurturing school, where pupils' social and emotional development is prioritised throughout all aspects of the school day. Our SENCo has completed the Senior Mental Health Lead training and has delivered training to school staff.

Personal, Social and Health Education (PSHE) is delivered through the Jigsaw scheme of work. Assemblies are used to promote our five main statements on our Mission Star (Safety, Health, Achievement, Responsibility, and Enjoyment) and the 'No Outsiders Here' Programme.

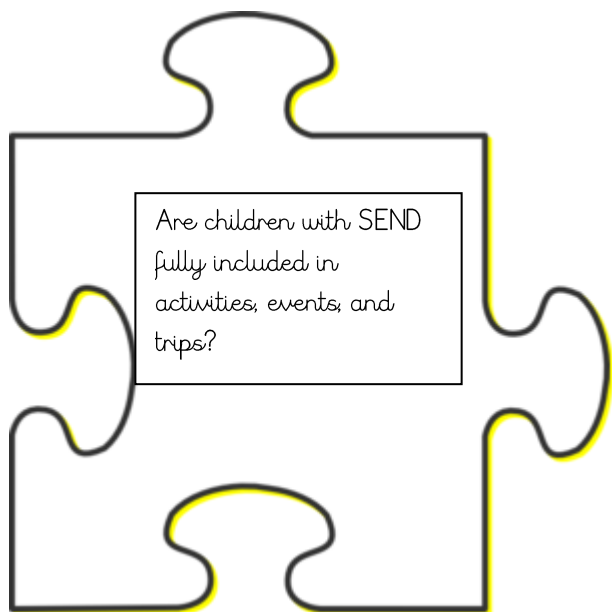
Pupils know that they can speak to their class teachers, teaching assistants, SMSAs, or members of the SLT if they need to share their worries or concerns. Some of our pupils with SEN/D have a 'Team' of three to five members of staff they select to be their 'safe' adults in school. If they need someone to talk to, pupils know they can speak to a member of the team at any point in the day.

When pupils require additional support with their social, emotional, and mental health, our staff deliver interventions. We are currently delivering 'My Worries and Anxieties', 'Angry Arnold', the '5 Point Scale', 'Understanding my Emotions', 'Lego Therapy', 'Time to Talk', and 'Socially Speaking'. We also have an Educational Mental Health Practitioner (EMHP) who works in school for half a day each week to provide Low-Level CBT to children.

To meet the needs of pupils who require more bespoke support with their social and emotional development, we have recently opened a Nurture Room (The Nest). This is based on the Six Principles of Nurture. We also have a Sensory Room (the Zen Den), which is open to all pupils throughout the day.

When we require specialist support from outside agencies, referrals are made to the North Star Outreach Team, the School Nursing Team, and/or the Primary Mental Health Team.

The staff and leadership team value the views and opinions of our pupils and their parents/carers. Pupils' views and opinions are sought through the School Council, pupil conferencing, and questionnaires. We also ask parents/carers to complete questionnaires to gain their views and perspectives on all areas of school life.

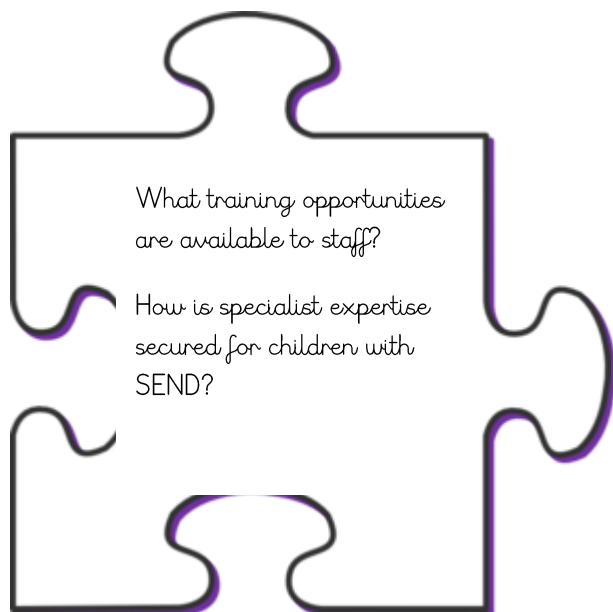


We endeavour to include all children in every aspect of school life.

Subject Leaders have provided class teachers with adaptations they expect to be made in their subject for pupils on the SEND register.

On planning a school trip or residential visit, the class teachers will make every effort to select a venue that is accessible for all members of the class and a thorough risk assessment will be written. The risk assessment highlights any concerns for safety and access on the trip (eg. crossing a road, any uneven surfaces, climbing stairs etc). Where able, the class teacher will then put reasonable adjustments in place to ensure everyone is safe and included in all the activities.

The class teacher may involve the parents/carers when planning a trip and drawing up an individual risk assessment.



Our SENCo has achieved the National Award for SEND Co-ordination (NASENCo) and attends regular SENCo meetings and training sessions. Our SENCo has also completed the Senior Mental Health Lead training.

All members of staff receive training to meet the needs of our pupils. Training is delivered through In-Service Training Days (INSETs) and CPD courses offered by external agencies, for example, Speech and Language, North Star Outreach, the Bristol Autism Team, and the Sensory Support Service.

We also provide training for key members of staff who work with individual children with specific learning difficulties and/or disabilities. This ensures that the correct provisions, interventions, and resources are planned and implemented.

We currently have staff members trained in Numbers Count, Nessy, Twinkl Phonics, Autism, Precision Teaching, Lego Therapy, Supporting children with their Mental Health & Well-Being, and Speech and Language (eg, Colourful Semantics)

When we require more specialist support from external agencies, the SENCo completes referral forms to the relevant agency. Many pupils receive intervention in school by the School Nursing Team, Speech and Language therapists, and our Education Mental Health Practitioner (MHST)

A list of external agencies we currently use is on the next page.



External Agencies

We work with many different external agencies to ensure the correct provision is put in place for individual children. They also provide guidance and/or training for our staff.

Community
Paediatrics

Sensory Support
Service

School
Nursing
Team

Physiotherapy

Speech and
Language
Therapy

Occupational
Therapy

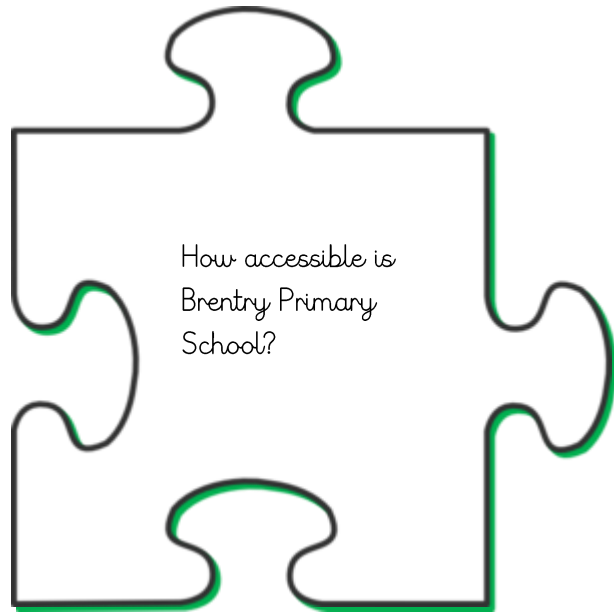
Education
Psychology

Bristol
Autism
Team
(BAT)

Primary Mental Health Nursing
Team and CAHMs

MHST (Mental Health Support Team -
OTR)

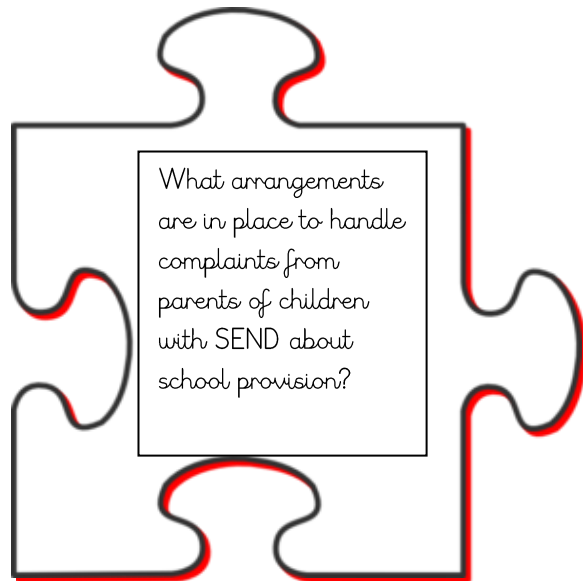
North Star Outreach Team



Brentry Primary School had a major refurbishment in 2018. The school is on two floors. Reception and Key Stage One have the classrooms on the ground floor and the Key Stage Two classrooms accommodate the first floor.

To support accessibility, we have:

- a lift for children, staff, parents and visitors who have difficulty using stairs
- ramps that allow full wheelchair access to and from the KS1 and KS2 playgrounds
- accessible automatic sliding doors at the entrance to the school
- a disabled toilet and a shower room.
- a disabled parking bay, and permits for Blue Badge Holders



In keeping with our policy of home-school partnership, we encourage an open-door approach between teaching staff and parents/carers regarding their child's education and well-being.

If you would like to discuss concerns regarding the provision your child is receiving, please get in touch with the class teacher or the SENCo. We will arrange a meeting to listen to your concerns and agree on the next steps. A second meeting will be arranged to review the agreed actions.

Parents who feel they need to make a complaint about the SEND provision their child is receiving should consult the school's Complaints Policy. A copy is available for viewing on the school website.

At any point, the parent/carer may also wish to contact Bristol Parent/Carers or SEND & You for advice:

<https://www.bristolparentcarers.org.uk/>

<https://www.sendandyou.org.uk/>





We hope you have found our School SEND Information Report helpful. If you cannot find an answer to a question, please get in touch with us, and we will be happy to help you.

You are also very welcome to visit our school. Please get in touch with us on 0117 3532261 to arrange a day and time.

If you would like further information about the Local Authority's Local Offer for children with SEND and their families, please visit this website: <https://www.bristol.gov.uk/web/bristol-local-offer>.

