

Bradwell Junior School

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Bradwell Junior School

Contents

What is a SEND Information Report?	3
Who is the SEND Team?	3
What types of SEND does the school provide for?.....	3
How will the school know if my child needs SEND support?	4
What should I do if I think my child has SEND?	5
How will the school measure my child’s progress?.....	6
How will I be involved in decisions made about my child’s education?	8
How will my child be involved in decisions made about their education?.....	8
How will the school evaluate whether the support in place is helping my child?	9
How does the school adapt the curriculum and learning environment for children and young people with SEND?.....	9
How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	10
How does the school support pupils with disabilities?.....	11
How will the school support my child’s mental health, and emotional and social development?	11
What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	12
What support is in place for looked after and previously looked after children with SEND?	13
How does the school make sure the admissions process is fair for pupils with SEND or a disability?	13
What should I do if I have a complaint about my child’s SEND support?.....	14
What support is available for me and my family?	14

What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Childrens and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, read our SEND policy:

www.chorustrust.org/policies

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Kathryn McGuinness

She is contactable via: SEND@bradwelljunior.chorustrust.org or kmcguinness@chorustrust.org

What types of SEND does the school provide for?

Bradwell Junior School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age
- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our school currently provides additional support for a broad area of needs including:

- Specific learning difficulties, including dyslexia
- Autism, including elements of OCD and PDA
- ADHD
- Mental health and wellbeing needs including anxiety, resilience, self-esteem and bereavement
- Speech and language support both in terms of phonological awareness and vocabulary development
- Social communication and interaction support
- Sensory processing needs

Bradwell Junior School makes adaptations and provides additional support based on how the child presents in school so that all pupils thrive, whether this is based upon a formal diagnosis or not. We support parents in gaining a diagnosis should this be required to 'future-proof' support for their child.

How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

If a child already has an identified Special Educational Need or Disability on entry into the school, the SENDCo meets with the previous school's SENCo to discuss their needs and the support the child has already been receiving. This information is shared with the class teacher and any teaching assistants working to support the child so that continued support can be put in place.

Teachers and Teaching Assistants working alongside children discuss daily the progress children are making in lessons. Building excellent relationships with pupils and having experience of supporting pupils with SEND, staff employ a variety of methods to support pupils in the classroom before additional intervention is required. If there is any indication that a child is displaying signs of any aspect of SEND that are not being met by the ordinarily available Wave 1 support in the classroom, then the teacher meets with the SENDCo to outline their observations. The SENDCo works alongside the teacher to identify any further possible adaptations, assessment tools, or interventions that may be required to support the child further. These are put into practise with further observations and feedback sought. Each term, pupils are assessed through a variety of means and pupil progress meetings are held between teachers and the SENCo. If there is any indication within this meeting that the special educational needs of an individual are not being met or a child has not made expected progress a plan is put in place to address this and reviewed on a regular basis.

What should I do if I think my child has SEND?

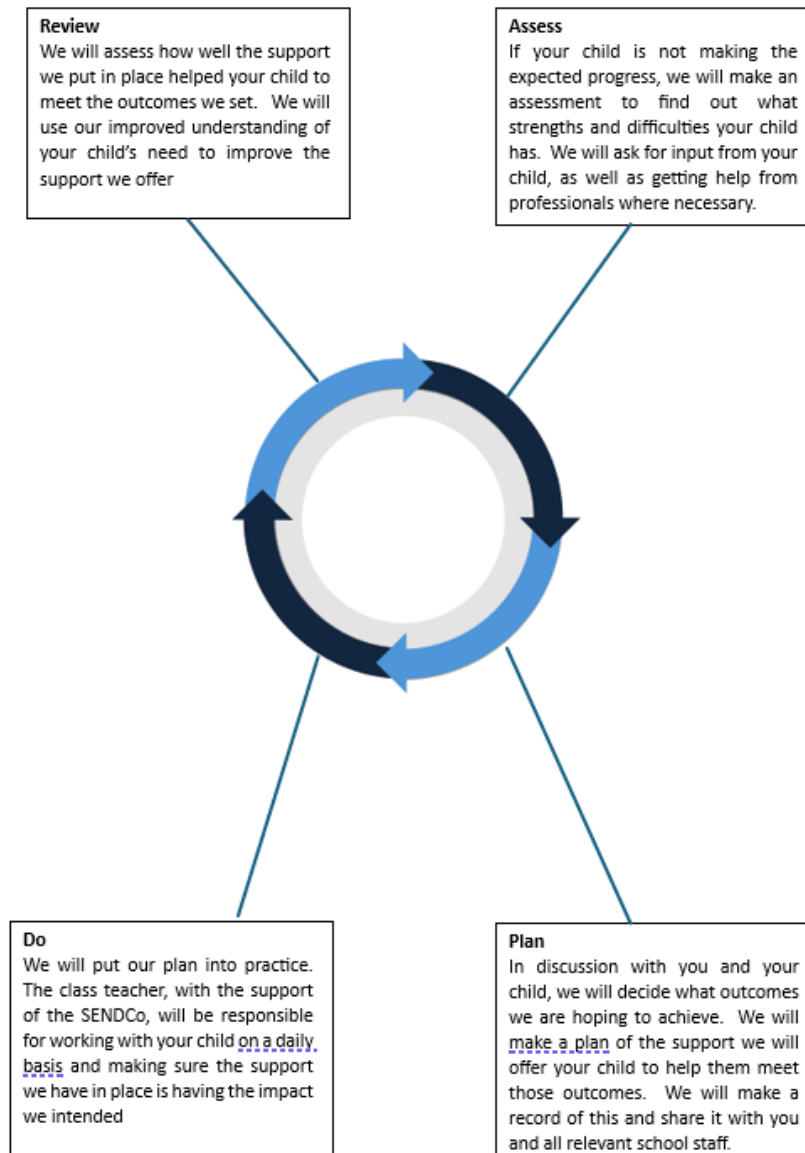
At Bradwell Junior School, we have an open-door policy and working in partnership with parents/carers is central to how we work as a school. If you think your child has SEND, please do contact us so that we can work together to support your child as quickly as possible. We will invite you in for a meeting to discuss your concerns and following this will work with your child to investigate their views about their needs, carrying out further assessments or observations. Once we have collated this information, we will decide whether your child needs SEND support, adding them to the SEND register and putting a support plan together for them, which will also involve both parents/carers and pupils.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND, the first person to tell is your child’s teacher. Please do not feel like you must wait until a parents’ evening.</p> <p>Teachers are always available at the end of the school day for an informal conversation and if they are unable to meet with you immediately, they will always make an appointment to see you as soon as possible.</p> <p>If you are unable to have a conversation at the end of the day, contacting your child’s class teacher by ClassDojo or phoning the school office will ensure your concerns are raised.</p> <p>You can also contact the SENDCo, Kathryn McGuinness, directly – at the start or end of the day for an initial conversation or by emailing SEND@bradwelljunior.chorustrust.org or kmcguinness@chorustrust.org</p>	<p>The teacher and SENDCo will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.</p>	<p>If we decide your child needs SEND support, we will formally notify you in writing and your child will be added to the school’s SEND register.</p> <p>We will arrange a further meeting to share your child’s support plan.</p>

How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**



As part of this process every child with SEND will have a Support Plan that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly face to face (parents' evening) or written reports on your child's progress.

The SENDCo and your child's class teacher will meet you each term in addition to the parents' evening, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How does the school adapt the curriculum and learning environment for children and young people with SEND?

Most children at our school will have their special educational needs met through excellent classroom practice. This is called Quality First Teaching (wave 1 provision). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given Additional School Intervention Support (wave 2 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a Support Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Examples of additional school interventions at Bradwell Junior School:

- Precision Teaching and Monitoring using the Birmingham Toolkit
- Handwriting Intervention
- Fine Motor Skills Intervention
- Well-being sessions/nurture support
- Little Wandle
- SNIP (dyslexia programme)

- IDL (dyslexia programme)
- Word Aware programme
- Sensory Breaks
- Zone of Regulation/Restorative Practice Skills
- Lego Therapy

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning
- CAMHS

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

How will the school make sure my child is included in activities alongside pupils who don't 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 school trips, including our residential trip(s).

All pupils are encouraged to take part in school plays and concerts, sports days, theme days and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school support pupils with disabilities?

To ensure that pupils with disabilities can access Bradwell Junior School and that they are treated equally, we have taken the following steps.

- Bradwell Junior School is accessible by a ramp at the main entrance to school.
- The disabled toilet and classrooms are all on one level.
- Children can access child-sized toilets.
- Teachers have considered sensory overwhelm when displaying work.
- There is a calm, purposeful atmosphere within school.
- Classroom equipment is accessible and available to all pupils.
- Tables and shelves are at child height, or wheelchair accessible height.
- Consideration to the layout of classrooms and seating arrangements for all pupils.
- Sensory aids including ear defenders, wobble cushions, fidgets, chair bands, writing slopes are common adaptations.
- All pupils have access to extra-curricular activities, personal development opportunities and visits.
- Adaptive technology is used in all classrooms.
- Specialist support from external agencies is sought when new needs arise to ensure continuing professional development.
- There is an up-to-date Accessibility plan.

The school's accessibility plan is available to download from www.bradwelljunior.chorustrust.org/policies and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Having regular informal check-ins with trusted adults on an as needs basis.
- Teaching children about emotional regulation through Zones of Regulation interventions in addition to in the classroom, and a mindful approach to PSHE.

- Nurture and well-being sessions with experienced staff to discuss emotional and mental health concerns, teaching strategies to support mental well-being.
- Forest Schools and gardening sessions to build resilience and promote well-being
- Lego Therapy intervention to develop social skills

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

As a junior school, we have excellent links with our feeder Infant School and have developed a comprehensive programme of transition for all pupils, which not only benefits pupils who are new to the school, but pupils within our school to move year groups. In addition to this programme, any children with SEND may experience further visits and sessions should their existing school or parents think it is necessary.

We work closely with our feeder Infant School, having reading buddies, joint events including celebration events and assemblies throughout the year. In addition, there are many opportunities for our children to experience our local secondary school for multiple sports events during the year and a specific Year 5 STEM Day. These help children to become familiar in the setting throughout their school life before the transition process formally occurs.

Between years

To help pupils with SEND be prepared for a new school year we:

- The new class teacher joins the current class teacher to complete the final Support Plan review of the year with parents and the SENDCo between year 4 and 5 (or when there is a change in teacher)
- Children in all year groups experience transition sessions throughout the summer term, when children from Year 2 visit for their transition sessions. This totals approximately a week's worth of lesson time.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for movement between primary and secondary school)

The SENDCo of the secondary school will be invited into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Carrying out transition sessions with a teaching assistant focused on navigation of the school, where to go for help, practising with a secondary school timetable.

- Learning how to get organised independently
- Additional visits and sessions at the school

Between phases (for movement between infant and junior school)

The SENDCo of the infant school is invited to meet with our SENDCo to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Pupils will be prepared for the transition by:

- Meeting their new class teacher and teaching assistants in their own setting first
- Visiting school in small groups for a tour
- Visiting school for sessions building from an hour with the class teacher, to being introduced to the older year group they will be in class with, to half day and full day sessions incorporating drop-off, pick up and lunch sessions.
- Additional sessions to work in the school building with a known teaching assistant to build familiarity if necessary
- Any additional visits as necessary

What support is in place for looked after and previously looked after children with SEND?

Kathryn McGuiness, our Designated Teacher for Looked-After and Previously Looked-After Children and SENDCo, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

At Bradwell Junior School, our policies and procedures meet all statutory requirements for admissions, and these can be found in our Admissions Policy on our school website. If your child has additional needs, we strongly encourage parents/carers to contact school for a pre-admissions meeting so that we can discuss your child's needs and understand how best to support them.

In the case of children with an EHCP where Bradwell Junior School has been identified as suitable and named specifically, children are automatically allocated a place with the highest priority.

Where a child has specific SEND needs but no EHCP, they will be treated in the same way as any other pupil and priority will be given according to the criteria set out in our admissions policy.

We rarely reach our pupil admission number of 20 per year group, but should oversubscription occur, we assess the applicants based on the order of priority as indicated below.

1. A current 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services function.
2. Children living in the normal area served by the school at the time of application and admissions who have brothers or sisters attending the school at the time of application and admission.
3. Children living in the normal area served by the school at the time of application and admission.
4. Children not living in the normal area served by the school.
5. Other children whose parents have requested a place.

What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Derbyshire County Council's local offer. Derbyshire publishes information about the local offer on their website:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.derbyshireiass.co.uk/home.aspx>

Local charities that offer information and support to families of children with SEN are:

Young Minds - Mental Health Charity - <https://www.youngminds.org.uk/>

Zink – Neurodivergent hub, Buxton - <https://zink.org.uk/neuro-divergent-project-page/>

Fair-play Centre, Chesterfield - <https://fair-play.co.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)