

**BRIMSDOWN PRIMARY SCHOOL**



**HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

We are a Values-Led school

Our vision is for Brimsdown to be truly inclusive learning community where

- We learn together, developing attitudes, approaches and environments so that we all enjoy the best possible achievement and success.
- We share together, valuing everyone and seeing our differences as opportunities and strengths
- We grow together, through our honest self-awareness and willingness to take responsibility for always doing our best.

It is our aim that every child

- is fully included in school life, regardless of special educational needs, disabilities, or any other factor that may affect their attainment or ability to feel integrated into school
- is a successful learner at a pace appropriate to their abilities and development (this includes those who require a faster pace of learning than their peers)
- has their strengths recognised and valued and their weaknesses supported, whether these be social, behavioural, physical, medical, emotional or academic.
- and every adult fully accept differences in others and work together to promote individual and group success and achievement.

**Type of school we are**

Brimsdown Primary is a 3 form entry Primary School with a Nursery. Children are 3-11

**Our Ofsted rating**

Brimsdown Primary School's last Ofsted in 2016 was rated: - Good

**How we know if a child has special educational needs**

- You can raise concerns at any time by making an appointment with the Class Teacher and/or The Inclusion Leaders.
- At Brimsdown all children are carefully monitored and any concerns are discussed at half termly pupil progress meetings. If there are any concerns with regards to a possible special educational need; the class teacher will approach one of the Inclusion Leaders. Initially the child's needs will be assessed by school staff and additional provision may be put in place and where appropriate an SEN support plan will be drawn up. These are reviewed termly and you are always invited.
- If necessary the school may call in other professionals to help assess, revise and review.

- Your child **may** have home/school link books to aid communication between home and school and/or have a regular discussion with the class teacher or Learning Support Assistant.

#### **What we do to help children with special educational needs**

- We have a full-time nurture group for up to 10 Key stage one pupils called Chameleons Class and a part-time Key stage two nurture group called Cranes Class.
- We have an inclusive provision for up to 14 pupils with a severe to profound Hearing Impairment called HIRBIE
- The school has a provision map which is updated when needed. The provision map provides a clear picture of all the additional interventions that the school is currently providing. All the interventions are carefully selected for each child. The interventions are carefully monitored by the Inclusion Team.
- The Class Teacher is responsible for **all children** in their class and provides Quality First Teaching. The teacher co-ordinates how the additional support is used in consultation with Inclusion Leaders.
- The Teaching Assistant in each class supports as directed by the class teacher.
- The class teacher is responsible for your child's education plans, which are monitored during the termly Learning Support plan review meetings.
- A member of the Inclusion Team attends the termly Learning Support plan review meetings for children with Education, Health Care Plan).
- All of your child's targets are monitored and reviewed.
- All Learning Support Assistants meet with the inclusion team every term or as and when required to monitor children's needs and ensure effective support.

#### **How we adapt our teaching for children with special educational needs**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Lessons are carefully differentiated to your child's needs and equipment carefully chosen to suit their learning need.

#### **How we decide what resources we can give to a child with special educational needs**

- The Inclusion Leaders support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEN issues or to support identified groups of learners in school.
- The School has access to outreach advisers who will work alongside support staff to provide training and implementation of specialised programmes.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.
- School adapts the environment, wherever practicable to the needs of the children, including accessing specialist equipment if needed.

#### **How we check that a child is making progress and how we keep parents**

### **informed**

- Your child's progress is continually monitored by his/her Class Teacher.
- His/her progress is reviewed every half term. Progress in other areas, such as attendance and behaviour are also monitored.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results from the year 6 tests are published nationally.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- If your child is still not making expected progress the school will discuss with you:
  - any concerns you may have
  - any further interventions or referrals to outside professionals to support your child's learning
  - how school and home can work together, to support your child.
- A range of ways will be used to keep you informed, which may include:
  - Telephone/ texts
  - Letters/certificates sent home
  - Additional meetings as required
  - Reports

### **Support we offer for children's health and general wellbeing**

The whole family situation is taken into consideration when supporting and communicating around a child with needs.

Information is only shared on a need to know basis.

Medical:-

- If your child has any medical needs the Senior Welfare Officer will invite you into school to create a care plan.
- The plans will be updated regularly and you are able to contact the school Welfare Officer at any time.
- Your child's social and pastoral care is very important and sharing of your concerns with their Class Teacher/ Learning Support Assistant will help us all to work together.
- All medicines are carefully monitored and recorded.
- If there are any concerns a member of the welfare team will ring you and discuss any issues. If needed the School Nurse will be contacted.
- Your child will access all the assessments held in school and if there are any concerns you will be informed.
- Dietary needs are discussed and any allergies shared with relevant staff.

Social:-

- Your child is fully included in activities where possible. All children are encouraged to work together.
- If your child is struggling to understand how to make friends, support is put in place through a focus group.

- New children (or if your child is struggling in the playground) are provided with an appropriate buddy.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their Class Teacher and the Inclusion Team will be notified.
- Buddies/playground helpers may also be provided for children who are experiencing difficulties or require some support.
- After school clubs enable children to develop a range of skills in a social setting.

**Behaviour:-**

- If your child has behavioural difficulties their Class Teacher will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support may be implemented if needed and advice requested from additional professionals if required.
- The Inclusion Leader for behaviour will keep you informed and if necessary hold a meeting with you and professionals involved.
- Everything possible will be implemented to ensure your child is included at all times.

**Attendance:-**

- It is important that your child has a good attendance so they are able to make good progress with the support they are given.
- It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues, the School Welfare will be able to advise you.

**Child's views:-**

- Your child may contribute to their Termly Learning Conference every term.
- Your child will be offered to contribute to their statement (EHCP) meeting.
- Your child is encouraged to discuss school issues that can be taken to the school council.
- Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.
- If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school, you can raise them with the Class Teacher, LSA or a member of Senior Management.

**Specialist external services we use when we think extra help is needed**

Additional Resource Provision  
KS1 and KS2 Nurture Groups

**The school has access to:-**

Educational Psychologist

Speech Therapist  
Social Services  
The Ark  
Children and Adolescent Mental Health Service  
Outreach:- West Lea Special School  
                  Russet House – Autism  
                  Waverley School  
                  Oaktree School  
Occupational Therapy  
Blanch Neville  
Physiotherapy  
Joint Services for Children with Disabilities  
SWERRL ( Behavioural Support Service)  
DAZU- counselling  
YISP  
School Nurse  
Parent Partnership:- [www.enfieldparents.org.uk/services/parent-partnership-service](http://www.enfieldparents.org.uk/services/parent-partnership-service)  
**Voluntary agencies:-**  
National Autistic Society:- [www.autism.org.uk/](http://www.autism.org.uk/)  
MENCAP:- [www.mencap.org.uk/](http://www.mencap.org.uk/)  
Citizens Advice Bureau :- [www.enfieldcab.org.uk/](http://www.enfieldcab.org.uk/)  
Battens Society

### **The training our staff have had or are getting**

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEN.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Training takes place on a regular basis. Staff have 5 Inset days of training and weekly staff meetings.
- All Teaching Assistants and Learning Support Assistants have access to in school training. During their Professional Development Interviews, staff indicate their area of interest and training needs; the Head teacher selects suitable courses.

### **How we include children in activities and school trips**

- Safety is considered at all times. Individual risk assessments are completed prior to all trips. There are individual risk assessments for children who require them in school.
- Before any trip or activity an assessment is completed to ensure accessibility for all.
- Every year additional adults are provided for school trips.
- Inclusion is prioritised when planning for activities and school trips. All children's needs are considered to ensure all activities are appropriate to them.

- Social stories are worked on in and out of school to ensure where necessary, that individual children have a good understanding of what is going to happen.

#### **Our school environment**

- The school is fully accessible to wheelchairs.
- Classrooms are fitted with a Sound-field System.
- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- The school has disabled changing and toilet facilities.
- When each child with special needs enters the school their whole needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided.
- School is secure and has restricted access.

#### **How we prepare for children joining our school and leaving our school**

- You will be well supported throughout all transitions.

If your child is joining school:-

- If the child has known difficulties a member of the Inclusion Team will meet to discuss any support that is required.

If transferring from another school:-

- If possible a member of the Inclusion Team will visit the child in their current setting. Social stories are provided when appropriate and visits can be planned to support the change.

If your child is moving to another school:-

- The transition to a new school is carefully planned and parents are kept fully informed. A social story or photographs are used to show the child where they are going and the new support they will be getting.

In Year 6

- A member of the Inclusion Team will invite the secondary staff in to discuss the child and share strategies.
- Your child will attend a small group in school, to support their understanding of the changes ahead.
- Visits are made to the new school and if possible staff from the new school will visit your child in their current school.

Moving classes:-

- Information will be passed on to the new Class Teacher.
- If appropriate a social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.

#### **How parents are involved in school life**

- You are encouraged to discuss any concerns at the first opportunity.
- Sharing your understanding of your child's needs is greatly valued.
- If you are provided with feedback from professionals and require a translator in order for you to have a clear understanding of what is going on, please bring along someone you trust who can translate for you.
- If when discussing your child's LSP, you feel that you require a translator,

please feel free to bring someone along with you.

- Miss Marina Sophoclouds – Pastoral Care Lead - is available to discuss any issues.

#### **Who to contact for more information or to discuss a concern**

- We would like you to talk to your child's Class Teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support the child both at home and school and can share what is working in both places.
- A member of the Inclusion Team will be available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. One of the Inclusion Leaders will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to your child's individual needs.

#### **In addition:**

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team (based at the Civic Centre). They will ensure that you fully understand the process.

- The first point of contact to discuss any concerns is with the class teacher. If concerns continue you can contact one of the Inclusion Leaders.
- If there are family matters that may be impacting on your child, you can talk to Miss Marina Sophoclouds, Pastoral Care Lead.
- If your child has a special educational need and you wish to look at the School facilities you can contact:-

**Miss McSweeney (SENCO) and Mr. P Venus (Deputy Head for Inclusion)  
0208 804 6797**

**Our offer to children with special educational needs and/or disabilities was prepared in coproduction with parents in November 2019.**

**It will be reviewed in November 2020**