



Brinkworth Earl Danby's C of E Primary School

Annual SEND Information Report 2023

Head Teacher: Alana Walch

Special Educational Needs and Disabilities Coordinator (SENDCo): Sally Cross

Telephone: 01666 510406

Special Educational Needs and Disabilities (SEND) Governor: Jo Maitland

Report agreed by Governors: September 2023

School Context

Brinkworth Earl Danby's is a medium sized primary school with approximately 160 children on roll across 6 classes. It is a Church of England Voluntary Controlled Primary School and split across two sites in the villages of Dauntsey and Brinkworth.

What specialist services and expertise are used by the school?

- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Advisor
- Educational Psychologists
- Specialist Special Education Needs Service (SSENS) which includes:
 - Behaviour Support
 - Learning Support
 - Social Communication Needs
 - Qualified Teacher for Visual Impairment;
 - Qualified Teacher for Hearing Impairment;
- Occupational Therapy
- School Nurse
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Social Care: including support for Looked After Children (LAC) with SEND
- Wiltshire SEND advisors

What training have the staff supporting my child had this year?

- Wiltshire updates through SENDCO meetings
- Emotional Literacy Support Assistants (ELSA) training
- Interventions training on:
 - Little Wandle – catch-up, rapid catch-up, precision teaching
 - Wesford
- Developing the role of the TA
- All staff receive regular in-house training on supporting children with SEND
- Emotion coaching & behaviour
- 'Calmer classroom'
- Staff work alongside advisory staff who visit children in school – developing knowledge and understanding of how best to meet children's needs
- Colleague observation/discussion

How does the school identify whether my child may have SEND?

- Through our regular monitoring and tracking of children using observational assessments and formal assessments eg. Reception Baseline assessment (RBA), Phonics screening tests, Cornerstones tests carried out three times a year
- Other assessments to identify child's barriers to learning
- SENDCo termly meetings with every class teacher
- Pupil progress meetings between Head teacher and class teacher three times a year
- Class teacher discussions with SENDCo as and when required
- Solution surgeries with Educational Psychologist carried out three times a year
- Monitoring attendance
- Monitoring behaviour
- Discussions with parents
- Using the Wiltshire Graduated Response (GRSS) to SEND to identify areas of need.
- If we have identified any concerns, the class teacher arranges a meeting with you and discusses concerns with the Head teacher and SENDCo

How does the school prepare and support your child when they join the school or transfer to another school?

Before joining us and as they progress through the school:

- We have close links with a number of local pre-schools, in particular: Little Foxes; Dodford farm; Learning Curve
- Foundation Stage teacher and TA visit the pre-school your child has attended to ensure a smooth transition to our school. A home visit is also arranged once your child has started in our Reception class
- We provide you and your child with photos of key areas of the school (their classroom, cloakroom, entrance etc.) and of staff they will have regular contact with along with Induction information
- We adapt our transition arrangements to meet your child's needs (additional visits, a longer transition) through discussion with you and any support agencies working with your child
- Transitional arrangements to meet your child's needs when moving to our Upper school site
- Visits to the school are warmly welcomed where you will be given a personal tour of both sites
- Provide contact details of our Parent Support Advisor (PSA), Mrs Terry Jones
- A transition review is held for EHCP (Educational Health Care Plan) pupils, the Secondary school and SEND representatives from Wiltshire Council are invited
- The school works closely with the SENDCo and SEND staff at local Secondary schools in preparation for Year 7 eg. extra visits organised for those children who need them
- Children joining at other points in the school are assessed and needs, should they be present, are also raised with teachers, parents and the SENDCo
- When SEND has been identified by a previous school or setting, the SENDCo will liaise with that school to gain as much information about the provision for your child in their previous setting
- Equally, files and information from our school are sent on promptly to a receiving school to ensure they have all the information they need to support your child

What type of SEND support do we provide?

Children who have been identified as having specific educational needs will receive additional support. The amount, type and frequency of support will depend on the needs of your child and their barriers to learning.

We provide support for:

- English/Maths needs including Dyslexia
- Hearing and visual impairment
- Speech and language difficulties
- Physical difficulties including fine and gross motor skills
- Social, emotional and mental health
- Autistic Spectrum Disorder/ADHD
- Dyspraxia
- Other support as identified on professional reports/external agencies

How will I know how my child is doing and how will you support me to help my child's learning?

There are many different ways of keeping in touch with your child's progress in school:

- Parent/Carer's consultations – twice a year
- Termly meetings if your child is on My Support Plan (MSP) or an Individual Education/Behaviour Plan (IE/BP)
- Annual report to parents
- Seesaw in Reception & Oak class
- Class email
- Class assembly and invitation to visit your child's class once a year
- Teachers are available at the beginning and end of days for communication although for more in-depth conversations they will ask you to make an appointment so that issues can be explored more fully.
- Team Around the Child meetings, for those families engaged in that process
- SENDCo will communicate with parents through normal school channels; face-to-face, email and by phone.

What cultural backgrounds does the school offer?

We are a Church of England school and as such hold a daily Collective Worship with a Christian element. We celebrate all major Christian festivals at the Parish Church in Brinkworth (Harvest, Christmas, Easter) and hold our end of year Leavers' service there.

We also celebrate other faiths through our R.E. lessons. We welcome children and families of all cultural backgrounds.

What type and how many complaints relating to SEN did you receive last year?

None

What support will there be for my child's overall well-being?

- All staff have up-to-date first aid training
- Certain members of staff are trained with the use of epi-pens
- Medical health care plans are drawn up, called Medical Risk Assessments, for those children with more complex medical needs, they are reviewed annually, written in consultation with parents and shared with all staff
- We have a Parent Support Advisor (PSA), Terry Jones, who can support children and their families with different aspects of home life and emotional and social needs
- When a child isn't coping we:
 - Run regular social skills groups
 - Offer weekly 'walk and talk' 1 to 1 sessions
 - Offer emotional literacy support with our two trained ELSAs to help with emotions and friendships

How many children with SEND do we have in the school and how do we organise our classes?

We currently have 6 classes across the two sites. Children in Foundations Stage/Reception, Year 1 and Year 2 are taught in single age classes. Children in Years 3, 4, 5 and 6 are split across 3 classes and we have a Y3/4, Y4/5 and Y5/6 class.

We have:

- 0 children with an EHCP
- 7 children with a My Support Plan

- 18 children needing SEN support

How do we communicate to parents?

We have an 'open door' policy and are happy for parents to speak to us whenever they have a concern.

We use:

- Fortnightly newsletters
- Parentmail
- Class email
- Letters home
- Parent/carers consultation evenings
- Parent/carers information evenings

How will the curriculum be matched to my child's needs?

- All teachers are teachers of children with SEND providing Quality First Teaching (QFT)
- Work within class is scaffolded and differentiated to the needs of your child. Sometimes this may mean the outcome expected is different, on other occasions the support or resources given may be different
- The curriculum and resources are matched to the needs as far as it is possible to achieve given the funding and facilities that are available. For example, adaptations can include coloured overlays for reading, writing slopes, use of a laptop and wobble cushions
- Learning targets are set by the class teacher in liaison with the SENDCo and Teaching Assistants (TAs). These are outlined on the 'Class Provision Maps' and also if your child has one on their My Support Plan (MSP) or Individual Education/Behaviour Plan (IE/BP). These targets are reviewed termly to inform future provision
- Details of our curriculum is available on our website and for each class on their 'Termly Learning Plan' which can be found on our school website

How flexible are we about the school day?

Short-term options may include:

- Part time hours
- Shorter day – mornings / afternoons only
- A quiet area where children can be calm or relax

How is the decision made about what type and how much support my child will receive?

- We seek to provide the best support for each individual - it will vary according to the requirements of each child
- We monitor the progress of each child in our school very closely which alerts us to any concerns about a child, carrying out further assessments
- When a concern is identified we carry out initial assessments. From these assessments we can identify the kind of support needed and whether we need to seek additional specialist assessments
- We aim to promote independence for our children so for the greater majority of children, support will be in small groups however when needed it will be 1 to 1

How will the school support my child?

Through:

- Quality First teaching
- Provision Mapping
- Individual Education/Behaviour Plan
- ELSA
- My Support Plan

We also value pupil voice:

- All children produce their own 1 page profile which tells us about themselves
- Pupils contribute to their Individual Education/Behaviour Plans, My Support Plans and Annual Reviews.

How and who do parents/carers alert if my child is not getting the support they need?

If you have a concern you speak to:

- Your child's class teacher
- Mrs Cross – school SENDCo

- Mrs Terry Jones – parent support advisor.

If you are still not happy then please speak to:

- Mrs Walch – the Head teacher.

If you have further concerns then you should contact:

- Mrs Jo Maitland – our governor with specific responsibility for SEND.

If you still feel concerned about the support your child is getting and need to make a formal complaint, Mrs Maitland can advise you about the procedure. You will find a copy of our complaints procedure on our website.

What support is there for parents/carers?

We have a Parent Support Assistant, Mrs Terry Jones, who works closely with parents. Terry is contactable via the school office or school website and is able to offer support and practical advice. Terry frequently runs parenting courses.

We have an active Parent/friends group – BEDSA (Brinkworth Earl Danby's School Association) - all parents are automatically members.

How are the settings resources allocated and matched to children's SEND?

The SENDCo, in consultation with the Head teacher, allocates resources according to the needs of the children. Some children require more support than others.

Teaching assistants run intervention programmes with individuals/small groups.

Who can I contact for further information?

The first point of contact is always your child's class teacher.

Mrs Alana Walch – Head teacher at head@brinkworthearldanbys.wilts.sch.uk

Mrs Sally Cross – SENDCo at sally.cross@brinkworthearldanbys.wilts.sch.uk

Our Administrative Officers, can be contacted for appointments, additional information or other contact details on 01666 510406 and by email uppersite@brinkworthearldanbys.wilts.sch.uk or

lowersite@brinkworthearldanbys.wilts.sch.uk

Further information can be found at www.brinkworthearldanbys.wilts.sch.uk

How will my child be included in activities outside of the classroom including school trips?

Brinkworth Earl Danby's is an inclusive school. We try to ensure that all activities, including after-school clubs can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents/carers to ensure that appropriate adaptations made are for the individual – parents/carers are welcome to come along to provide extra care their child might need. Risk Assessments are also carried out.

How accessible is the setting environment?

Your child will have full access to both of the school sites: Lower Site is accessible to children with a physical disability by using the path by reception; Upper Site is accessible to children with a physical disability by using the ramp by 'The Link'. We have toilets that are suitable for wheelchair users and those with a disability, on both sites.

Can my child's special dietary requirements be accommodated and how?

We have a school kitchen and all meals are freshly prepared on-site.

If your child requires a special diet, the kitchen will provide a hot meal to meet your child needs once they have been provided with a medical note to confirm the dietary requirements – dairy free, wheat free, gluten free, nut free, egg free. There is also a vegetarian option available every day.

Depending upon the severity of a nut allergy we take various steps to protect our children. We always inform parents when there is child with a severe nut allergy in their class. We make these decisions in consultation with parents.

How is the effectiveness of SEND provision evaluated?

Through regular meetings of the SEND Governor, Mrs Jo Maitland with the SENDCo.

Head teacher and SENDCo carry out SEND self-evaluation to inform the School Development Plan.

Head teacher and SENDCo meet regularly to evaluate provision.

SENDCo meets with class teachers to evaluate and review pupil provision and outcomes every term.